

District Improvement Plan

School Year: 2010

District Name: Kelloggsville Public Schools

Intermediate School District: Kent ISD

Grades Served: PK,K,1,2,3,4,5,6,7,8,9,10,11,12

Superintendent: Mr. Greg Warsen

Building Code: 41140

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

District Improvement Plan

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Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **District Improvement Plan template (DIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

District Information

District:	Kelloggsville Public Schools
ISD/RESA:	Kent ISD
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	41140
City:	Grand Rapids
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

All students at Kelloggsville Public Schools will work in collaboration with each other and staff to become highly prepared for the next level of their education.

Mission Statement

The Kelloggsville community will provide all students with a solid foundation for lifelong success.

Beliefs Statement

- All students can learn and that they do so at different rates and in different ways.
- All students will benefit from flexible learning experiences, acquiring necessary skills.
- Staff development contributes to high student achievement.
- Collaboration, communication and problem solving are vital parts of a successful educational experience.
- High expectations encourage positive results.
- A climate that promotes caring, respect and safety fosters student success.
- Diversity of experiences and culture enriches everyone.
- Basic skills are critical to all learning.
- Our goal is to develop independent life-long learners.

Goals

ID	Name	Development Status	Progress Status
10367	ELA Goal	Approved	Open
10378	Science Goal	Approved	Open
10381	Math Goal	Approved	Open
10383	Social Studies Goal	Approved	Open

Goal 1: ELA Goal

Content Area : English Language Arts

Goal Source : cna

Development Status : Approved

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 : 2009 - 2010 MEAP/ MME data

2009 - 2010 K - 9 NWEA Data

2009 - 2010 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

List of Objectives:

ID	Objective
10070	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.

SPR (90) Challenges : None

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.

List of Strategies:

ID	Strategy	Locked By
10070	Students will be selected from each Elementary and the Middle School using ELPA scores , MEAP scores, classroom assessment data and free/ reduced lunch status. The students who qualify will receive additional literacy intervention beyond the normal literacy block of time.	
10070	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.	
10070	Kelloggsville Public Schools is committed to involving the community and the parents in the education of our students. As many studies show, when families our 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.	

1.1.1. Strategy: Literacy Intervention

Strategy Statement: Students will be selected from each Elementary and the Middle School using ELPA scores , MEAP scores, classroom assessment data and free/ reduced lunch status. The students who qualify

will receive additional literacy intervention beyond the normal literacy block of time.

Selected Target Areas

SPR (90) Indicator 10 Culture of Collective Responsibility: The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

SPR (90) Indicator 3 Systematic Planning for Quality Instruction: The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

SPR (90) Indicator 5 Use of Multiple Measures to Support School-wide Decision-making: The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

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.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
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.	09/01/2010	06/01/2011	Reading Intervention Teachers, Administration, Literacy Consultant
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.	09/01/2010	06/01/2011	Classroom teachers, Reading Intervention teachers, ELL staff, Administration

1.1.1.1. Activity: Reading Intervention Teachers

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.

Activity Type: Maintenance

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 - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Intervention Reading Teachers	Title I Part A	497,299.00	0.00

1.1.1.2. Activity: SIOP Instruction and 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.

Activity Type: Revised

Planned staff responsible for implementing activity: Classroom teachers, Reading Intervention teachers, ELL staff, Administration

Actual staff responsible for implementing activity:

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

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
SIOP Professional Development	Title II Part A	11,320.00	0.00

1.1.2. 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.

Selected Target Areas

SPR (90) Indicator 1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

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.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The Literacy consultant and committee will continue to work on and develop activities on the district's literacy framework. The framework information will be disseminated to all staff through grade/department level meetings.	09/01/2010	06/01/2011	Literacy consultant, Literacy committee, Reading Intervention teachers, classroom teachers
The consultant will oversee and maintain the overall literacy focus in Kelloggsville Public Schools. The consultant will give guidance and support to the literacy committee, classroom teacher and the reading intervention teachers in	09/01/2010	06/01/2011	Administration, Literacy consultant, classroom teachers, reading intervention

the district. The literacy committee will be comprised of the consultant, classroom teachers, administration staff at every level and reading intervention teachers.			teachers
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.	09/01/2010	06/01/2011	Administration, Literacy Consultant, building staff.
Professional development regarding the analysis and use of formative and summative data to inform data driven instruction to result in higher student achievement.	09/01/2010	06/01/2011	Administration, Classroom staff, Reading Intervention Teachers and ELL staff.
17 students have been selected from our incoming Kindergarten class based on academic screening, family life and ELPA scores to participate in a all day classroom. This classroom will emphasize academic success in the 4 core subject areas, but it will have additional time to focus on early literacy skills. A hands-on, experiential approach to learning will be evident in this classroom. Extra ELL support will be given to student where English is their second language.	09/01/2010	06/17/2011	All Day Kindergarten Teacher, Building administration, District Title Coordinator
A cohort of classroom teachers realized the Kelloggsville Public School has a changing population with our hispanic population growing every year. These teachers wanted to learn new ways to interact and teach the ELL students. The ELL classes are providing a valuable education to these teachers so that they might meet the needs of our ELL students.	07/01/2010	06/30/2011	ELL cohort teachers, District administration

1.1.2.1. Activity: Literacy Framework

Activity Description: The Literacy consultant and committee will continue to work on and develop activities on the district's literacy framework. The framework information will be disseminated to all staff through grade/department level meetings.

Activity Type: Revised

Planned staff responsible for implementing activity: Literacy consultant, Literacy committee, Reading Intervention teachers, classroom teachers

Actual staff responsible for implementing activity:

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

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Literacy Professional Development	General Funds	5,500.00	0.00

1.1.2.2. Activity: Literacy Consultant and Committee

Activity Description: The consultant will oversee and maintain the overall literacy focus in Kelloggsville Public Schools. The consultant will give guidance and support to the literacy committee, classroom teacher and the reading intervention teachers in the district. The literacy committee will be comprised of the consultant, classroom teachers, administration staff at every level and reading intervention teachers.

Activity Type: Revised

Planned staff responsible for implementing activity: Administration, Literacy consultant, classroom teachers, reading intervention teachers

Actual staff responsible for implementing activity:

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

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Literacy Consultant	Title I Part A	10,000.00	0.00

1.1.2.3. 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.

Activity Type: Revised

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

Actual staff responsible for implementing activity:

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

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Book Study Books	General Funds	3,500.00	0.00

1.1.2.4. 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.

Activity Type: Maintenance

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 - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Understanding data to improve student achievement	Title II Part A	6,854.00	0.00

1.1.2.5. Activity: Class Size Reduction Kindergarten Classroom

Activity Description: 17 students have been selected from our incoming Kindergarten class based on academic screening, family life and ELPA scores to participate in a all day classroom. This classroom will emphasize academic success in the 4 core subject areas, but it will have additional time to focus on early literacy skills. A hands-on, experiential approach to learning will be evident in this classroom. Extra ELL support will be given to student where English is their second language.

Activity Type: Revised

Planned staff responsible for implementing activity: All Day Kindergarten Teacher, Building administration, District Title Coordinator

Actual staff responsible for implementing activity:

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

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
All Day Teacher	Title II Part A	5,428.00	0.00

1.1.2.6. Activity: ELL Teacher cohort

Activity Description: A cohort of classroom teachers realized the Kelloggsville Public School has a changing population with our hispanic population growing every year. These teachers wanted to learn new ways to interact and teach the ELL students. The ELL classes are providing a valuable education to these teachers so that they might meet the needs of our ELL students.

Activity Type: Maintenance

Planned staff responsible for implementing activity: ELL cohort teachers, District administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 07/01/2010, End Date - 06/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
ELL Classes	Title III	20,000.00	0.00

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.

Selected Target Areas

SPR (90) Indicator 10 Culture of Collective Responsibility: The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

SPR (90) Indicator 13 Highly Qualified Personnel: The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

SPR (90) Indicator 15 Purposeful Communication and Collaborative Relationships: The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.

SPR (90) Indicator 16 Purposeful Communication and Collaborative Relationships: The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.

SPR (90) Indicator 6 High Standards and Clear Expectations: There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

SPR (90) Indicator 9 Coordinated Policies and Procedures: District policies and procedures are collaboratively developed, well understood and consistently and fairly implemented. The district's priority is on clear communication of these policies and procedures to assure the effective operation of the entire system, with an emphasis on equitable practices and meeting the needs of the underserved.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

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.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
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.	07/01/2010	06/30/2011	Community Coalition Coordinators, district administration
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).	07/01/2010	06/30/2011	Technology staff, Parent Liaison, District and Building Administration
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.	10/01/2010	04/30/2011	Ell staff, Title III Director
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.	09/01/2010	06/17/2011	District administration, Reading Intervention teachers, Instructional Staff, Community Coalition Directors

1.1.3.1. Activity: Kelloggsville 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.

Activity Type: Maintenance and Revised

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 07/01/2010, End Date - 06/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Community Coalition Coordinators	General Funds	5,000.00	0.00

1.1.3.2. 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).

Activity Type: Maintenance and Revised

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 07/01/2010, End Date - 06/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Parent Liaison	Title III	20,000.00	0.00

1.1.3.3. 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.

Activity Type: Maintenance and Revised

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/01/2010, End Date - 04/30/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Parent Education Educators	Title III	8,000.00	0.00
Technology Equipment	Title III	5,000.00	0.00
Classroom materials	Title III	2,000.00	0.00

1.1.3.4. 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.

Activity Type: Maintenance and Revised

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 - 09/01/2010, End Date - 06/17/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Supplies for Family events	Title I Part A	6,271.00	0.00

Goal 2: Science Goal

Content Area : Science

Goal Source : cna

Development Status : Approved

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.

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

List of Objectives:

ID	Objective
10096	The students in 5th and 8th Grades will show a 2 - 3 % increase on the 2011 Science MEAP over the 2010 MEAP results.

SPR (90) Challenges : None

2.1. Objective: Science Objective

Measurable Objective Statement to Support Goal : The students in 5th and 8th Grades will show a 2 - 3 % increase on the 2011 Science MEAP over the 2010 MEAP results.

List of Strategies:

ID	Strategy	Locked By
10096	Understand and apply the inquiry and analysis process from the scientific method. Students will talk about what they learned from their classroom experiments.	
10096	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.	

2.1.1. 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.

Selected Target Areas

<p>SPR (90) Indicator 1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.</p>
<p>SPR (90) Indicator 10 Culture of Collective Responsibility: The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.</p>
<p>SPR (90) Indicator 11 Continuous Improvement: The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.</p>
<p>SPR (90) Indicator 18 Systematic Support for Data Analysis: District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.</p>

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

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.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
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.	09/01/2010	06/01/2011	Classroom teachers, Hands-On Science Teacher, administration, ELL teachers
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.	09/01/2010	06/17/2011	Classroom Teachers, Hands-On Science teachers.
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.	09/01/2010	06/17/2011	Classroom teachers, Elementary hands-on science teacher
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.	09/01/2010	06/17/2011	Professional teaching staff, administration, technology staff, conference presenters.

2.1.1.1. Activity: Siop Instruction and 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.

Activity Type: Maintenance and Revised

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 - 09/01/2010, End Date - 06/01/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
The	General Funds	2,435.00	0.00

2.1.1.2. 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.

Activity Type: Maintenance

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

Actual staff responsible for implementing activity:

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

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Elementary Hands-On Science Teacher	Title I Part A	102,466.00	0.00

2.1.1.3. 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.

Activity Type: Revised

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

Actual staff responsible for implementing activity:

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

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Consumable science materials	General Funds	1,000.00	0.00

2.1.1.4. Activity: Technology Integration and 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.

Activity Type: Revised

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

Actual staff responsible for implementing activity:

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

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Integration Professional development	Title II Part A	8,684.00	0.00
Technology Equipment	Title I Part A	34,146.00	0.00

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.

Selected Target Areas

SPR (90) Indicator 1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

SPR (90) Indicator 10 Culture of Collective Responsibility: The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

SPR (90) Indicator 14 Coordinated Professional Development Based Upon Common Principles: The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

SPR (90) Indicator 19 Informed Data-Based Decision-Making: System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

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.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
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.	09/01/2010	06/17/2011	Administration, Professional teaching staff
Teachers and administrators will participate in professional development that will focus in the instruction of science HSCEs or GLCEs standards and then use data analysis to see if the instruction provided effectively taught the students in the classrooms and buildings.	09/01/2010	06/17/2011	Administration, Professional teaching staff

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.

Activity Type: Revised

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

Actual staff responsible for implementing activity:

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

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Conference fees and materials, Sub cost	Title II Part A	12,588.00	0.00

2.1.2.2. Activity: STEM, Data analysis Professional Development

Activity Description: Teachers and administrators will participate in professional development that will focus in the instruction of science HSCEs or GLCEs standards and then use data analysis to see if the instruction provided effectively taught the students in the classrooms and buildings.

Activity Type: Revised

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

Actual staff responsible for implementing activity:

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

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Conferences fees and materials, Sub cost	Title II Part A	8,074.00	0.00

Goal 3: Math Goal

Content Area : Math

Goal Source : cna

Development Status : Approved

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

List of Objectives:

ID	Objective
10100	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 2011 MATH MEAP.

SPR (90) Challenges : None

3.1. 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 2011 MATH MEAP.

List of Strategies:

ID	Strategy	Locked By
10100	The students at all grade levels will use hands-on math manipulatives and experiences to better relate abstract math problems to real-life experiences.	

10100	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.
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3.1.1. 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.

Selected Target Areas

SPR (90) Indicator 1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

SPR (90) Indicator 10 Culture of Collective Responsibility: The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

SPR (90) Indicator 18 Systematic Support for Data Analysis: District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

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.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
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.	09/01/2010	06/01/2011	Professional teaching staff

3.1.1.1. 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.

Activity Type: Revised

Planned staff responsible for implementing activity: 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 - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math materials	General Funds	1,500.00	0.00

3.1.2. 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.

Selected Target Areas

SPR (90) Indicator 1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

SPR (90) Indicator 11 Continuous Improvement: The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

SPR (90) Indicator 14 Coordinated Professional Development Based Upon Common Principles: The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

SPR (90) Indicator 19 Informed Data-Based Decision-Making: System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

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.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.

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.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
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.	09/01/2010	06/17/2011	ELL staff, professional instructional staff
Teachers and administrators will participate in professional development that will focus in the instruction of math HSCEs or GLCEs standards and then use data analysis to see if the instruction provided effectively taught the students in the classrooms and buildings.	09/01/2010	06/17/2011	Professional instructional staff
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.	09/01/2010	06/17/2011	Administration, Professional Instructional Staff

3.1.2.1. 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.

Activity Type: Maintenance and Revised

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 - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
SIOP Professional Development	Title II Part A	11,320.00	0.00

3.1.2.2. Activity: STEM, Data analysis Professional Development

Activity Description: Teachers and administrators will participate in professional development that will focus in the instruction of math HSCEs or GLCEs standards and then use data analysis to see if the instruction provided effectively taught the students in the classrooms and buildings.

Activity Type: Revised

Planned staff responsible for implementing activity: 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 - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Conferences fees, materials and sub costs	Title II Part A	8,074.00	0.00

3.1.2.3. 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.

Activity Type: Revised

Planned staff responsible for implementing activity: Administration, 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 - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Conferences fees, materials and sub costs	Title II Part A	8,784.00	0.00

Goal 4: Social Studies Goal

Content Area : Social Studies

Goal Source : cna

Development Status : Approved

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

Gap Statement : 2009 Social Studies MEAP results

6th Grade: Kelloggsville 67%/ State 74% Kelloggsville is 7% below state avg.

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

A review of 2009 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.

A review of 2009 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.

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 2010 MEAP test. Progress will be monitored through the use of both summative and formative assessments.

Contact Name : kathy Stuby

List of Objectives:

ID	Objective
10104	Students will increase Social Studies MEAP score by 5% over the 2009 Social Studies MEAP score in 6th and 9th grade in 2010 - 2011.

SPR (90) Challenges : None

4.1. Objective: Social Studies Objective

Measurable Objective Statement to Support Goal : Students will increase Social Studies MEAP score by 5% over the 2009 Social Studies MEAP score in 6th and 9th grade in 2010 - 2011.

List of Strategies:

ID	Strategy	Locked By
10104	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.	
10104	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.	
10104	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.	
10104	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 placed in each elementary and the middle school.	

4.1.1. 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.

Selected Target Areas

SPR (90) Indicator 1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

SPR (90) Indicator 10 Culture of Collective Responsibility: The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

SPR (90) Indicator 11 Continuous Improvement: The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

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.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
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	09/01/2010	06/01/2011	Elementary Computer/Technology teacher, Professional teaching staff

for the technology resources.			
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.	09/01/2010	06/17/2011	Administration, Professional Instructional Staff, District technology staff, Elementary Technology Teacher

4.1.1.1. 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 students create the presentations. He will also with the teaching staff to educate them about available resources for the technology resources.

Activity Type: Revised

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 - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
The	General Funds	72,378.00	0.00

4.1.1.2. Activity: Technology Integration and 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.

Activity Type: Revised

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 - 09/01/2010, End Date - 06/17/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Title II Part A	8,684.00	0.00

4.1.2. 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.

Selected Target Areas

<p>SPR (90) Indicator 10 Culture of Collective Responsibility: The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.</p>
<p>SPR (90) Indicator 15 Purposeful Communication and Collaborative Relationships: The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.</p>
<p>SPR (90) Indicator 16 Purposeful Communication and Collaborative Relationships: The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.</p>
<p>SPR (90) Indicator 17 Comprehensive, Accessible and Meaningful Data System: Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.</p>

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

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.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
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.	09/01/2010	06/17/2011	Professional Instructional Staff, Administration
ELL teachers, classroom teachers and Social Studies teachers shall be trained to use SIOP (Sheltered English Instruction Observational Protocal) strategies in the regular classroom to teach the GLCE and HSCE standards.	09/01/2010	06/17/2011	ELL staff, Administration, Instructional teaching staff

4.1.2.1. 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.

Activity Type: Maintenance

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

Actual staff responsible for implementing activity:

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

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Title II Part A	12,588.00	0.00

4.1.2.2. Activity: SIOP Instruction and professional development

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

Activity Type: Maintenance and Revised

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

Actual staff responsible for implementing activity:

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

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional development	Title II Part A	2,435.00	0.00

4.1.3. 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.

Selected Target Areas

SPR (90) Indicator 1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

SPR (90) Indicator 11 Continuous Improvement: The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

SPR (90) Indicator 17 Comprehensive, Accessible and Meaningful Data System: Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

SPR (90) Indicator 18 Systematic Support for Data Analysis: District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.

SPR (90) Indicator 2 Communicated and Articulated Curriculum: The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

SPR (90) Indicator 3 Systematic Planning for Quality Instruction: The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

SPR (90) Indicator 5 Use of Multiple Measures to Support School-wide Decision-making: The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

SPR (90) Indicator 8 Instructional Program Coherence: In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

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.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
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.	09/01/2010	06/17/2011	Social Studies Instructional Staff, administration
Teachers will use the K.I.M. and SIOP strategies to build vocabulary comprehension. Teachers will incorporate vocabulary on summative and formative assessments.	09/01/2010	06/17/2011	Professional Instructional Staff, administration

4.1.3.1. 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.

Activity Type: Revised

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

Actual staff responsible for implementing activity:

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

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Grade Level & professional development rate	General Funds	5,500.00	0.00

4.1.3.2. 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.

Activity Type: Maintenance and Revised

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

Actual staff responsible for implementing activity:

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

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom materials	General Funds	500.00	0.00

4.1.4. Strategy: Reading Intervention

Strategy Statement: 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 placed in each elementary and the middle school.

Selected Target Areas

SPR (90) Indicator 1 Aligned, Coherent and Inclusive Curriculum: The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

SPR (90) Indicator 2 Communicated and Articulated Curriculum: The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

SPR (90) Indicator 3 Systematic Planning for Quality Instruction: The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

SPR (90) Indicator 4 Coherent and Effective Support for the Delivery of Instruction: The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

SPR (90) Indicator 6 High Standards and Clear Expectations: There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

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.

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.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
In reading Intervention classroom, the teachers will choose books for at-risk students to reflect the SS GLCES for the student's particular grade level. Reading strategies will be used to teach the students have to gather information from the selection to improve reading comprehension as well as strength the student's social studies knowledge.	09/01/2010	06/17/2011	Reading Intervention Teachers, Reading Consultant

4.1.4.1. Activity: Reading Intervention Informational Reading

Activity Description: In reading Intervention classroom, the teachers will choose books for at-risk students to reflect the SS GLCES for the student's particular grade level. Reading strategies will be used to teach the students have to gather information from the selection to improve reading comprehension as well as strength the student's social studies knowledge.

Activity Type: Maintenance and Revised

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

Actual staff responsible for implementing activity:

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

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Intervention Teacher	Title I Part A	497,299.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$97,313.00	\$0.00
Title I Part A	\$1,147,481.00	\$0.00
Title II Part A	\$104,833.00	\$0.00
Title III	\$55,000.00	\$0.00

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Ms.	Kathleen	Stuby	KECC Director	kstuby@kvilleps.org
Mr.	Greg	Warsen	Superintendent	gwarsen@kvilleps.org
Mrs.	Nora	Wade	HS Counselor	nwade@kvilleps.org
Mrs.	Robin	Axdorff	KECC Teacher	raxdorff@kvilleps.org
Ms.	Judy	Jenne	Paraprofessional	jjenne@kvilleps.org
Mr.	Scott	Gunn	HS Principal	sgunn@kvilleps.org
Mrs.	Tammy	Savage	Literacy/ Media Director	tsavage@kvilleps.org
Mr.	Jeff	Owen	West Elementary Principal	jowen@kvilleps.org
Mrs.	Robin	Axdorff	KECC teacher	raxdorff@kvilleps.org
Mr.	Tim	Reeves	Middle School Principal	treeves@kvilleps.org
Ms.	Amy	O'Neil	MS Art Teacher	aoneil@kvilleps.org
Mr.	Eric	Schilthuis	East Elementary Principal	eschilthuis@kvilleps.org
Mrs.	Kay	Oppenhuizen	Elementary Counselor	koppenhuizen@kvilleps.org
Mrs.	Ericka	Scott	Parent	escott@kvilleps.org

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

The District School Improvement team meets on a regular basis throughout the school year. At these meetings the team has been educated on the school improvement process and how it relates to overall vision for the district. The team has been shown the relationship between the SI process, the collection of data for the District Data profile, the Comprehensive Needs Assessment and the Consolidated Application. Dialogue is encouraged between team members to enhance feedback to others and to aid in the development of the School improvement plan. Monitoring and evaluation of the plan has in the past been accomplished through the SMART Goal process. Every grade level and department has presented their SMART goal to the SI team. The SMART goal presentation must include the data they used to determine their goal and any formative and summative assessments the group will use to monitor student achievement. The SI Team then provided feedback to the groups on how this fits into the overall district SI plan and any required changes that needed to be made in order to be compliant with the overall SI plan. This information was then taken back to the groups for review. In the future, each school and district plan will be presented at the school improvement meeting for review and feedback.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.

Every grade level and department has presented their SMART goal to the SI team. The SMART goal

presentation must include the data they used to determine their goal, any formative and summative assessments the group will use to monitor student achievement and activities they will change to improve student achievement. The SI Team then provides feed to the groups on how this fit into the overall district SI plan and any required changes that needed to be made in order to be compliant with the overall district and school SI plans. This information was then taken back to the appropriate groups for review. In the future, each school and district plan will be presented at the school improvement plans at this meeting for review and feedback. The team will also ask the groups to assessment data to prove the the strategies chosen are improving student achievement.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.

At any meeting the information is shared in written and verbal form focusing on the use of data. This data is provided in context with the overall picture using charts and graphs. Members are encouraged to ask questions about any information presented and dialogue is encouraged between Team members. There is a go round at the end of any meeting giving anyone a chance to add additional information or clarify any information.

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:

Kathleen Stuby

Address:

977 - 44th St, Wyoming, MI 49509

Telephone Number:

(616) 532-1585

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

Kelloggsville Public Schools must insure that all staff members are educated in the overall educational picture for the district. This process starts with the Board of Education(BOE) Goals Process. Information from the SI plan will be shared with the BOE committees in order to have them included in the BOE goals. The majority of the goals from SI plan will be incorporated by the BOE Curriculum committee. Another piece of the SI plan included professional development in many different goals. A district professional development team will include these activities into the overall plan and PD calendar for the district.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

District fiscal resources will be used to support these goals by providing time during professional development days and mandatory grade/department meetings to discuss, review, collect data or educate the staff members involved in this process. The administration and BOE has also place great importance and protection on the teaching that occurs and the classroom. In the budget cuts that had to be made for this upcoming fiscal year, no K - 12 teacher lost their job. Cuts were made from others areas, especially in administration cost with the reduction of an Assistant Superintendent, an Assistant Middle School Principal and a Dean of Students at the High School level.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

By looking at the data from the District Data Profile, areas of need were determined. We also surveyed the teaching staff on what was needed to help support their teaching strategies in the future. From the information from the MME/ MEAP test, District Data Profile and survey results it was determined that there was a need for more integration of technology into the areas of Science and Social Studies. Professional development for technology integration and STEM training has been written into the district SI plan. We are also looking at ways for our student management system, Powerschool, to assist parent and staff members in assessing information about the students to it's highest potential. The use of the ISD's data warehouse and NWEA data also places an importance on the use of technology for data collection and analysis of information.