

Goals Details

Kelloggsville Public Schools
Grand Rapids, Michigan, United States
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Prepared for the Michigan Department of Education

Goals Details

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1. Goal: ELA Goal

Content Area: English Language Arts

Student Goal Statement: All students will be proficient in English Language Arts.

Gap Statement: 3rd Grade ELA MEAP score: 86% / State 83% Kville is 3% higher than State avg.

4th Grade ELA MEAP score: 88% / State 77% Kville is 11% higher than State avg.

5th Grade ELA MEAP score: 86%/ State 78% Kville is 8 % higher than State avg.

6th Grade ELA MEAP score: 89%/ State 80% Kville is 9% higher than State avg.

7th Grade ELA MEAP score: 78%/ State 80% Kville is 2% lower that State avg.

8th Grade ELA MEAP score: 85%/ State 77% Kville is 8% higher than State avg.

7th Grade is the only grade overall who is lower than State avg. on the ELA MEAP.

In every grade level ELL students scored lower than English speaking students. The gap ranged from 10 - 25 % difference.

Students who qualify for free and reduced meals scored lower than average income students.

Cause for Gap: ELL students need more intensive and deliberate focus on educational language acquisition to compete at the same level of academic success as English speaking students.

Students of lower income have smaller vocabularies and oral language skills than middle class income students.

Multiple measures/sources of data you used to identify this gap in student achievement: 2010 - 11 MEAP/ MME data

2010 - 2011 K - 9 NWEA Data

2010 - 2011 ELPA data

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We will be measuring the MEAP and ELPA data for ELL students to look for a 5 - 10 % gain for the next year depending on the grade level. We are expecting to match or exceed the State average on the MEAP for 7th grade ELA scores. NWEA data will be used for formative and summative assessment throughout the year in order to inform the intensity of instructional given in the classroom.

Contact Name: Kathy Stuby

1.1. Objective: ELA Objective

Measurable Objective Statement to support Goal: On the 2011 ELA MEAP test, the percentage of ELL students proficient on the English- Language Arts MEAP score will increase by at least 5% over their 2010 MEAP scores.

1.1.1. Strategy: Literacy Curriculum and PreK - 12 alignment

Strategy Statement: The literacy curriculum guidelines will oversee and maintain the overall literacy focus in Kelloggsville Public Schools. These guidelines will give guidance and support to the literacy consultant, literacy committee, classroom teacher and the reading intervention teachers in the district. With a common purpose the district's literacy focus will be cohesive among buildings, grade levels and departments.

Research: Elish-Piper, L., & L'Allier, S. K. (2010). Exploring the Relationship Between Literacy Coaching and Student Reading Achievement in Grades K-1. *Literacy Research and Instruction*. 49(2), 162-74.

This study explored the relationship between literacy coaching and student reading achievement in grades K-1 in a school district that received a Reading First grant. Descriptive statistics, hierarchical linear modeling (HLM 6.04), and multiple linear regressions were used to analyze data. Findings indicated that coaches spent an average of 53[percent] of their time with teachers and 47[percent] completing other tasks. In addition, findings concluded that the amount of time literacy coaches spent observing in classrooms predicted student achievement gains.

Taylor, R. T., Moxley, D. E., & Chanter, C. (February 2007). Three Techniques for Successful Literacy Coaching. *Principal Leadership (Middle School Ed.)*. 7(6), 22-5.

The writers describe three techniques for successful literacy coaching. Faculty members should be included in defining the responsibilities of the literacy coach to ensure they do not become skeptical about the position; the literacy coach must become an expert in literacy learning, teacher leadership, and professional development; and literacy coaches must develop and maintain a positive relationship and regular communication with the principal.

Lick, D.W. & Murphy, C. U. (2007). *The whole faculty study groups fieldbook: Lesson learned and best practices from classrooms, districts, and schools*. Thousand Oaks, CA: Corwin Press.

This book gives an overview of how to introduce and implement a book study, what the leadership looks like to foster a book study, and how this practice can interface with professional learning communities.

REACHING AT RISK STUDENTS AND THEIR FAMILIES

Peterson, C. A., Mayer, L. M., Summers, J. A., & Luze, G. J. (2010). Meeting the needs of young children at risk for or having a disability. *Early Childhood Education Journal*, 37(6), 509-517.

This research showed that "poverty related factors place children at higher risk for disabilities" (p. 509). It also examined how early childhood staff can be important players in connecting families with appropriate resources to address the needs of children.

Payne, R. K. (2005). *A framework for understanding poverty*. Highlands TX: Aha Process.

Payne's work gives a comprehensive framework for understanding how the world is viewed from one who lives in poverty as well as what the instructional implications of those viewpoints might be.

1.1.1.1. Activity: Building Books studies

Activity Description: Each building will conduct building book studies on a monthly or bi-monthly basis. The literacy book used at each building will be selected based on the determined needs stated in the building SI plan.

Planned staff responsible for implementing activity: Administration, Literacy Consultant, building staff.

Actual staff responsible for implementing activity: Building principals and teacher leader in the building work as a team.

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/08/2012

Actual Timeline: Begin Date - , End Date -

1.1.1.1.1. Resource: Book Study Books

Funding Source: General Funds

Planned Amount: 3500.0

Actual Amount:

1.1.1.2. Activity: Common Core Professional Development

Activity Type: Professional Development

Activity Description: Professional development will be provided for professional staff and administration to understand the changes that will occur when the common core standards are fully in place and the depth of knowledge need to achieve on the national assessment.

Planned staff responsible for implementing activity: PD Team, Administration, Professional staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/29/2011, End Date - 06/08/2012

Actual Timeline: Begin Date - , End Date -

1.1.1.2.1. Resource: Common Core Professional Development

Funding Source: Title II Part A

Planned Amount: 3750.0

Actual Amount:

1.1.1.3. Activity: RTI Consultant and Committee

Activity Description: The RTI consultant will oversee and maintain the overall RTI focus in Kelloggsville Public Schools. The consultant will give guidance and support to the RTI committee, classroom teachers and the reading intervention paraprofessionals in the district. She will also provide professional development to the RTI paraprofessionals on a bi-monthly basis. The literacy committee will be comprised of the consultant, classroom teachers, administration staff at every level and reading intervention paraprofessionals.

Planned staff responsible for implementing activity: Administration, RTI consultant, classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/08/2012

Actual Timeline: Begin Date - , End Date -

1.1.1.3.1. Resource: RTI Consultant

Funding Source: Title I Part A

Planned Amount: 107061.0

Actual Amount:

1.1.1.4. Activity: RTI Professional Development

Activity Type: Professional Development

Activity Description: All elementary teachers will be given the opportunity to attend RTI professional development that will help develop tier 2 strategies for the classroom teacher and additional support personnel.

Planned staff responsible for implementing activity: Principal, Professional Development Team, Teachers, papaprofessionals.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/08/2012

Actual Timeline: Begin Date - , End Date -

1.1.1.4.1. Resource: RTI Professional Development

Funding Source: Title II Part A

Planned Amount: 15000.0

Actual Amount:

1.1.1.5. Activity: Student Achievement Data Professional Development

Activity Description: Professional development regarding the analysis and use of formative and summative data to inform data driven instruction to result in higher student achievement.

Planned staff responsible for implementing activity: Administration, Classroom staff, Reading Intervention Teachers and ELL staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/01/2011

Actual Timeline: Begin Date - , End Date -

1.1.1.5.1. Resource: Understanding data to improve student achievement

Funding Source: Title II Part A

Planned Amount: 3500.0

Actual Amount:

1.1.2. Strategy: Literacy Intervention

Strategy Statement: Students will be selected from each Elementary and the Middle School using ELPA scores , MEAP scores, and classroom assessment data. The students who qualify will receive additional literacy intervention beyond the normal literacy block of time.

Research: Reading Intervention

Gallant, P., & Schwartz, R. (2010). Examining the Nature of Expertise in Reading Instruction. *Literacy Research and Instruction*. 49(1), 1-19.

Teacher educators examined three aspects of expertise in reading instruction in 15 preservice, classroom, and intervention

teachers at three distinctively different points in their professional development. Differences that emerged provide insights into the nature of developing expertise through university course work and continued professional practice and professional development. Findings hold implications for assessment in teacher education and call for further research to elaborate the nature of advanced knowledge acquisition related to literacy instruction and the effectiveness of professional development for supporting that knowledge.

Farstrup, Alan E. and Samuels, S. Jay (2002). What research has to say about reading instruction, (Ed.). Newark, DE: International Reading Association.

This third edition book provides a balance of research on literacy topics as it relates to classroom practices. Topics relate to issues of national and international attention, including the U.S. National Reading Panel report released in 2000.

Honigsfeld, A., & Cohan, A. (Winter 2008). The Power of Two: Lesson Study and SIOP Help Teachers Instruct ELLs. Journal of Staff Development. 29(1), 24-6, 28.

To provide effective instruction for ELLs in mainstream classrooms, Freeport Public Schools on Long Island, New York, merged two distinct professional development strategies. This school district combined the lesson study approach, which involves experienced teachers examining their teaching practices to improve effectiveness, and the Sheltered Instruction Observation Protocol, which involves teachers modifying grade-appropriate curriculum to facilitate learning for ELLs. Further information on the implementation and outcomes of this approach to meeting the needs of ELLs and their teachers is provided.

Freeman, Rebecca and Hamayan, Else (2006). English language learners at school. Philadelphia, PA: Carlson Publishing.

This book contains research and expert advice on policies, instruction, assessment and many other pertinent items related to English Language Learners in schools.

1.1.2.1. Activity: Reading Intervention Teachers and paraprofessionals

Activity Description: The students will utilize a think sheet for comparing and contrasting relationships among characters, events and key ideas within and across texts by using venn diagrams and other graphic organizers under the direction of the reading intervention teacher. Reading intervention teachers will be utilized at each elementary and the middle school in Kelloggsville Public Schools. The reading teacher and the paraprofessional at the middle school will target students who have been identified through at least two qualifiers: NWEA scores, MEAP scores or Year end common assessments to be given additional services in the area of reading. Students will be placed in a reading support class and/ or be given additional support through paraprofessional services.

Planned staff responsible for implementing activity: Reading Intervention Teachers, Administration, Literacy Consultant

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/01/2011

Actual Timeline: Begin Date - , End Date -

1.1.2.1.1. Resource: Intervention Reading Teachers and paraprofessionals**Funding Source:** Title I Part A**Planned Amount:** 160933.0**Actual Amount:*****1.1.2.2. Activity: RTI Paraprofessionals*****Activity Description:** The paraprofessional will provide additional support to students who have been identified under the RTI model who are in need of Tier 2 support. The paraprofessional will be trained and supervised by the RTI Teacher in conjunction with the classroom teachers.**Planned staff responsible for implementing activity:** RTI Teacher, Classroom teachers, Title I director and paraprofessionals.**Actual staff responsible for implementing activity:****Planned Timeline:** Begin Date - 09/06/2011, End Date - 06/08/2012**Actual Timeline:** Begin Date - , End Date -***1.1.2.2.1. Resource: RTI Paraprofessionals*****Funding Source:** Title I Part A**Planned Amount:** 117135.0**Actual Amount:*****1.1.2.3. Activity: SIOP Instruction and professional development*****Activity Type:** Professional Development**Activity Description:** ELL teachers, classroom teachers and Reading Intervention teachers shall be trained to use SIOP (Sheltered English Instruction Observational Protocol) strategies in the regular classroom as well as the reading intervention classroom.**Planned staff responsible for implementing activity:** Classroom teachers, Reading Intervention teachers, ELL staff, Administration**Actual staff responsible for implementing activity:**

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/08/2012

Actual Timeline: Begin Date - , End Date -

1.1.2.3.1. Resource: SIOP Professional Development

Funding Source: Title II Part A

Planned Amount: 2830.0

Actual Amount:

1.1.3. Strategy: Parental Involvement

Strategy Statement: Kelloggsville Public Schools is committed to involving the community and the parents in the education of our students. As many studies show, when families are involved in their child's education, the child does better in school. It is also important for a student to have role models and other adults who care about the student's accomplishments in and out of the classroom. We are taking a multi-faceted approach to address this need of our students.: Kelloggsville Community Coalition, English Education Classes for ELL students and their families, Parent liaison for ELL families and Family Nights throughout the school year.

Research: National Standards for Parent/Family Involvement Building upon the six types of parent involvement identified by Joyce L. Epstein, Ph.D., of the Center on School, Family, and Community Partnerships at Johns Hopkins University, National PTA created program standards of excellence.

Epstein, J. L. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 76, 701-712.

Epstein, J. L. (2005). School-initiated family and community partnerships. In T. Erb (Ed.), *This we believe in action: Implementing successful middle level schools* (pp. 77-96). Westerville, OH: National Middle School Association.

Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, community, and community partnerships: Your handbook for action* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Epstein, J. L., Simon, B. S., & Salinas, K. C. (1997). *Involving parents in homework in the middle grades* (Rep. No. 18). Bloomington, IN: Phi Delta Kappa Center for Evaluation, Development, and Research.

1.1.3.1. Activity: Communicating with Families

Activity Description: It is important to communicate with all parents no matter what language or communication difficulties the families exhibit. Kelloggsville is committed to providing families with the opportunity to have a contact person that can help families understand and communicate with any school member personnel. We are also working to use our student management program, Powerschool, to be parent-friendly and accessible so that parent may access information about their child(ren). Upgrading to Powerschool 7.0 will provide parents of 18 different languages to accessible reports

about their students in their native language.

Planned staff responsible for implementing activity: Technology staff, Parent Liaison, District and Building Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/08/2012

Actual Timeline: Begin Date - , End Date -

1.1.3.1.1. Resource: Parent Liaison

Funding Source: Title III

Planned Amount: 12000.0

Actual Amount:

1.1.3.2. Activity: English Education classes

Activity Description: We will have an additional night time English family program for our ELL families. Students and their parents can learn English, ask questions about school information and also have additional help with academic subject matter. There will be a heavy focus on literacy, especially learning educational vocabulary to improve the students ability to understand and succeed in their core classes.

Planned staff responsible for implementing activity: Ell staff, Title III Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 01/09/2012, End Date - 05/25/2012

Actual Timeline: Begin Date - , End Date -

1.1.3.2.1. Resource: Classroom materials

Funding Source: Title III

Planned Amount: 18251.0

Actual Amount:

1.1.3.2.2. Resource: Parent Education Educators

Funding Source: Title III

Planned Amount: 5000.0

Actual Amount:

1.1.3.3. Activity: Family Nights

Activity Description: Parent and Academic nights will be planned throughout the year to highlight the academic standards being taught in Kelloggsville classrooms as well as the academic, sports and fine arts achievements accomplished by Kelloggsville students. There will also be meetings to educate the parents on the interventions given to at-risk students through Title I.

Planned staff responsible for implementing activity: District administration, Reading Intervention teachers, Instructional Staff, Community Coalition Directors

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/08/2012

Actual Timeline: Begin Date - , End Date -

1.1.3.3.1. Resource: Supplies for Family events

Funding Source: Title I Part A

Planned Amount: 6271.0

Actual Amount:

1.1.3.4. Activity: Kelloggville Community Coalition

Activity Description: The Community Coalition is a group of Kelloggsville School District employees, community members, business owners, religious organizations, retired employees and parents who have come together support the Kelloggsville School District and the surrounding area by doing community projects, supporting locals businesses, provide educational classes, hosting family events, provide mentors to students and many other collaborative projects.

Planned staff responsible for implementing activity: Community Coalition Coordinators, district administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 07/01/2011, End Date - 06/29/2012

Actual Timeline: Begin Date - , End Date -

1.1.3.4.1. Resource: Community Coalition Coordinators

Funding Source: General Funds

Planned Amount: 5000.0

Actual Amount:

2. Goal: Math Goal

Content Area: Math

Student Goal Statement: All students will be proficient in Math.

Gap Statement: At-risk and ELL students scored 5 - 10 % lower on the Math MEAP/ MME than their counterparts in the same grade level.

Cause for Gap: Our ELL, at-risk and special education students do not have the same previous experiences related to math that our English speaking, non-special education students have to attach prior knowledge to the new skills they are trying to acquire.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP/ MME data, NWEA data, Mid and Year- End Common Assessments, Formative and Summative classroom assessments.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP scores for 3rd - 11th grades, NWEA scores unit math test scores throughout the year, quarterly and semester math grades in K - 12th grade.

Contact Name: Kathy Stuby

2.1. Objective: Math Objective

Measurable Objective Statement to support Goal: All students in 5th - 11th grade will increase 5% points on the 2011/ 2012 Math MEAP or MME respectfully. Students in the 3rd and 4th grade will maintain their percentage of 96% proficient on the Math MEAP for 2012 MATH MEAP.

2.1.1. Strategy: Hands - On Math Manipulatives

Strategy Statement: The students at all grade levels will use hands-on math manipulatives and experiences to better relate abstract math problems to real-life experiences.

Research: Tyson, W., Lee, R., Borman, K.M., Hanson & M.A. (2007). Science, technology, engineering, and mathematics (STEM) pathways: High school science and math coursework and postsecondary degree attainment. *Journal of Education for Students Placed At Risk (JESPAR)*, 12(3), 243-270.

This article drew to our attention that male/female differences in STEM take place because females are less likely to choose STEM careers. Racial differences in STEM, however, occur because fewer Black and Hispanic students are prepared in high school.

Howden, H. (1986). The role of manipulatives in learning mathematics. *Insights into Open Education*, 19(1), 1-11.

Gilbert, R., & Bush, W. (1988). Familiarity, availability, and use of manipulative devices in mathematics at the primary level. *School Science and Mathematics*, 88, 459-469.

Sowell, E. (1989). Effects of manipulative materials in mathematics instruction. *Journal for Research in Mathematics Education*, 20, 498-505.

2.1.1.1. Activity: Common Core Professional Development

Activity Type: Professional Development

Activity Description: Professional development will be provided for professional staff and administration to understand the changes that will occur when the common core standards are fully in place and the depth of knowledge need to achieve on the national assessment.

Planned staff responsible for implementing activity: PD Team, Administration, Professional Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/08/2012

Actual Timeline: Begin Date - , End Date -

2.1.1.1.1. Resource: Common Core Professional Development

Funding Source: Title II Part A

Planned Amount: 3750.0

Actual Amount:

2.1.1.2. Activity: Math Manipulatives

Activity Description: The teachers will use fraction stacks, money kits, unifix cubes and various food items to work with students in small groups math instruction for individual instruction to at- risk students.

Planned staff responsible for implementing activity: Professional teaching staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/08/2012

Actual Timeline: Begin Date - , End Date -

2.1.1.2.1. Resource: Math materials

Funding Source: General Funds

Planned Amount: 1500.0

Actual Amount:

2.1.2. Strategy: Professional Development

Strategy Statement: Teachers will participate in professional development on a regular occurring basis throughout the school during professional development days (6 per year), grade level and department meetings and at staff meetings to receive training to better support the at-risk students in Kelloggsville. The teachers will also have opportunities to utilize the local ISD and state conferences to gain appropriate knowledge in the various presenters that would not be available within our district. Teachers will use this knowledge to improve their teaching strategies to meet the needs of students in their particular subject or classroom.

Research: Honigsfeld, A., & Cohan, A. (Winter 2008). The Power of Two: Lesson Study and SIOP Help Teachers Instruct ELLs. *Journal of Staff Development*. 29(1), 24-6, 28.

To provide effective instruction for ELLs in mainstream classrooms, Freeport Public Schools on Long Island, New York, merged two distinct professional development strategies. This school district combined the lesson study approach, which involves experienced teachers examining their teaching practices to improve effectiveness, and the Sheltered Instruction Observation Protocol, which involves teachers modifying grade-appropriate curriculum to facilitate learning for ELLs. Further information on the implementation and outcomes of this approach to meeting the needs of ELLs and their teachers is provided.

Freeman, Rebecca and Hamayan, Else (2006). *English language learners at school*. Philadelphia, PA: Carlson Publishing.

This book contains research and expert advice on policies, instruction, assessment and many other pertinent items related to English Language Learners in schools.

Tyson, W., Lee, R., Borman, K.M., Hanson & M.A. (2007). Science, technology, engineering, and mathematics (STEM) pathways: High school science and math coursework and postsecondary degree attainment. *Journal of Education for Students Placed At Risk (JESPAR)*, 12(3), 243-270.

This article drew to our attention that male/female differences in STEM take place because females are less likely to choose STEM careers. Racial differences in STEM, however, occur because fewer Black and Hispanic students are prepared in high school.

Study reveals factors in ed-tech success. (2010). Retrieved on June 28, 2010 at <http://www.eschool news.com>.

This article summarized a broader study outlining key factors to successful technology integration such as professional development, strong vision and leadership at the building and district level, and low computer to student ratios.

Peterson, C. A., Mayer, L. M., Summers, J. A., & Luze, G. J. (2010). Meeting the needs of young children at risk for or having a disability. *Early Childhood Education Journal*, 37(6), 509-517.

This research showed that "poverty related factors place children at higher risk for disabilities" (p. 509). It also examined how early childhood staff can be important players in connecting families with appropriate resources to address the needs of children.

Payne, R. K. (2005). A framework for understanding poverty. Highlands TX: Aha Process.

2.1.2.1. Activity: At-Risk Students and Families Professional Development

Activity Description: Kelloggsville has a high percentage of families who are at risk due to poverty or low income. Our teachers will be professional development to help better understand the challenges of these families and the obstacles the students face to be success in a school setting.

Planned staff responsible for implementing activity: Administration, Professional Instructional Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 07/01/2011, End Date - 06/30/2012

Actual Timeline: Begin Date - , End Date -

2.1.2.1.1. Resource: Conferences fees, materials and sub costs

Funding Source: Title II Part A

Planned Amount: 1250.0

Actual Amount:

2.1.2.2. Activity: SIOP Instruction and professional development

Activity Description: ELL teachers and classroom teachers shall be trained to use SIOP (Sheltered English Instruction Observational Protocol) strategies in the regular classrooms, focusing on using math vocabulary strategies.

Planned staff responsible for implementing activity: ELL staff, professional instructional staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/17/2011

Actual Timeline: Begin Date - , End Date -

2.1.2.2.1. Resource: SIOP Professional Development

Funding Source: Title II Part A

Planned Amount: 11320.0

Actual Amount:

3. Goal: Science Goal

Content Area: Science

Student Goal Statement: All students will be proficient in Science.

Gap Statement: 5th Grade Science MEAP scores: Kville 85%/ State 83% proficient Kelloggsville scored 2 % higher on the science MEAP.

8th Grade Science MEAP scores: Kville 81%/ State 76% proficient Kelloggsville scored 5 % higher on the science MEAP.

ELL students in both 5th and 8th grade scored significantly lower on the Science MEAP than the non-ELL students.

Cause for Gap: Our ELL and Special education students do not have the same previous experiences related to science that our English speaking, non Special education students have to attach prior knowledge to the new skills they are trying to acquire.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP/ MME Data, Common assessments, Ongoing summative and formative assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP scores, Unit Science test scores throughout the year, quarterly and semester science grades in 5th and 8th grade.

Contact Name: Kathy Stuby

3.1. Objective: Science Objective

Measurable Objective Statement to support Goal: The students in 5th and 8th Grades will show a 5 - 7 % increase on the 2012 Science MEAP over the 2011 MEAP results.

3.1.1. Strategy: Professional Development

Strategy Statement: Teachers will participate in professional development on a regular occurring basis throughout the school during professional development days (6 per year), grade level and department meetings and at staff meetings to receive training to better support the at-risk students in Kelloggsville. The teachers will also have opportunities to utilize the local ISD and state conferences to gain appropriate knowledge in the various presenters that would not be available within our district. Teachers will use this knowledge to improve their teaching strategies to meet the needs of students in their particular subject or classroom.

Research: Martin-Hansen, L., & Johnson, J. C. (September 2006). Think-Alouds in Inquiry Science. *Science and Children*, 44(1), 56-9.

The writers provide advice to science teachers on using a strategy called think-aloud, which can help students progress toward

thinking for themselves in questioning, devising investigations, analyzing data, and supporting conclusions with evidence. By providing students with this cognitive coaching, not only are teachers enhancing students' skills in inquiry investigations but they are also promoting metacognitive skills in both reading and science.

Wallace, R., Pearman, C., Hail, C., & Hurst, B. (September/October 2007). Writing for Comprehension. *Reading Horizons*, 48(1), 41-56.

Many educators continue to treat reading and writing as separate subjects. In response to this observation, the authors offer four research-based writing strategies that teachers can use to improve student reading comprehension through writing. The writing strategies--About/Point, Cubing, Four Square Graphic Organizer, and Read, Respond, Revisit, Discuss--reinforce reading comprehension by helping students strengthen their skills at summarizing, thinking in-depth from multiple perspectives, activating and organizing numerous thoughts, and creating interest through meaningful social interactions.

Tyson, W., Lee, R., Borman, K.M., Hanson & M.A. (2007). Science, technology, engineering, and mathematics (STEM) pathways: High school science and math coursework and postsecondary degree attainment. *Journal of Education for Students Placed At Risk (JESPAR)*, 12(3), 243-270.

This article drew to our attention that male/female differences in STEM take place because females are less likely to choose STEM careers. Racial differences in STEM, however, occur because fewer Black and Hispanic students are prepared in high school.

Peterson, C. A., Mayer, L. M., Summers, J. A., & Luze, G. J. (2010). Meeting the needs of young children at risk for or having a disability. *Early Childhood Education Journal*, 37(6), 509-517.

This research showed that "poverty related factors place children at higher risk for disabilities" (p. 509). It also examined how early childhood staff can be important players in connecting families with appropriate resources to address the needs of children.

Payne, R. K. (2005). *A framework for understanding poverty*. Highlands TX: Aha Process.

Payne's work gives a comprehensive framework for understanding how the world is viewed from one who lives in poverty as well as what the instructional implications of those viewpoints might be.

Study reveals factors in ed-tech success. (2010). Retrieved on June 28, 2010 at <http://www.eschool news.com>.

This article summarized a broader study outlining key factors to successful technology integration such as professional development, strong vision and leadership at the building and district level, and low computer to student ratios.

3.1.1.1. Activity: At-Risk Students and Families Professional Development

Activity Type: Professional Development

Activity Description: Kelloggsville has a high percentage of families who are at risk due to poverty or low income. Our teachers will be professional development to help better understand the challenges of these families and the obstacles the students face to be success in a school setting.

Planned staff responsible for implementing activity: Administration, Professional teaching staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2011, End Date - 06/08/2012

Actual Timeline: Begin Date - , End Date -

3.1.1.1. Resource: Conference fees and materials

Funding Source: Title II Part A

Planned Amount: 1250.0

Actual Amount:

3.1.1.2. Activity: Common Core Professional Development

Activity Type: Professional Development

Activity Description: Professional development will be provided for professional staff and administration to understand the changes that will occur when the common core standards are fully in place and the depth of knowledge need to achieve on the national assessment.

Planned staff responsible for implementing activity: PD Team, Administration, Professional Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 07/01/2011, End Date - 06/30/2012

Actual Timeline: Begin Date - , End Date -

3.1.1.2.1. Resource: Common Core Professional Development

Funding Source: Title II Part A

Planned Amount: 3450.0

Actual Amount:

3.1.2. Strategy: Scientific Method experiments

Strategy Statement: Understand and apply the inquiry and analysis process from the scientific method. Students will talk about what they learned from their classroom experiments.

Research: Honigsfeld, A., & Cohan, A. (Winter 2008). The Power of Two: Lesson Study and SIOP Help Teachers Instruct ELLs. *Journal of Staff Development*. 29(1), 24-6, 28.

To provide effective instruction for ELLs in mainstream classrooms, Freeport Public Schools on Long Island, New York, merged two distinct professional development strategies. This school district combined the lesson study approach, which involves experienced teachers examining their teaching practices to improve effectiveness, and the Sheltered Instruction Observation Protocol, which involves teachers modifying grade-appropriate curriculum to facilitate learning for ELLs. Further information on the implementation and outcomes of this approach to meeting the needs of ELLs and their teachers is provided.

Freeman, Rebecca and Hamayan, Else (2006). *English language learners at school*. Philadelphia, PA: Carlson Publishing.

This book contains research and expert advice on policies, instruction, assessment and many other pertinent items related to English Language Learners in schools.

3.1.2.1. Activity: Elementary Hands On Science Lab Teacher

Activity Description: The teacher for the hands-on science lab classroom will provide support to the general education teacher by creating science curriculum maps for grades K - 5th grade, mid-year and end-of-the-year summative assessments, and provide additional lesson ideas to the classroom teachers. The teacher will also conduct hands-on experiments with students every grade level based on the Science GLCES a rotating basis to give additional instruction on the scientific method.

Planned staff responsible for implementing activity: Classroom Teachers, Hands-On Science teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/17/2012

Actual Timeline: Begin Date - , End Date -

3.1.2.1.1. Resource: Elementary Hands-On Science Teacher

Funding Source: Title I Part A

Planned Amount: 112634.0

Actual Amount:

3.1.2.2. Activity: Reading of Charts, graphs and data files

Activity Description: Staff will conduct classroom experiments which will focus on reading charts, graphs and data files from their experiments which utilize measurement tools. The students will read data, summarize their findings, and analyze their results.

Planned staff responsible for implementing activity: Classroom teachers, Elementary hands-on science teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2011, End Date - 06/08/2012

Actual Timeline: Begin Date - , End Date -

3.1.2.2.1. Resource: Consumable science materials

Funding Source: General Funds

Planned Amount: 1000.0

Actual Amount:

3.1.2.3. Activity: Siop Instruction and professional development

Activity Type: Professional Development

Activity Description: ELL teachers, classroom teachers and Science teachers shall be trained to use SIOP (Sheltered English Instruction Observational Protocol) strategies in the regular classroom as well as the hands- on science classroom.

Planned staff responsible for implementing activity: Classroom teachers, Hands-On Science Teacher, administration, ELL teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/06/2011, End Date - 06/08/2012

Actual Timeline: Begin Date - , End Date -

3.1.2.3.1. Resource: SIOP Professional Development

Funding Source: General Funds

Planned Amount: 2830.0

Actual Amount:

3.1.2.4. Activity: Technology Integration and professional development

Activity Type: Professional Development

Activity Description: Teachers will be trained to use technology for teaching science in an interactive method to engage students in the learning process. Teacher and students will use computers, hand held technology and presentation equipment to complete these projects.

Planned staff responsible for implementing activity: Professional teaching staff, administration, technology staff, conference presenters.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 07/01/2011, End Date - 06/30/2012

Actual Timeline: Begin Date - , End Date -

3.1.2.4.1. Resource: Technology Equipment

Funding Source: Title II Part D

Planned Amount: 26140.0

Actual Amount:

3.1.2.4.2. Resource: Technology Integration and professional development

Funding Source: Title II Part D

Planned Amount: 6500.0

Actual Amount:

3.1.2.4.3. Resource: Technology Integration Professional development

Funding Source: Title II Part A

Planned Amount: 7000.0

Actual Amount:

4. Goal: Social Studies Goal

Content Area: Social Studies

Student Goal Statement: All students will be proficient in Social Studies.

Gap Statement: 2010 Social Studies MEAP results

6th Grade: Kelloggsville 62%/ State 74% Kelloggsville is 7% below state avg.

9th Grade: Kelloggsville 60 / 72% Kelloggsville is 12% below state avg.

A review of 2010 MEAP 6th grade data shows that 67% of all students were proficient when compared to our goal of 100% proficient. Data analysis indicated only 50% of our students with disabilities passed the social studies MEAP test and compared to 75% of non- SWD students.

A review of 2010 MEAP 9th data shows that 60% of all students were proficient when compared to our goal of 100% proficient. Data analysis indicated only 45% of our students with disabilities passed the social studies MEAP test as compared to 64% of non-SWD students.

Cause for Gap: During the testing year, we had no vertical alignment between grades in social studies.

We currently have no common assessments among grade levels for social studies.

Some students are pulled out of the class during social studies instruction to receive language arts interventions.

Multiple measures/sources of data you used to identify this gap in student achievement: The MEAP test is used as the primary source of data collection for social studies. Another source would be classroom assessments given at the end of each unit.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We will close the gap in achievement. Students scored as proficient will increase at least 6% on the 2011 MEAP test. Progress will be monitored through the use of both summative and formative assessments.

Contact Name: Kathy Stuby

4.1. Objective: Social Studies Objective

Measurable Objective Statement to support Goal: Students will increase Social Studies MEAP score by 5% over the 2010 Social Studies MEAP score in 6th and 9th grade in 2011 - 2012.

4.1.1. Strategy: Professional Development

Strategy Statement: Teachers will participate in professional development on a regular occurring basis throughout the school during professional development days (6 per year), grade level and department meetings and at staff meetings to receive training to better support the at-risk students in Kelloggsville. The teachers will also have opportunities to utilize the local ISD and state conferences to gain appropriate knowledge in the various presenters that would not be available within our district. Teachers

will use this knowledge to improve their teaching strategies to meet the needs of students in their particular subject or classroom.

Research: REACHING AT RISK STUDENTS AND THEIR FAMILIES

Peterson, C. A., Mayer, L. M., Summers, J. A., & Luze, G. J. (2010). Meeting the needs of young children at risk for or having a disability. *Early Childhood Education Journal*, 37(6), 509-517.

This research showed that "poverty related factors place children at higher risk for disabilities" (p. 509). It also examined how early childhood staff can be important players in connecting families with appropriate resources to address the needs of children.

Payne, R. K. (2005). *A framework for understanding poverty*. Highlands TX: Aha Process.

Payne's work gives a comprehensive framework for understanding how the world is viewed from one who lives in poverty as well as what the instructional implications of those viewpoints might be.

STEM

Tyson, W., Lee, R., Borman, K.M., Hanson & M.A. (2007). Science, technology, engineering, and mathematics (STEM) pathways: High school science and math coursework and postsecondary degree attainment. *Journal of Education for Students Placed At Risk (JESPAR)*, 12(3), 243-270.

This article drew to our attention that male/female differences in STEM take place because females are less likely to choose STEM careers. Racial differences in STEM, however, occur because fewer Black and Hispanic students are prepared in high school.

21ST CENTURY LEARNING, TECHNOLOGY INTEGRATION

Study reveals factors in ed-tech success. (2010). Retrieved on June 28, 2010 at <http://www.eschoolnews.com>.

This article summarized a broader study outlining key factors to successful technology integration such as professional development, strong vision and leadership at the building and district level, and low computer to student ratios.

Honigsfeld, A., & Cohan, A. (Winter 2008). The Power of Two: Lesson Study and SIOP Help Teachers Instruct ELLs. *Journal of Staff Development*. 29(1), 24-6, 28.

To provide effective instruction for ELLs in mainstream classrooms, Freeport Public Schools on Long Island, New York, merged two distinct professional development strategies. This school district combined the lesson study approach, which involves experienced teachers examining their teaching practices to improve effectiveness, and the Sheltered Instruction Observation Protocol, which involves teachers modifying grade-appropriate curriculum to facilitate learning for ELLs. Further information on the implementation and outcomes of this approach to meeting the needs of ELLs and their teachers is provided.

Freeman, Rebecca and Hamayan, Else (2006). English language learners at school. Philadelphia, PA: Carlson Publishing.

This book contains research and expert advice on policies, instruction, assessment and many other pertinent items related to English Language Learners in schools.

4.1.1.1. Activity: At-Risk Students and Families Professional Development

Activity Type: Professional Development

Activity Description: Kelloggsville has a high percentage of families who are at risk due to poverty or low income. Our teachers will be professional development to help better understand the challenges of these families and the obstacles the students face to be success in a school setting.

Planned staff responsible for implementing activity: Professional Instructional Staff, Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2011, End Date - 06/14/2012

Actual Timeline: Begin Date - , End Date -

4.1.1.1.1. Resource: Professional Development

Funding Source: Title II Part A

Planned Amount: 3400.0

Actual Amount:

4.1.1.2. Activity: Common Core Professional Development

Activity Type: Professional Development

Activity Description: Professional development will be provided for professional staff and administration to understand the changes that will occur when the common core standards are fully in place and the depth of knowledge need to achieve on the national assessment.

Planned staff responsible for implementing activity: PD Team, Administration and Professional Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 07/01/2011, End Date - 06/30/2012

Actual Timeline: Begin Date - , End Date -

4.1.1.2.1. Resource: Common Core Professional Development

Funding Source: Title II Part A

Planned Amount: 3450.0

Actual Amount:

4.1.1.3. Activity: SIOP Instruction and professional development

Activity Type: Professional Development

Activity Description: ELL teachers, classroom teachers and Social Studies teachers shall be trained to use SIOP (Sheltered English Instruction Observational Protocol) strategies in the regular classroom to teach the GLCE and HSCE standards.

Planned staff responsible for implementing activity: ELL staff, Administration, Instructional teaching staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 07/01/2011, End Date - 06/08/2012

Actual Timeline: Begin Date - , End Date -

4.1.1.3.1. Resource: Professional development

Funding Source: Title II Part A

Planned Amount: 2830.0

Actual Amount:

4.1.2. Strategy: Social Studies Curriculum Alignment

Strategy Statement: Social Studies GLCEs will be compared to the current social studies curriculum. A curriculum map will be updated with the new Social Studies GLCES and a common year-end assessment will be developed to reflect the change in curriculum. Summative and formative assessments will be used throughout the year to assess whether the planned activities have had a positive effect on student achievement.

Research: Literacy Coaching/Consulting

Elish-Piper, L., & L'Allier, S. K. (2010). Exploring the Relationship Between Literacy Coaching and Student Reading Achievement in Grades K-1. *Literacy Research and Instruction*. 49(2), 162-74.

This study explored the relationship between literacy coaching and student reading achievement in grades K-1 in a school district that received a Reading First grant. Descriptive statistics, hierarchical linear modeling (HLM 6.04), and multiple linear regressions were used to analyze data. Findings indicated that coaches spent an average of 53[percent] of their time with teachers and 47[percent] completing other tasks. In addition, findings concluded that the amount of time literacy coaches spent observing in classrooms predicted student achievement gains.

Taylor, R. T., Moxley, D. E., & Chanter, C. (February 2007). Three Techniques for Successful Literacy Coaching. *Principal Leadership (Middle School Ed.)*. 7(6), 22-5.

The writers describe three techniques for successful literacy coaching. Faculty members should be included in defining the responsibilities of the literacy coach to ensure they do not become skeptical about the position; the literacy coach must become an expert in literacy learning, teacher leadership, and professional development; and literacy coaches must develop and maintain a positive relationship and regular communication with the principal.

SS/Graphic Organizers

Reagan, R. (September/October 2008). Direct Instruction in Skillful Thinking in Fifth-Grade American History. *The Social Studies (Washington, D.C.)*. 99(5), 217-22.

This step-by-step example of direct skill instruction presents samples of student and teacher dialogue, sample historical sources, a thinking-strategy map, graphic organizers, and a written assessment. The author concludes by describing a brief student summary of what students learned about immigration and the skill, and she notes where additional scaffolded skill instruction and practice should be used in subsequent units of the course.

Gallavan, N. P., & Kottler, E. (May/June 2007). Eight Types of Graphic Organizers for Empowering Social Studies Students and Teachers. *The Social Studies (Washington, D.C.)*. 98(3), 117-23.

Graphic organizers offer visual models that equip teachers and students with tools, concepts, and language to organize, understand, and apply information. Many teachers, concerned that social studies tends to overwhelm students, feel social studies is viewed as a complex and confusing subject unrelated to the contemporary world. Graphic organizers help students sort, show relationships, make meaning, and manage data quickly and easily before, during, and after reading and discussion.

4.1.2.1. Activity: Vocabulary Instruction

Activity Description: Teachers will use the K.I.M. and SIOP strategies to build vocabulary comprehension. Teachers will

incorporate vocabulary on summative and formative assessments.

Planned staff responsible for implementing activity: Professional Instructional Staff, administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2011, End Date - 06/14/2012

Actual Timeline: Begin Date - , End Date -

4.1.2.1.1. Resource: Classroom materials

Funding Source: General Funds

Planned Amount: 500.0

Actual Amount:

4.1.2.2. Activity: Year End Common Assessments

Activity Description: 2 - 12 grade social studies teachers will create year-end common assessments based on updated GLCE and HSCE standards. Grade level and department level meetings as well as professional days will be used to align curriculum maps and year-end assessments.

Planned staff responsible for implementing activity: Social Studies Instructional Staff, administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2011, End Date - 06/14/2012

Actual Timeline: Begin Date - , End Date -

4.1.2.2.1. Resource: Grade Level & professional development rate

Funding Source: General Funds

Planned Amount: 1000.0

Actual Amount:

4.1.3. Strategy: Technology Integration

Strategy Statement: Teachers will be trained to use technology for teaching social studies in an interactive method to engage students in the learning process. Teacher and students will use computers, hand held technology and presentation equipment to

complete these projects.

Research: Study reveals factors in ed-tech success. (2010). Retrieved on June 28, 2010 at <http://www.eschoolnews.com>.

This article summarized a broader study outlining key factors to successful technology integration such as professional development, strong vision and leadership at the building and district level, and low computer to student ratios.

Tyson, W., Lee, R., Borman, K.M., Hanson & M.A. (2007). Science, technology, engineering, and mathematics (STEM) pathways: High school science and math coursework and postsecondary degree attainment. *Journal of Education for Students Placed At Risk (JESPAR)*, 12(3), 243-270.

This article drew to our attention that male/female differences in STEM take place because females are less likely to choose STEM careers. Racial differences in STEM, however, occur because fewer Black and Hispanic students are prepared in high school.

4.1.3.1. Activity: Elementary Computer/ Technology teacher

Activity Description: Using several kinds of technology, the students will create a multi-media presentation about the GLCE Social Studies standards. Some examples could include venn diagrams, internet research and power point presentations. The Technology teacher will work with students to create the presentations. He will also work with the teaching staff to educate them about available resources for the technology resources.

Planned staff responsible for implementing activity: Elementary Computer/ Technology teacher, Professional teaching staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/01/2011

Actual Timeline: Begin Date - , End Date -

4.1.3.1.1. Resource: Technology Elementary Teacher

Funding Source: General Funds

Planned Amount: 46080.0

Actual Amount:

4.1.3.2. Activity: Technology Integration and professional development

Activity Type: Professional Development

Activity Description: Using local and Kent ISD professional development resources, the staff and students will be trained on the use of various levels of technology to enhance the study and understanding of the social studies GLCE's.

Planned staff responsible for implementing activity: Administration, Professional Instructional Staff, District technology staff, Elementary Technology Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2011, End Date - 06/14/2012

Actual Timeline: Begin Date - , End Date -

4.1.3.2.1. Resource: Professional Development

Funding Source: Title II Part A

Planned Amount: 4560.0

Actual Amount: