

# District Improvement Plan

School Year: 2012 - 2013

District Name: Kelloggsville Public Schools

ISD/RESA: 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

## Contents

Introduction . . . . .	3
District Information . . . . .	5
Vision, Mission and Beliefs . . . . .	6
Goals . . . . .	7
Goal 1: ELA Goal . . . . .	7
Goal 2: Math Goal . . . . .	40
Goal 3: Science Goal . . . . .	65
Goal 4: Social Studies Goal . . . . .	79
Resource Profile . . . . .	98
Assurances . . . . .	99
Stakeholders . . . . .	101
Statement of Non-Discrimination . . . . .	103
Supporting Documentation . . . . .	104
Conclusion . . . . .	105

# 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 (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](http://www.mi.gov/schoolimprovement)

## District Information

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

# Vision, Mission and Beliefs

## **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

Name	Development Status	Progress Status
ELA Goal	Complete	Open
Math Goal	Complete	Open
Science Goal	Complete	Open
Social Studies Goal	Complete	Open

## Goal 1: ELA Goal

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will increase their reading proficiency across the content areas.

**Gap Statement:** Elementary Level:

A review of Words Their Way Data indicate a discrepancy between ELL students and Non-ELL students:

Kindergarten Grade Non-ELL Average Score - 9.3

Kindergarten ELL Average Score - 7.9

1st Grade Non-ELL Average Score - 36.52

1st Grade ELL Average Score - 28.53

A review of Sight Word Recognition also indicates a discrepancy between ELL students and Non-ELL students:

Kindergarten Non-ELL Average Score - 11.63

Kindergarten ELL Average Score - 7.1

1st Grade Non-ELL Average Score - 94.34

1st Grade ELL Average Score - 53.2

The following gap areas were identified on the Fall MEAP ELA and ELA NWEA Assessments:

3rd Grade Reading 11 - 12

A review of MEAP showed all students scored an average of 55% proficient compared to the goal of 100% , a gap of 45%.

A review of NWEA RIT showed all students scored an average of 196.6 compared to the national norm for RIT 199.2., Gap of 2.6 RIT units

4th Grade Reading 11 - 12

A review of MEAP showed all students scored an average of 62.5% proficient compared to the goal of 100%, a gap of 37.5%.

A review of NWEA RIT showed all students scored an average of 203.5 compared to the national norm for RIT 206.7, Gap 3.2 RIT Units

4th Grade Writing 11 - 12

A review of MEAP showed all students scored an average of 46.1% proficient compared to the goal of 100%, a gap of 54%.

5th Grade Reading 11 - 12

A review of MEAP showed all students scored an average of 62 % proficient compared to the goal of 100%, a gap of 38%.

A review of NWEA RIT showed all students scored an average of 210.3 compared to the national norm for RIT 212.3, Gap 2.0 RIT Units

A review of the ELPA scores indicates that 33% of the 4th graders were proficient or advanced proficient on the Spring 2011 ELPA test, a gap of 67%. 59% of the 5th graders were proficient or advanced proficient on the Spring 2011 ELPA test, a gap of 41%.

Middle School:

6th Grade Reading 11 - 12

A review of MEAP showed all students scored an average of 55% proficient compared to the goal of 100%, a gap of 45%.

A review of NWEA RIT showed all students scored an average of 211.5 compared to the national norm for RIT 216.4, Gap 4.9 RIT Units

7th Grade Reading 11 - 12

A review of MEAP showed all students scored an average of 61% proficient compared to the goal of 100%, a gap of 39%.

A review of NWEA RIT showed all students scored an average of 215.2 compared to the national norm for RIT 219.7, Gap 4.5 RIT Units

7th Grade Writing 11 - 12

A review of MEAP showed all students scored an average of 48% proficient compared to the goal of 100%, a gap of 52%.

8th Grade Reading 11 - 12

A review of MEAP showed all students scored an average of 48% proficient compared to the goal of 100%, a gap of 52%.

A review of NWEA RIT showed all students scored an average of 215.5 compared to the national norm for RIT 222.4, Gap 6.9 RIT Units

High School:

11th Grade Reading 11 - 12

A review of MME showed all students scored an average of 59% proficient compared to the goal of 100%, a gap of 41%.

11th Grade Writing 11 - 12

A review of MME showed all students scored an average of 36% proficient compared to the goal of 100%, a gap of 64%.

Subgroups performing at least 10% below other students:

3rd Grade Reading

ELL scored an average of 15% while non-ELL scored an average of 61%, a gap of 46%

Economically disadvantaged scored an average of 52% while non- Economically disadvantaged scored an average of 72%, a gap of 20%

SWD scored an average of 36% while non-SWD scored an average of 57%, a gap of 21%

A review of NWEA RIT showed ELL scored an average of 187.9 compared to the Non-ELL 197.6, a difference of 9.7 RIT units



A review of NWEA RIT showed Economically disadvantaged scored an average of 203.9 compared to the Non-Economically disadvantaged 195.4, a difference of 8.5 RIT units

#### 4th Grade Reading

ELL scored an average of 21% while non-ELL scored an average of 68%, a gap of 47%

Economically disadvantaged scored an average of 58% while non- Economically disadvantaged scored an average of 78%, a gap of 20%

A review of NWEA RIT showed ELL scored an average of 195.4 compared to the Non-ELL 204.6, a difference of 9.3 RIT units

A review of NWEA RIT showed Economically disadvantaged scored an average of 202.3 compared to the Non-Economically disadvantaged 208.8, a difference of 6.5 RIT units

#### 4th Grade Writing

ELL scored an average of 10.5% while non-ELL scored an average of 51.1%, a gap of 40.6%

Economically disadvantaged scored an average of 43% while non- Economically disadvantaged scored an average of 56%, a gap of 13%

#### 5th Grade Reading

ELL scored an average of 5% while non-ELL scored an average of 63%, a gap of 58%

Economically disadvantaged scored an average of 54% while non- Economically disadvantaged scored an average of 68%, a gap of 14%

SWD scored an average of 15% while non-SWD scored an average of 60%, a gap of 45%

A review of NWEA RIT showed ELL scored an average of 202.2 compared to the Non-ELL 211.4, a difference of 9.2 RIT units

A review of NWEA RIT showed Economically disadvantaged scored an average of 209.2 compared to the Non-Economically disadvantaged 215.8, a difference of 6.6 RIT units

#### 6th Grade Reading

ELL scored an average of 10% while non-ELL scored an average of 64%, a gap of 54%

Economically disadvantaged scored an average of 57% while non- Economically disadvantaged scored an average of 72%, a gap of 15%

SWD scored an average of 27% while non-SWD scored an average of 64%, a gap of 37%

A review of NWEA RIT showed ELL scored an average of 196.6 compared to the Non-ELL 212.5, a difference of 15.9 RIT units

A review of NWEA RIT showed Economically disadvantaged scored an average of 210.7 compared to the Non-Economically disadvantaged 215.4, a difference of 4.7 RIT units

#### 7th Grade Reading

ELL scored an average of 7% while non-ELL scored an average of 54%, a gap of 47%

Economically disadvantaged scored an average of 46% while non- Economically disadvantaged scored an average of 63%, a gap of 17%

SWD scored an average of 21% while non-SWD scored an average of 53%, a gap of 32%

A review of NWEA RIT showed ELL scored an average of 199.8 compared to the Non-ELL 216.5, a difference of 16.7 RIT units

A review of NWEA RIT showed Economically disadvantaged scored an average of 214.5 compared to the Non-Economically disadvantaged 217.7, a difference of 3.2 RIT units

#### 7th Grade Writing

ELL scored an average of 7% while non-ELL scored an average of 51%, a gap of 44%

Economically disadvantaged scored an average of 45% while non- Economically disadvantaged scored an average of 58%, a gap of 13%

SWD scored an average of 14% while non-SWD scored an average of 51%, a gap of 37%

#### 8h Grade Reading

ELL scored an average of 23% while non-ELL scored an average of 57%, a gap of 34%

Economically disadvantaged scored an average of 46% while non- Economically disadvantaged scored an average of 70%, a gap of 24%

A review of NWEA RIT showed ELL scored an average of 206.5 compared to the Non-ELL 217.0, a difference of 10.5 RIT units

A review of NWEA RIT showed Economically disadvantaged scored an average of 218.9 compared to the Non-Economically disadvantaged 221.8, a difference of 2.9 RIT units

#### 11th Grade Reading

Males scored an average of 32% while females scored an average of 58%, a gap of 26%

Economically disadvantaged scored an average of 42% while non- Economically disadvantaged scored an average of 53%, a gap of 11%

#### 11th Grade Writing

Economically disadvantaged scored an average of 31% while non- Economically disadvantaged scored an average of 46%, a gap of 15%

#### **Cause for Gap:** Elementary School Level:

Kindergarten - 1st Grade:

Multiple sources of data indicate that students have difficulties with word recognition and comprehension.

Subgroup data indicates a gap between ELL students and Non-ELL Students.

Process data indicates challenges in the following areas:

Lack of differentiation consistently applied to all students, including ELL students.

Lack of professional development in ELL teaching strategies and techniques.

Lack of appropriate amounts of intervention time.

Perception data

Staff survey indicates that students come to school with limited background knowledge.

2nd & 3rd Grade:

Strand data from MEAP and MAP assessments indicate that information text is consistently the lowest scoring strand compared to other strands.

Sub-group data shows there typically is a gap between SWD and non-SWD, LEP and not LEP students.

Data analysis indicates that students performed the lowest on the following reading strands/concepts:

A majority of our students are at-risk and therefore enter school with vocabulary deficiencies. This contributes to issues regarding comprehension.

Lack of proficiency in comprehension as it relates to various forms of informational text.

The primary areas of weakness for students with disabilities and English Learners include reading fluency, vocabulary deficiencies, and challenges in the use of reasoning/higher order thinking skills, including summarizing, compare and contrast, and cause and effect.

Data driven instruction is only being used by a small number of instructional staff.

Process data indicates challenges in the following areas:

1. Lack of professional development in the area of informational text. (III.1.B.4)

Perception data indicates challenges in the following areas:

1. Staff survey indicates a lack of sufficient materials to implement the curriculum with fidelity.

2. Attendance data indicates 24% of our student have absentee issues which impedes consistent education of students.

4th & 5th Grades:

Strand data from MEAP and NWEA/MAP indicates that informational text is consistently the lowest scoring strand compared to other strands.

Process data indicates challenges in the following areas:

1. Lack of professional development in the area of informational text. (III.1.B.4)

Perception data indicates challenges in the following areas:

1. Attendance Data indicates that high absentee rates impede consistent education of students.

2. Staff survey indicates lack of sufficient materials to implement the curriculum with fidelity.

Middle School Level:

Strand data from MEAP, discovery education testing and district common assessments indicate that informational text and comprehension are consistently the lowest scoring strands compared to the other strands.

-Lack differentiation consistently applied to instruction for all students including LEP, special education, and at risk students.

-Lack of learning environments that are engaging for all students.

-Lack of focus on comprehension in all grade levels.

-Lack of interventions including amount of time, use of technology, and alternative (differentiated) instructional delivery strategies used across the district.

High School Level:

A large number of our Hispanic students are ELL students as well. This population struggles with learning to write formally, and requires focused remediation.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Elementary:

K - 3rd Grade: A-Z Running Records and Comprehension

K - 3rd Grade: Words Their Way Assessment

K - 5: ELPA

3rd - 5th Grade: 2011 - 12 MEAP/ MME data

2nd - 5th Grade: NWEA Data

Middle School:

6th - 8th Grades: Quarterly local common assessments

6th - 8th Grades: Discovery Education Testing scores

6th - 8th Grades: MEAP scores - 2012

High School:

Student ACT data,

ELPA testing, MME results.

**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?** Elementary:

Students will make progress toward measurable objectives by A- Z, Words Their way, MEAP, ELPA and NWEA/MAP.

K & 1st Grade

The criteria for success will be an increase in the number of students that are reading at grade level. We will use the May 2013 A/Z Running Record Assessment as our primary method to monitor the success of our goal. In addition, the following assessments will be administered in September 2012 and January 2013 to monitor progress:

A-Z Running Record

Segmentation

Sight Word Recognition

Words Their Way

2011 - 12 MEAP data

2011 - 2012 2 - 5 NWEA Data

Grade 2 -5 Common Assessments

K - 3 A-Z Running Record Accuracy and Comprehension

Middle School:

All students will show measured growth on targeted local assessments.

Students will demonstrate 70% proficiency in Language Arts concepts, specifically informational text and comprehension on the 2012 MEAP.

Data used and/or multiple measures of assessment that will be used to monitor progress and success of the goal are as follows:

Quarterly local common assessments - all grades

Discovery Education testing scores - all grades

MEAP results, 6th to 8th grade, 2011

High School: We expect to see an increase in MME writing proficiency with the Hispanic student subgroup.

**Contact Name:** Kathy Stuby

**List of Objectives:**

Name	Objective
ELA 1.0 All Students	ELA 1.0 The district will increase the number of K - 11 student scoring proficient in reading by at least 5% as measured by state and local assessments at every grade level.
ELA 1.1 Subgroups	ELA 1.1 The achievement gap between the proficiency levels of students within the identified subgroups will decrease at least 8% annually on state or local ELA assessments at each grade level during the 2012 - 2013 school year.

## 1.1. Objective: ELA 1.0 All Students

### Measurable Objective Statement to Support Goal: ELA 1.0

The district will increase the number of K - 11 student scoring proficient in reading by at least 5% as measured by state and local assessments at every grade level.

#### List of Strategies:

Name	Strategy
ELA Core Curriculum and PreK - 12 alignment	The ELA core curriculum and common core standards will be integrated into the curriculum maps and classroom teaching strategies of each grade level and department. Core core teaching strategies and assessments will start to be incorporated into classroom teaching activities to prepare students for the academic rigor of the upcoming state standards assessment in 2014.
Literacy Coaching	Professional and support staff will receive coaching within classrooms or lesson from the literacy, technology and professional staff on best practices based on the district and building level initiatives. The gradual release method will be used by coaches and staff in order to receive maximum effectiveness from the strategy employed by the coach and staff member.
Parental Involvement	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.
Targeted and Differentiated Instruction	All staff (teachers and paraprofessionals) will implement differentiated literacy instruction within the classroom to increase the literacy achievement for all students, with an emphasis on ELL students, SWD and At-Risk students.
Technology Integration	Common Core and the 21st century learning have technology integrated into every part of learning the core subject of math, language arts, science and social studies. Teachers who are teaching today's students need to have training in order to provide guidance and coaching to the students within their classrooms so the students are ready to incorporate technology within the study and practice of the academic skills they are learning within today's classroom. Many of today's classroom teachers are a step behind using and accessing today's technology as their native learner students. It is important for all staff to have a competent grasp of technology that is facing the students of today and in the future.

### 1.1.1. Strategy: ELA Core Curriculum and PreK - 12 alignment

**Strategy Statement:** The ELA core curriculum and common core standards will be integrated into the curriculum maps and classroom teaching strategies of each grade level and department. Core core teaching strategies and assessments will start to be incorporated into classroom teaching activities to prepare students for the academic rigor of the upcoming state standards assessment in 2014.

### **Selected Target Areas**

Indicator 1 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.

### **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
Classroom Walk-Throughs and Formal Observations	2012-09-04	2013-06-13	Building and central office administrators
Common Core Professional Development	2012-07-01	2013-06-30	PD Teams, Administration, Professional staff
Daily Five Classroom Activities	2012-09-04	2013-06-30	Classroom teachers
Grade and Department Level & Vertical PLCs	2012-08-28	2013-06-05	District Administration, Professional staff
Student Achievement Data Professional Learning	2012-07-01	2013-06-30	District Administration

**1.1.1.1. Activity: Classroom Walk-Throughs and Formal Observations**

**Activity Type:** Other

**Activity Description:** The administrator will conduct walkthroughs on a monthly basis to collect implementation data around differentiated instruction. The administrator will be looking for teachers to be working in small groups on Tier II instruction for literacy concepts already taught with their Tier I instruction, but needs additional support in a smaller group. The walkthroughs will also collect data on whether the teacher is teaching whole group, small group or with individual students.

**Planned staff responsible for implementing activity:** Building and central office administrators

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Walk through & Formal Evaluations	General Funds		

### 1.1.1.2. Activity: Common Core Professional Development

**Activity Type:** Professional Development

**Activity Description:** 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. The major areas of focus for professional development for the district areas follows: English Language Learners, Common Core, Data Analysis, At-Risk students and families and Tech integration.

Professional development will be attended by professional staff and administration to understand the changes that will occur when the common core standards are fully in place and the depth of knowledge need to achieve on the national assessment. This training will result in a change in instruction that is occurring in the classroom will be observed by the building administrator during observations and walk throughs.

**Planned staff responsible for implementing activity:** PD Teams, Administration, Professional staff

**Actual staff responsible for implementing activity:** PD Teams, Administration, Professional staff

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Common Core Professional Development	Title II Part A		

### 1.1.1.3. Activity: Daily Five Classroom Activities

**Activity Type:** Other

**Activity Description:** Daily 5 "I" charts will be developed and modeled by all classroom teachers by January of 2013. By the end of the school year all students will have a reading stamina of: 20 minutes for 2nd grade and 30 minutes for 3rd grade.

**Planned staff responsible for implementing activity:** Classroom teachers

**Actual staff responsible for implementing activity:**



**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Classroom activities	General Funds		

**1.1.1.4. Activity: Grade and Department Level & Vertical PLCs**

**Activity Type:** Professional Development

**Activity Description:** The professional teaching staff will meet 2- 3 times at hour-long meetings per month to discuss progress towards meeting the goals in the core curriculum and will examine their progress toward the building and district goals. During these meetings, discussion will take place regarding the effectiveness of current programming by reviewing classroom formative and summative assessment data.

**Planned staff responsible for implementing activity:** District Administration, Professional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-28, End Date - 2013-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Grade and Department Level & Vertical PLCs	General Funds		

**1.1.1.5. Activity: Student Achievement Data Professional Learning**

**Activity Type:** Professional Development

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

**Planned staff responsible for implementing activity:** District Administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

**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		0.00

**1.1.2. Strategy: Literacy Coaching**

**Strategy Statement:** Professional and support staff will receive coaching within classrooms or lesson from the literacy, technology and professional staff on best practices based on the district and building level initiatives. The gradual release method will be used by coaches and staff in order to receive maximum effectiveness from the strategy employed by the coach and staff member.

**Selected Target Areas**

--

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

Literacy Coaching: the Role of Reflective Thought in Teacher Decision Making

Qualitative studies of classroom teachers involved in literacy coaching are crucial to provide direction for future literacy coaching practice and research. Using a grounded theory design, this study examined the experience of four elementary level classroom teachers and one coach as they engaged in a year-long literacy coaching program. Teachers were observed throughout the literacy coaching cycle including: pre and post conferences, coach demonstrations and teacher’s implementation of new instructional practices. Analysis of coach/teacher interactions highlighted the role of reflective thought in teacher learning, and positioned reflective thought as a foundational premise of teacher learning. In addition, as a result of the discovery process inherent in the grounded theory design, the study found that teachers’ goal setting influenced movement along a gradual release of responsibility continuum of adult learning.

May, Patricia Jane, "Literacy Coaching: the Role of Reflective Thought in Teacher Decision Making" (2010). Master's Theses, Dissertations and Graduate Research Overview. Paper 34. <http://digitalcommons.ric.edu/etd/34>

Pearson, P. D., & Gallagher, G. (1983). The gradual release of responsibility model of instruction. *Contemporary Educational Psychology*, 8, 112-123.  
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
Literacy Coaching	2012-09-04	2013-06-30	Literacy Coach, Building administration

**1.1.2.1. Activity: Literacy Coaching**

**Activity Type:** Professional Development

**Activity Description:** A .24 literacy coach will be used to provided literacy coaching at the K - 1st and 2nd - 3rd elementary buildings. The literacy coach will focus on using the gradual release model and work with staff to model effective practices as it relates to 6 traits writing, the CAFE Board and the Daily Five.

**Planned staff responsible for implementing activity:** Literacy Coach, Building administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Literacy Coach	Title II Part A		

**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**

- Indicator 6 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.
- Indicator 9 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.
- Indicator 10 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.
- Indicator 13 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.
- Indicator 15 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.
- Indicator 16 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.

**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
Communicating with Families	2012-07-01	2013-06-30	Technology staff, Parent Liaison, District and Building Administration
Family Academic Nights	2012-09-11	2013-05-30	District administration, Reading Intervention teachers, Instructional Staff, Community Coalition Directors
Kelloggville Community Coalition	2012-08-06	2013-06-17	Community Coalition Coordinators, district administration

**1.1.3.1. Activity: Communicating with Families**

**Activity Type:** Other

**Activity Description:** It is important to communicate with all parents no matter what language or communication difficulties the families exhibit. Kelloggville is committed to providing families with the opportunity to have a contact person that can help families understand and communicate with any school member personnel. We are also working to use our student management program, Powerschool,

to be parent-friendly and accessible so that parent may access information about their child(ren). Upgrading to Powerschool 7.0 will provide parents of 18 different languages to accessible reports about their students in their native language.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

**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	12,000.00	0.00

**1.1.3.2. Activity: Family Academic Nights**

**Activity Type:** Other

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

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-11, End Date - 2013-05-30

**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		0.00

**1.1.3.3. Activity: Kelloggsville Community Coalition**

**Activity Type:** Other

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

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-06, End Date - 2013-06-17

**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		0.00

### 1.1.4. Strategy: Targeted and Differentiated Instruction

**Strategy Statement:** All staff (teachers and paraprofessionals) will implement differentiated literacy instruction within the classroom to increase the literacy achievement for all students, with an emphasis on ELL students, SWD and At-Risk students.

**Selected Target Areas**

Indicator 6 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.

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

Best Practice for RTI: Differentiated Reading Instruction for All Students

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
CAFE Board - Reading Comprehension	2012-09-04	2013-06-14	Classroom Staff
Differentiation Professional Learning	2012-07-01	2013-06-30	Building administrators, professional and support staff
Direct Vocabulary Instruction Professional Learning	2012-07-01	2013-06-14	Building administrators, Literacy coach, Professional staff
Discovery Education Professional Learning	2012-07-01	2013-06-30	Building Administration, Professional and support staff at KMS.
Thinking Maps Professional Learning	2012-07-01	2013-06-30	Building administration, Professional staff

---

**1.1.4.1. Activity: CAFE Board - Reading Comprehension**

**Activity Type:** Other

**Activity Description:** Every classroom teacher will post a Cafe board and teach strategies related to reading comprehension. Staff will consistently anchor to and apply the strategies of the CAFE board in their classroom.

**Planned staff responsible for implementing activity:** Classroom Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-14

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Cafe Board - Reading Comprehension	General Funds		

---

**1.1.4.2. Activity: Differentiation Professional Learning**

**Activity Type:** Professional Development

**Activity Description:** All teachers will implement differentiated instruction through a Multi-Tiered System of System of Support (MTSS) to increase achievement for all students, including students with



disabilities, ELL students and economically disadvantaged students, in the areas of reading. Staff will be attending PD in the area of Common Core in Reading, Differentiation in Reading, Thinking Maps, and CAFE Boards.

**Planned staff responsible for implementing activity:** Building administrators, professional and support staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Differentiation Professional Learning	Title II Part A		

**1.1.4.3. Activity: Direct Vocabulary Instruction Professional Learning**

**Activity Type:** Professional Development

**Activity Description:** Teachers/Staff will use a systematic, direct approach to vocabulary instruction in the classroom. Training will be attended by professional and support staff to gain the best methods to deliver this instruction.

**Planned staff responsible for implementing activity:** Building administrators, Literacy coach, Professional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-14

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Direct Vocabulary Instruction Professional Learning	Title II Part A		

**1.1.4.4. Activity: Discovery Education Professional Learning**

**Activity Type:** Professional Development

**Activity Description:** The staff will attend training in Discovery Education as a way to track and analyze the students achievement in English and math.

**Planned staff responsible for implementing activity:** Building Administration, Professional and support staff at KMS.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Discovery Education Professional Learning	Title II Part A		

### 1.1.4.5. Activity: Thinking Maps Professional Learning

**Activity Type:** Professional Development

**Activity Description:** The teaching staff will attend professional learning on Thinking Maps and will continue to use Thinking Maps to assist students with making content connections.

**Planned staff responsible for implementing activity:** Building administration, Professional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Thinking Maps Professional Learning	Title II Part A		

### 1.1.5. Strategy: Technology Integration

**Strategy Statement:** Common Core and the 21st century learning have technology integrated into every part of learning the core subject of math, language arts, science and social studies. Teachers who are teaching today's students need to have training in order to provide guidance and coaching to the students

within their classrooms so the students are ready to incorporate technology within the study and practice of the academic skills they are learning within today's classroom. Many of today's classroom teachers are a step behind using and accessing today's technology as their native learner students. It important for all staff to be have a competent grasp of technology that is facing the students of today and in the future.

**Selected Target Areas**

Indicator 3 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.

Indicator 5 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.

Indicator 10 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.

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

Technology Driving Widespread Shift in Teaching Models by David Nagel

The report, "Learn Now, Lecture Later," declared an increase in the adoption of classroom-based technology use resulting in a variety of changes to teaching and learning. The vast majority of faculty and students, for example, now use notebooks and netbooks as classroom learning tools (75 percent of students and 72 percent of faculty overall), as well as digital content (69 percent of students and 73 percent of faculty). Learning management systems were in use by a smaller majority, with 56 percent of students and 58 percent of faculty members reporting they use an LMS in the classroom.

The increase of technology in the classroom has led to an increase in the use of non-lecture-based instructional delivery methods during class time, such as hands-on learning, group projects, guided independent study, distance learning, and one-on-one instruction.

But overall, according to the report, there's something of a disconnect between the way instruction is delivered and how students want it to be delivered. Thirty-eight percent of student respondents indicated they wanted instruction delivered via traditional lectures, but 53 percent reported that the traditional lecture model is how they are taught during classroom time.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Technology Coach	2012-09-04	2013-06-07	Technology Coach, Grant Director, Technology Director
Technology Integration Professional Learning	2012-07-01	2013-06-30	Technology Coach, technology Director, Grant Director

**1.1.5.1. Activity: Technology Coach**

**Activity Type:** Technology

**Activity Description:** The technology coach will create and provide professional development to individuals, small groups and large groups based on the needs of the individual teachers that were determined through a technology survey given to all teachers.

**Planned staff responsible for implementing activity:** Technology Coach, Grant Director, Technology Director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Technology Coach	Title II Part A		

**1.1.5.2. Activity: Technology Integration Professional Learning**

**Activity Type:** Professional Development

**Activity Description:** Professional staff will receive training on how to integrate technology within their lessons to engage the students in their classrooms. training will be provided by Kent ISD and the in house tech coach. The technology coach will create and provide professional development to individuals, small groups and large groups based on the needs of the individual teachers that were determined through a technology survey given to all teachers.

**Planned staff responsible for implementing activity:** Technology Coach, technology Director, Grant Director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Technology Coach	Title II Part A		

## 1.2. Objective: ELA 1.1 Subgroups

**Measurable Objective Statement to Support Goal: ELA 1.1**

The achievement gap between the proficiency levels of students within the identified subgroups will decrease at least 8% annually on state or local ELA assessments at each grade level during the 2012 - 2013 school year.

**List of Strategies:**

Name	Strategy
English Language Learner Support	Kelloggsville has a very high English Language learner population and data review shows that our Hispanic population scores lower, sometimes significantly lower than the non - ELL students. The Instructional and Support staff in Kelloggsville Public schools must be armed with a myriad of tools to provide instructional to the ELL learners within their classrooms. Focused support on proven strategies to encourage academic success in Hispanic students is needed for all staff.
Targeted and Differentiated Instruction	All staff (teachers and paraprofessionals) will implement differentiated literacy instruction within the classroom to increase the literacy achievement for all students, with an emphasis on ELL students, SWD and At-Risk students.

### 1.2.1. Strategy: English Language Learner Support

**Strategy Statement:** Kelloggsville has a very high English Language learner population and data review shows that our Hispanic population scores lower, sometimes significantly lower than the non - ELL students. The Instructional and Support staff in Kelloggsville Public schools must be armed with a myriad of tools to provide instructional to the ELL learners within their classrooms. Focused support on proven strategies to encourage academic success in Hispanic students is needed for all staff.

**Selected Target Areas**

--

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

Espinosa, L.M. (2008). Challenging common myths about young English language learners. FCD Policy Brief Advancing PK-3, No. 8. New York: Foundation for Child Development.

A discussion of research findings that dispel common myths about dual language development and educational approaches to dual language learning for children ages three to eight.

Garcia, E.E. (2009). Early educational opportunities for children of Hispanic origins Social Policy Report, 23(2), 1-20. <http://www.srcd.org/spr.html>

A discussion, with commentaries, of the demographic characteristics of, unique linguistic profile of, and empirical evidence supporting certain interventions for three- to eight-year-old Hispanic children, with policy recommendations for improving educational opportunities for

Espinosa, L.M. (2007). English-language learners as they enter school. In Pianta, R. C., Cox M. J., & Snow K. L. (Eds). School readiness and the transition to kindergarten in the age of accountability, pp. 175-195. Baltimore: Paul H. Brookes.

An overview of the developmental profiles of English language learners (ELLs) at kindergarten entry, and examples of successful preschool programs and instructional approaches linked with positive long-term educational outcomes for ELLs.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
ELL Classroom Intervention	2012-09-04	2013-06-13	ELL Staff, Title III Director, Building Administrator
ELL Parental Engagement	2012-08-27	2013-06-30	ELL staff, Title III Director, Parent Liaison
SIOP Instruction and professional development	2012-07-01	2013-06-30	Instructional and support staff, District administration

---

**1.2.1.1. Activity: ELL Classroom Intervention**

**Activity Type:** Other

**Activity Description:** The ELL teachers will work in classrooms to give additional support to ELL students. Classes where the classroom teacher has an ELL certification have a higher percentage of students that are LEP. The ELL teacher would have a push-in model where the classroom teacher and ELL teacher will work together to provided additional ELA support to the LEP students.

**Planned staff responsible for implementing activity:** ELL Staff, Title III Director, Building Administrator

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
ELL Classroom Interactive Materials	Title III		
ELL Classroom Intervention Teacher	Title III		
ELL Paraprofessionals	Section 31 a		

**1.2.1.2. Activity: ELL Parental Engagement**

**Activity Type:** Other

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

**Planned staff responsible for implementing activity:** ELL staff, Title III Director, Parent Liaison

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-27, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Computer Assisted Instruction - Rosetta Stone/ English in a Flash	Title III		
English Education Class	Title III		
Parent Liaison	Title III		
Parent/ Child Classroom Materials	Title III		

**1.2.1.3. Activity: SIOP Instruction and professional development**

**Activity Type:** Professional Development

**Activity Description:** ALL teachers, paraprofessionals, classroom teachers and Reading Intervention teachers shall be trained to use SIOP (Sheltered English Instruction Observational Protocol) strategies in the regular classroom as well as the reading intervention classroom.

**Planned staff responsible for implementing activity:** Instructional and support staff, District administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
SIOP Professional Learning	Title II Part A		

### 1.2.2. Strategy: Targeted and Differentiated Instruction

**Strategy Statement:** All staff (teachers and paraprofessionals) will implement differentiated literacy instruction within the classroom to increase the literacy achievement for all students, with an emphasis on ELL students, SWD and At-Risk students.

**Selected Target Areas**

--

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

Graham, S., Bollinger, A., Booth Olson, C., Dâ??Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). Teaching elementary school students to be effective writers: A practice guide (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [http://ies.ed.gov/ncee/wwc/publications\\_reviews.aspx#pubsearch](http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch).

This practice guide provides four recommendations for improving elementary studentsâ?? writing. Each recommendation includes implementation steps and solutions for common roadblocks. The recommendations also summarize and rate supporting evidence. This guide is geared toward teachers, literacy coaches, and other educators who want to improve the writing of their elementary students. The What Works Clearinghouse (WWC) review in this topic area focuses on interventions for students with learning disabilities in grades Kâ??12 (generally ages 5 to 18) that are intended to improve academic achievement. Outcome areas include reading, math, writing, science, social studies, and progressing in school. The reviews of evidence in this topic area address the following questions:

â?¿ Which interventions intended to provide academic skills instruction for students with learning disabilities improve academic achievement in reading, writing, math, science, or social studies, or promote progressing in school?



Are some interventions especially effective for certain subgroups of students with learning disabilities; for example, students of different ages, students with particular types of learning disabilities, students of different racial/ethnic groups, or English language learners (ELLs)?

The What Works Clearinghouse (WWC) review in this topic area focuses on interventions for students with learning disabilities in grades K-12 (generally ages 5 to 18) that are intended to improve academic achievement. Outcome areas include reading, math, writing, science, social studies, and progressing in school. The reviews of evidence in this topic area address the following questions:

Which interventions intended to provide academic skills instruction for students with learning disabilities improve academic achievement in reading, writing, math, science, or social studies, or promote progressing in school?

Are some interventions especially effective for certain subgroups of students with learning disabilities; for example, students of different ages, students with particular types of learning disabilities, students of different racial/ethnic groups, or English language learners (ELLs)?

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
31A Counselor	2012-09-04	2013-06-14	Building Administrators, 31A Counselor
31A MTSS Paraprofessionals	2012-09-04	2013-06-13	Building Administrator, MTSS paraprofessionals, Classroom Teachers
31A MTSS Paraprofessionals - Before & During school	2012-09-04	2013-06-13	Building Administrators, Classroom teachers, 31A paraprofessionals
Credit Interventionist	2012-10-16	2013-06-13	KHS Instructional Staff, Administration, Credit Interventionist
Monitoring and guidance for At-Risk and Title Programs	2012-07-01	2013-06-30	Central Office administration, Title Grant Director
Multiple Tier System of Support Intervention Paraprofessional	2012-09-04	2013-06-13	MTSS Interventionist, Building Administrators, MTSS Paraprofessionals, Classroom teachers
Summer School	2013-06-17	2013-08-16	Building administrator, Summer School Teachers
Title I MTSS Intervention Teacher	2012-09-03	2013-06-13	Building Administrator, MTSS Teacher, Classroom teacher
Title I Paraprofessionals	2012-09-04	2013-06-13	Building Administrator, Classroom Teachers, Title I paraprofessionals
Title I Reading Intervention Teacher	2012-09-04	2013-06-13	Building administrator, Reading intervention Teacher

**1.2.2.1. Activity: 31A Counselor**

**Activity Type:** Other

**Activity Description:** The At-Risk Guidance Counselor will work with identified, at-risk students on social and academic skills necessary to enhance their success in the classroom.

**Planned staff responsible for implementing activity:** Building Administrators, 31A Counselor

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-14

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
31A Counselor	Section 31 a		

**1.2.2.2. Activity: 31A MTSS Paraprofessionals**

**Activity Type:** Technology

**Activity Description:** The district will employ four paraprofessionals to assist in the implementation of a Multi-Tiered System of Support (Tier III instruction) for struggling students. The Tier III instruction will take place during small group instruction called "Book Clubs". These groups will meet for 30 minutes each day and provide differentiated literacy instruction for students focusing on word recognition skills, fluency, and comprehension. In addition, the district will purchase 30 I-Pads and several internet subscriptions to enhance instruction. High-interest, leveled books will be available to students through two internet sources; Razkids and Tumblebooks. Students will use I-Pads as a tool to access these sources.

**Planned staff responsible for implementing activity:** Building Administrator, MTSS paraprofessionals, Classroom Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Raz Internet Subscriptions	Section 31 a		

Technology Equipment - ipads	Section 31 a		
Tumble Books	Section 31 a		

### 1.2.2.3. Activity: 31A MTSS Paraprofessionals - Before & During school

**Activity Type:** Technology

**Activity Description:** Kelloggsville Public Schools will employ 31a at-risk paraprofessionals to work with identified students before school to improve student's academic achievement. The paraprofessionals will work with small groups of students to work on their deficiencies. The paraprofessional will also work with identified students during the school day.

**Planned staff responsible for implementing activity:** Building Administrators, Classroom teachers, 31A paraprofessionals

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
LEAP Frog Bundle	Section 31 a		
Non Fiction Book Carts	Section 31 a		
Raz Kids Internet Subscriptions	Section 31 a		
Tag Reading Center	Section 31 a		
Technology Equipment - ipads	Section 31 a		
Technology Equipment - Netbooks	Section 31 a		

### 1.2.2.4. Activity: Credit Interventionist

**Activity Type:** Technology

**Activity Description:** Students are directed to access the credit intervention system already in place when they earn less than 70% on an assessment. Students are able to use this system during zero and seventh hours, as well as during lunch time. Students are given a review packet to complete, and then are assessed on a different version of their failed test. A 70% returns their grade to passing. To increase credit recovery access, an additional section of drop in credit recovery will be made available to students during the course of the school day. This will allow students with limited time before and after school to still take advantage of CI/CR and master the MMC.

**Planned staff responsible for implementing activity:** KHS Instructional Staff, Administration, Credit

Interventionist

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-10-16, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Credit Interventionist	Section 31 a		
E20/20 Licenses	General Funds		

**1.2.2.5. Activity: Monitoring and guidance for At-Risk and Title Programs**

**Activity Type:** Other

**Activity Description:** The title I director will work with school title I staff to monitor and give guidance on Title I programs that promote student achievement. The following are duties and responsibilities of the Title I Director:

1. Administer and monitor all aspects of Title I
2. Prepare all Title I applications, proposals and reports for review
3. Remain current on laws and requirements regarding each program under Title I and meet with related staff to interpret and implement regulations
4. Maintain a current inventory of Title I funded equipment, materials and supplies
5. Monitor schools for adherence to all Title I guidelines and regulations
6. Confer with district, site and participating private school administration on curriculum, coordination with project requirements and program administration
7. Facilitate the integration of Title I programs with other instructional programs and services
8. Facilitate appropriate professional development activities for program staff
9. Oversee the development and implementation of parental involvement activities related to Title I
10. Monitor the evaluation and initiate program improvement strategies
11. Assist in the development of administrative guidelines and policies
12. Supervise assigned personnel, conduct performance appraisals and make recommendations for appropriate employment action
13. Prepare all required reports and maintain all appropriate records
14. Serve as a team player and role model for other employees in the organization and demonstrate a commitment to continuous quality improvement and system-wide goals
15. Perform other duties as assigned

**Planned staff responsible for implementing activity:** Central Office administration, Title Grant Director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title I Director	Title I Part A		
Title I Materials	Title I Part A		

**1.2.2.6. Activity: Multiple Tier System of Support Intervention Paraprofessional**

**Activity Type:** Other

**Activity Description:** Teachers will use multi-leveled supplemental service to increase reading comprehension. Students in K - 3 will receive small group instruction based on frequent assessments given by a district "sweep team" and the classroom teacher. These supplemental services will change throughout the year based on the needs of the students.

The district will employ Title I reading paraprofessionals to work with identified Title I students to increase their reading comprehension.

**Planned staff responsible for implementing activity:** MTSS Interventionist, Building Administrators, MTSS Paraprofessionals, Classroom teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
RAZ Internet Subscriptions	Section 31 a		
Technology Equipment - ipads	Section 31 a		
Tumble Books	Section 31 a		

**1.2.2.7. Activity: Summer School**

**Activity Type:** Technology

**Activity Description:** Identified at-risk students will be invited to attend summer to work on grade level standards and classes that they failed during the school year in order to gain the necessary academic

skills needed to be successful in the upcoming grade level. Summer school is offered at the Elementary, Middle and High School level.

**Planned staff responsible for implementing activity:** Building administrator, Summer School Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2013-06-17, End Date - 2013-08-16

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Summer School Teachers	Section 31 a		

**1.2.2.8. Activity: Title I MTSS Intervention Teacher**

**Activity Type:** Other

**Activity Description:** The district will employ a Title I teacher that will assist in the implementation of a Multi-Tiered System of Support (Tier III instruction) for struggling students. The Tier II & III instruction will take place during small group instruction called "Book Clubs". These groups will meet for 30 minutes each day and provide differentiated literacy instruction for students focusing on word recognition skills, fluency, and comprehension.

**Planned staff responsible for implementing activity:** Building Administrator, MTSS Teacher, Classroom teacher

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-03, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
MTSS Classroom Materials	Title I Part A		
Title I MTSS Intervention Teacher	Title I Part A		

**1.2.2.9. Activity: Title I Paraprofessionals**

**Activity Type:** Technology

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

**Planned staff responsible for implementing activity:** Building Administrator, Classroom Teachers, Title I paraprofessionals

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Credit Recovery Technology	General Funds		

**1.2.2.10. Activity: Title I Reading Intervention Teacher**

**Activity Type:** Technology

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

**Planned staff responsible for implementing activity:** Building administrator, Reading intervention Teacher

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
READ 180 licenses	Title I Part A		
Title I Reading Intervention Teacher	Title I Part A		

## Goal 2: Math Goal

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All students will increase their math proficiency across the content area.

**Gap Statement:** 3rd Grade Math 11 - 12

A review of MEAP showed all students scored an average of 31% proficient compared to the goal of 100%, a gap of 69%.

A review of NWEA RIT showed all students scored an average of 201 compared to the national norm for RIT 203.1, Gap of 2.1 RIT units

4th Grade Math 11 - 12

A review of MEAP showed all students scored an average of 37% proficient compared to the goal of 100%, a gap of 63%.

A review of NWEA RIT showed all students scored an average of 208.5 compared to the national norm for RIT 212.5, Gap 4.0 RIT Units

5th Grade Math 11 - 12

A review of MEAP showed all students scored an average of 28 % proficient compared to the goal of 100%, a gap of 72%.

A review of NWEA RIT showed all students scored an average of 214.3 compared to the national norm for RIT 221, Gap 6.7 RIT Units

6th Grade Math 11 - 12

A review of MEAP showed all students scored an average of 18% proficient compared to the goal of 100%, a gap of 72%.

A review of NWEA RIT showed all students scored an average of 217.5 compared to the national norm for RIT 225.6, Gap 8.1 RIT Units

7th Grade Math 11 - 12

A review of MEAP showed all students scored an average of 21% proficient compared to the goal of 100%, a gap of 79%.

A review of NWEA RIT showed all students scored an average of 220.4 compared to the national norm for RIT 230.5, Gap 10.1 RIT Units

8th Grade Math 11 - 12



A review of MEAP showed all students scored an average of 13% proficient compared to the goal of 100%, a gap of 87%.

A review of NWEA RIT showed all students scored an average of 223.6 compared to the national norm for RIT 234.5 Gap 10.9 RIT Units

#### 11th Grade Math 11 - 12

A review of MME showed all students scored an average of 14% proficient compared to the goal of 100%, a gap of 86%.

A breakdown of ACT test scores indicates 15% of our students are College Ready in Math. This is lower than the state average.

#### Alternative Ed High School:

Review of the 2012 ACT results shows a composite score of 15 compared to a composite score of 20 at the county level.

~Review of the 2012 MME results shows 0% of all students tested are proficient in math.

~Review of marking period data shows 34% passing rate of all students enrolled in math courses.

#### 3rd Grade Math

ELL scored an average of 15% while non-ELL scored an average of 33%, a gap of 18%

Economically disadvantaged scored an average of 26% while non- Economically disadvantaged scored an average of 52%, a gap of 26%

SWD scored an average of 7% while non-SWD scored an average of 33%, a gap of 26%

A review of NWEA RIT showed ELL scored an average of 192.6 compared to the Non-ELL 202.2, a difference of 9.6 RIT units

A review of NWEA RIT showed Economically disadvantaged scored an average of 199.9 compared to the Non-Economically disadvantaged 207.8, a difference of 7.9 RIT units

#### 4th Grade Math

ELL scored an average of 11% while non-ELL scored an average of 41%, a gap of 30%

Economically disadvantaged scored an average of 33% while non- Economically disadvantaged scored an average of 53%, a gap of 20%

Males scored an average of 45% while females scored an average of 28%, a gap of 17%

A review of NWEA RIT showed ELL scored an average of 197.6 compared to the Non-ELL 210.2, a difference of 12.6 RIT units

A review of NWEA RIT showed Economically disadvantaged scored an average of 207.5 compared to the Non-Economically disadvantaged 213.3, a difference of 5.8 RIT units

#### 5th Grade Math

ELL scored an average of 11% while non-ELL scored an average of 31%, a gap of 20%

Economically disadvantaged scored an average of 26% while non- Economically disadvantaged scored an average of 36%, a gap of 10%

SWD scored an average of 8% while non-SWD scored an average of 30%, a gap of 22%

A review of NWEA RIT showed ELL scored an average of 205.7 compared to the Non-ELL 215.4, a difference of 9.7 RIT units

A review of NWEA RIT showed Economically disadvantaged scored an average of 213.5 compared to the Non-

Economically disadvantaged 218.1, a difference of 4.6 RIT units

#### 6th Grade Math

Males scored an average of 25% while females scored an average of 13%, a gap of 12%

A review of NWEA RIT showed ELL scored an average of 197.9 compared to the Non-ELL 213.7, a difference of 15.8 RIT units

A review of NWEA RIT showed Economically disadvantaged scored an average of 216.7 compared to the Non-Economically disadvantaged 221, a difference of 4.3 RIT units

#### 7th Grade Math

ELL scored an average of 7% while non-ELL scored an average of 22%, a gap of 15%

Males scored an average of 14% while females scored an average of 31%, a gap of 17%

SWD scored an average of 0% while non-SWD scored an average of 23%, a gap of 23%

A review of NWEA RIT showed ELL scored an average of 200.5 compared to the Non-ELL 222.1, a difference of 21.6 RIT units

A review of NWEA RIT showed Economically disadvantaged scored an average of 219.3 compared to the Non-Economically disadvantaged 224.6, a difference of 5.3 RIT units

#### 8th Grade Math

Males scored an average of 8% while females scored an average of 19%, a gap of 11%

A review of NWEA RIT showed ELL scored an average of 212.6 compared to the Non-ELL 225.5, a difference of 12.9 RIT units

A review of NWEA RIT showed Economically disadvantaged scored an average of 221.8 compared to the Non-Economically disadvantaged 231.1, a difference of 9.3 RIT units

#### 11th Grade Math

Economically disadvantaged scored an average of 8% while non- Economically disadvantaged scored an average of 28%, a gap of 20%

#### **Cause for Gap:** Elementary:

##### Kindergarten & 1st Grade:

Multiple sources of data indicate that students have difficulties with number sense, which is defined as "an intuitive understanding" of numbers, their magnitude, relationships, and how they are affected by operations.

##### Process Data indicates challenges in the following areas:

Lack of understanding of math vocabulary, especially among ELL students.

Lack of differentiation consistently applied to all students, including ELL students.

Lack of professional development in ELL teaching strategies and techniques.

Lack of appropriate amounts of intervention time.

##### 2nd & 3rd Grade:

Lack of proficiency in basic mathematic facts and numbers and operations.

Strand data from MEAP and NWEA data indicates that number and operations is consistently the lowest scoring strand compared to the other strands.

Process data indicates challenges in the following areas:

1. Lack of focus on number and operations in all grade levels.
2. Lack of flexibility to allow for adaptation and modification of materials to meet the wide range of needs and abilities of all students, including SWD's and ELL's. Current curriculum has limited differentiated materials available. (I.I.A.5)
3. Lack of differentiation consistently applied to instruction for all students, including SWD and ELL students.

Perception data indicates challenges in the following areas:

1. Attendance data indicates high absenteeism rate of 24% of 2nd and 3rd grade students impedes consistent education of our students.
2. Staff survey results indicate a lack of sufficient materials to implement the curriculum with fidelity.

4th & 5th Grade:

Strand data from MEAP and NWEA/MAP indicates that Number and Operations is consistently the lowest scoring strand compared to the other strands.

Process Data indicates challenges in the following areas:

1. Lack of flexibility to allow for adaptation and modification of materials to meet the wide range of needs and abilities of all students, including the SWD's and ELL's. Current curriculum has limited differentiated materials available. (I.I.A.5)
2. Lack of focus on Number and Operations in all grade levels.
3. Lack of differentiation consistently applied to instruction for all students, including SWD and ELL students. (III.2.B.1)

Perception Data indicates challenges in the following areas:

1. Attendance Data indicates that high absentee rates impede consistent education of students.
2. Staff Survey indicates a lack of sufficient materials to implement the curriculum with fidelity.

Middle School:

Strand data from MEAP, discovery education testing and district common assessments indicate that Geometry and Algebra are consistently the lowest scoring strands compared to the other strands.

- Lack differentiation consistently applied to instruction for all students including LEP, special education, and at risk students.
- Lack of learning environments that are engaging for all students.
- Lack of focus on equations and geometry in all grade levels.
- Lack of interventions including amount of time, use of technology, and alternative (differentiated) instructional delivery strategies used across the grade levels.

High School:

Due to transiency in the district and continued curriculum modifications, our lower achieving math students are not receiving the test preparation and intervention exposure they require to be successful.

Alternative High School:

Lack of foundational math skills

Lack of consistent attendance with 30% of students with chronic absenteeism (Source: [www.mischooldata.org](http://www.mischooldata.org))

Lack of consistent housing with 59% of students part of a transient population (Source: [www.mischooldata.org](http://www.mischooldata.org))

\*Building staff continue to align curriculum and investigate additional sources of intervention

**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.

Elementary:

Kindergarten & 1st Grade: year end math assessment & formative assessments

2nd & 3rd Grade:

MAP test results

Pre-test/Post test mad minute

4th & 5th Grade:

MEAP

NWEA/MAP

Middle School:

6th - 8th Grades:common assessments

6th - 8th Grades:Discovery education testing

6th - 8th Grades: MEAP scores

High School:

2012 ACT Mathematics, term grades and common assessments

Alternative High School:

ACT, practice ACT, Unit Assessments, Teacher Surveys, Student Failure, Attendance, Discipline

**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?** Elementary:

Kindergarten & 1st Grade

There will be a 10% increase in the total percentage of students achieving proficiency.

In addition, the ELL students will show a 20% increase in proficiency.

The year end assesment as well as classroom formative assessments administered throughout the year will be used to monitor success of the goal.

2nd & 3rd Grade:

Increased proficiency in Mathematics on the 2012 MEAP test. The percentage of students proficient will increase from 27% to 40%.

Increase average rit score for 2nd grade from Winter 2012 of 182.3 to Winter of 2013 average RIT score of 185.5, which is the normed mean RIT.

Increase average rit score of 3rd grade from Winter of 2012 of 193.9 to Winter of 2013 average RIT score of 198.5, which is the normed mean RIT.

Students will score 80% or higher on the post test mad minute assessment.

4th & 5th Grade:

Students will make measurable objectives as measured by MEAP, Mid-Year & Year End Math Assessment and NWEA/MAP.

Middle School:

All students will show measured growth on targeted local assessments.

Students will demonstrate 70% proficiency in Mathmatical concepts, specifically Algebra and Geometry.

Data used and/or multiple measures of assessment that may be used to monitor progress and success of the goal

are as follows:

Quarterly local common assessments - all grades

Discovery education testing scores - all grades

MEAP results, 6th to 8th grade, 2012

High School:

By focusing on all lower achieving students, we will raise our College Readiness Scores to 25%, reflecting a 10% increase.

Alternative High School:

We will close the gap in achievement on the Math portion of the MME and ACT.

ACT math composite score will increase from 15 to 18.

Math marking period passing rate will increase from 34% to 50%.

All students will demonstrate an achievement in Math. Monitoring will be done through an ongoing discussion of student work/assessment results (both formative and summative). Ongoing meetings will also convene to monitor implementation and impact of the plan.

**Contact Name:** Kathy Stuby

**List of Objectives:**

Name	Objective
Math 1.0 All students	Math 1.0 The district will increase the number of K - 11 student scoring proficient in math by at least 5% as measured by state and local assessments at every grade level in the 2012 - 2013 school year.
Math 1.1 Subgroups	Math 1.1 The achievement gap between the proficiency levels of students within the identified subgroups will decrease at least 8% annually on state or local Math assessments at each grade level during the 2012 - 2013 school year.

## 2.1. Objective: Math 1.0 All students

**Measurable Objective Statement to Support Goal:** Math 1.0

The district will increase the number of K - 11 student scoring proficient in math by at least 5% as measured by state and local assessments at every grade level in the 2012 - 2013 school year.

**List of Strategies:**

Name	Strategy
Math Core Curriculum and PreK - 12 alignment	The Math core curriculum and common core standards will be integrated into the curriculum maps and classroom teaching strategies of each grade level and department. Core core teaching strategies and assessments will start to be incorporated into classroom teaching activities to prepare students for the academic rigor of the upcoming state standards assessment in 2014.
Parental Involvement	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.
Targeted and Differentiated Instruction	All staff (teachers and paraprofessionals) will implement differentiated literacy instruction within the classroom to increase the literacy achievement for all students, with an emphasis on ELL students, SWD and At-Risk students.
Technology Integration	Common Core and the 21st century learning have technology integrated into every part of learning the core subject of math, language arts, science and social studies. Teachers who are teaching today's students need to have training in order to provide guidance and coaching to the students within their classrooms so the students are ready to incorporate technology within the study and practice of the academic skills they are learning within today's classroom. Many of today's classroom teachers are a step behind using and accessing today's technology as their native learner students. It important for all staff to be have a competent grasp of technology that is facing the students of today and in the future.

### 2.1.1. Strategy: Math Core Curriculum and PreK - 12 alignment

**Strategy Statement:** The Math core curriculum and common core standards will be integrated into the curriculum maps and classroom teaching strategies of each grade level and department. Core core teaching strategies and assessments will start to be incorporated into classroom teaching activities to prepare students for the academic rigor of the upcoming state standards assessment in 2014.

#### Selected Target Areas

Indicator 1 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.

Indicator 10 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.

Indicator 18 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.

**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
Common Core Professional Development	2011-09-06	2012-06-08	PD Team, Administration, Professional Staff
Math Manipulatives	2011-09-06	2012-06-08	Professional teaching staff

---

### 2.1.1.1. Activity: Common Core Professional Development

**Activity Type:** Professional Development

**Activity Description:** 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. The major areas of focus for professional development for the district areas follows: English Language Learners, Common Core, Data Analysis, At-Risk students and families and Tech integration.

Professional development will be attended by professional staff and administration to understand the changes that will occur when the common core standards are fully in place and the depth of knowledge need to achieve on the national assessment. This training will result in a change in instruction that is occurring in the classroom will be observed by the building administrator during observations and walk throughs.

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

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Common Core Professional Development	Title II Part A	11,250.00	

**2.1.1.2. Activity: Math Manipulatives**

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

**Planned staff responsible for implementing activity:** Professional teaching staff

**Actual staff responsible for implementing activity:**

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

**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

**2.1.2. 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**

--

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

Boaler, J. (2002). Learning from teaching: Exploring the relationship between reform curriculum and equity. *Journal for Research in Mathematics Education*, 33(4), 239-258.

Some researchers have expressed doubts about the potential of reform-oriented curricula to promote equity. This article considers this important issue and argues that investigations into equitable teaching must pay attention to the particular practices of teaching and learning that are enacted in classrooms. Data are presented from two studies in which middle school and high school teachers using reform-oriented mathematics curricula achieved a reduction in linguistic, ethnic, and class inequalities in their schools. The teaching and learning practices that these teachers employed were central to the attainment of equality, suggesting that it is critical that relational analyses of equity go beyond the curriculum to include the teacher and their teaching.

Ravitz, J. & Blazeovski, J. (2010). Assessing the impact of online technologies on PBL use in US high schools. Paper presented at Annual Meetings of the Association for Educational Communications and Technology. Anaheim, CA. October 28, 2010.

This paper examines online technologies that can support project based learning (PBL) and how much use of these technologies relates to time spent on this approach to instruction, perceived preparedness and ability to overcome challenges. It examines the responses of 331 teachers, from intentionally varied types of high schools, who used PBL or similar practices to teach math, science, social studies or English. Findings suggest that teachers report more use of PBL, fewer perceived challenges, and a greater sense of preparedness when they use online technologies to support their practice. While use of technologies differs across school type and subjects, the relationship of their use to PBL use is surprisingly consistent. Results help us understand the prevalence of technology uses for PBL and how these are related to PBL use and perceptions, with implications for how new technologies might help extend the reach of PBL-related instructional reforms to more schools.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Kelloggsville Community Coalition	2012-08-06	2013-06-17	Community Coalition Coordinator, district administration
Parental communication	2012-07-02	2013-06-30	Technology staff, Parent Liaison, District and Building Administration

**2.1.2.1. Activity: Kelloggsville Community Coalition**

**Activity Type:** Other

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

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-06, End Date - 2013-06-17

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**2.1.2.2. Activity: Parental communication**

**Activity Type:** Other

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

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-02, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

**2.1.3. Strategy: Targeted and Differentiated Instruction**

**Strategy Statement:** All staff (teachers and paraprofessionals) will implement differentiated literacy instruction within the classroom to increase the literacy achievement for all students, with an emphasis on ELL students, SWD and At-Risk students.

**Selected Target Areas**

- Indicator 1 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.
- Indicator 11 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.
- Indicator 14 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.
- Indicator 19 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.

**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
At-Risk Students and Families Professional Development	2012-07-01	2013-06-30	Administration, Professional Instructional Staff
SIOP Instruction and professional development	2012-07-01	2013-06-30	ELL staff, professional instructional staff
Student Achievement Data Professional Development	2012-07-01	2013-06-30	PD Team, Administrator, Professional staff

---

**2.1.3.1. Activity: At-Risk Students and Families Professional Development**

**Activity Type:** Professional Development

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

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

**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	7,000.00	0.00

**2.1.3.2. Activity: SIOP Instruction and professional development**

**Activity Type:** Professional Development

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

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

**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

**2.1.3.3. Activity: Student Achievement Data Professional Development**

**Activity Type:** Professional Development

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

**Planned staff responsible for implementing activity:** PD Team, Administrator, Professional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Student Achievement Data Professional Development	Title II Part A	7,250.00	

### 2.1.4. Strategy: Technology Integration

**Strategy Statement:** Common Core and the 21st century learning have technology integrated into every part of

learning the core subject of math, language arts, science and social studies. Teachers who are teaching today's students need to have training in order to provide guidance and coaching to the students within their classrooms so the students are ready to incorporate technology within the study and practice of the academic skills they are learning within today's classroom. Many of today's classroom teachers are a step behind using and accessing today's technology as their native learner students. It important for all staff to be have a competent grasp of technology that is facing the students of today and in the future.

**Selected Target Areas**

--

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

Technology Driving Widespread Shift in Teaching Models by David Nagel  
 The report, "Learn Now, Lecture Later," declared an increase in the adoption of classroom-based technology use resulting in a variety of changes to teaching and learning. The vast majority of faculty and students, for example, now use notebooks and netbooks as classroom learning tools (75 percent of students and 72 percent of faculty overall), as well as digital content (69 percent of students and 73 percent of faculty). Learning management systems were in use by a smaller majority, with 56 percent of students and 58 percent of faculty members reporting they use an LMS in the classroom.  
 The increase of technology in the classroom has led to an increase in the use of non-lecture-based instructional delivery methods during class time, such as hands-on learning, group projects, guided independent study, distance learning, and one-on-one instruction.  
 But overall, according to the report, there's something of a disconnect between the way instruction is

delivered and how students want it to be delivered. Thirty-eight percent of student respondents indicated they wanted instruction delivered via traditional lectures, but 53 percent reported that the traditional lecture model is how they are taught during classroom time.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Technology Integration Coach	2012-08-27	2013-06-30	Technology Coach, Grant Director, Technology Director
Technology Integration and Professional Development	2012-07-02	2013-06-30	Technology Coach, Technology Director, Grant Director

---

**2.1.4.1. Activity: Technology Integration Coach**

**Activity Type:** Professional Development

**Activity Description:** The technology coach will create and provide professional development to individuals, small groups and large groups based on the needs of the individual teachers that were determined through a technology survey given to all teachers.

**Planned staff responsible for implementing activity:** Technology Coach, Grant Director, Technology Director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-27, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Technology Integration Coach	Title II Part A		

---

**2.1.4.2. Activity: Technology Integration and Professional Development**

**Activity Type:** Professional Development

**Activity Description:** Professional staff will receive training on how to integrate technology within their lessons to engage the students in their classrooms. training will be provided by Kent ISD and the in house tech coach. The technology coach will create and provide professional development to individuals, small groups and large groups based on the needs of the individual teachers that were determined

through a technology survey given to all teachers.

**Planned staff responsible for implementing activity:** Technology Coach, Technology Director, Grant Director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-02, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Technology Integration and Professional Development	Title II Part A		

---

## 2.2. Objective: Math 1.1 Subgroups

**Measurable Objective Statement to Support Goal:** Math 1.1

The achievement gap between the proficiency levels of students within the identified subgroups will decrease at least 8% annually on state or local Math assessments at each grade level during the 2012 - 2013 school year.

**List of Strategies:**

Name	Strategy
English Language Learner Support	Kelloggsville has a very high English Language learner population and data review shows that our Hispanic population scores lower, sometimes significantly lower than the non - ELL students. The Instructional and Support staff in Kelloggsville Public schools must be armed with a myriad of tools to provide instructional to the ELL learners within their classrooms. Focused support on proven strategies to encourage academic success in Hispanic students is needed for all staff.
Targeted and Differentiated Instruction	All staff (teachers and paraprofessionals) will implement differentiated literacy instruction within the classroom to increase the literacy achievement for all students, with an emphasis on ELL students, SWD and At-Risk students.

---

### 2.2.1. Strategy: English Language Learner Support

**Strategy Statement:** Kelloggsville has a very high English Language learner population and data review shows that our Hispanic population scores lower, sometimes significantly lower than the non - ELL students. The Instructional and Support staff in Kelloggsville Public schools must be armed with a myriad of tools to provide instructional to the ELL learners within their classrooms. Focused support on proven strategies to



encourage academic success in Hispanic students is needed for all staff.

**Selected Target Areas**

--

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

Espinosa, L.M. (2008). Challenging common myths about young English language learners. FCD Policy Brief Advancing PK-3, No. 8. New York: Foundation for Child Development.

A discussion of research findings that dispel common myths about dual language development and educational approaches to dual language learning for children ages three to eight.

Garcia, E.E. (2009). Early educational opportunities for children of Hispanic origins Social Policy Report, 23(2), 1-20. <http://www.srcd.org/spr.html>

A discussion, with commentaries, of the demographic characteristics of, unique linguistic profile of, and empirical evidence supporting certain interventions for three- to eight-year-old Hispanic children, with policy recommendations for improving educational opportunities for

Espinosa, L.M. (2007). English-language learners as they enter school. In Pianta, R. C., Cox M. J., & Snow K. L. (Eds). School readiness and the transition to kindergarten in the age of accountability, pp. 175-195. Baltimore: Paul H. Brookes.

An overview of the developmental profiles of English language learners (ELLs) at kindergarten entry, and examples of successful preschool programs and instructional approaches linked with positive long-term educational outcomes for ELLs.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
ELL Classroom Intervention	2012-09-04	2013-07-12	ELL Staff, Title III Director, Building Administrator
ELL Parental Engagement	2012-09-04	2013-06-13	ELL staff, Title III Director, Parent Liaison
SIOP Instruction and professional development	2012-09-04	2013-06-30	and support staff, District administration

**2.2.1.1. Activity: ELL Classroom Intervention**

**Activity Type:** Other

**Activity Description:** The ELL teachers will work in classrooms to give additional support to ELL students. Classes where the classroom teacher has an ELL certification have a higher percentage of students that are LEP. The ELL teacher would have a push-in model where the classroom teacher and

ELL teacher will work together to provided additional ELA support to the LEP students.

**Planned staff responsible for implementing activity:** ELL Staff, Title III Director, Building Administrator

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-07-12

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Ell Classroom Interactive Materials	Title III		
ELL Classroom Intervention Teacher	Title III		
ELL Paraprofessionals	Section 31 a		

**2.2.1.2. Activity: ELL Parental Engagement**

**Activity Type:** Other

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

**Planned staff responsible for implementing activity:** ELL staff, Title III Director, Parent Liaison

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
English Education Class	Title III		
Parent Education Educators	Title III		
Parent Liaison	Title III		
Parent/ Child Classroom Materials	Title III		

### 2.2.1.3. Activity: SIOP Instruction and professional development

**Activity Type:** Professional Development

**Activity Description:** ALL teachers, paraprofessionals, classroom teachers and Reading Intervention teachers shall be trained to use SIOP (Sheltered English Instruction Observational Protocol) strategies in the regular classroom as well as the reading intervention classroom.

**Planned staff responsible for implementing activity:** and support staff, District administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-30

**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		

### 2.2.2. Strategy: Targeted and Differentiated Instruction

**Strategy Statement:** All staff (teachers and paraprofessionals) will implement differentiated literacy instruction within the classroom to increase the literacy achievement for all students, with an emphasis on ELL students, SWD and At-Risk students.

**Selected Target Areas**

--

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

Differentiation for Special Needs Learners  
 Lou Lovin, Maggie Kyger, David Allsopp  
 October 2004, Volume 11, Issue 3, Page 158

The foundations underlying the process of instructional differentiation for students with learning problems in mathematics. Additionally, the article illustrates its application using a lesson that emphasizes the five Process Standards highlighted in Principles and Standards for School Mathematics.

Differentiating Instruction in Mathematics for the English Language Learner

Deandra Murrey

October 2008, Volume 14, Issue 3, Page 146

Mathematics teachers need to provide explicit language instruction for students learning English. By differentiating instruction in mathematics, teachers can plan and provide instruction in mathematics with the goal of providing access to all students. Constructing knowledge leads to greater understanding and principles of language acquisition provide a framework to support differentiating the mathematics classroom.

Using Tiered Lessons in Mathematics

Rebecca Pierce, Cheryll Adams

October 2005, Volume 11, Issue 3, Page 144

Describes differentiation and describes development of a differentiated instruction strategy through lessons tiered in readiness. Practical eight steps procedure is recommended for developing a tiered lesson plan. A sample of a tiered lesson is presented.

Pedagogical Content Tools: Integrating Student Reasoning and Mathematics in Instruction

Chris Rasmussen, Karen Marrongelle

November 2006, Volume 37, Issue 5, Page 388

Teaching in a manner consistent with reform recommendations is a challenging and often overwhelming task. Part of this challenge involves using students's thinking and understanding as a basis for the development of mathematical ideas (cf. NCTM, 2000). The purpose of this article is to address this challenge by developing the notion of pedagogical content tool. A pedagogical content tool is a device such as a graph, diagram, equation, or verbal statement that a teacher intentionally uses to connect to student thinking while moving the mathematical agenda forward. We tender two examples of pedagogical content tools: Transformational record and generative alternative. These two pedagogical content tools are put forth as instructional counterparts to the Realistic Mathematics Education (RME) design heuristics of emergent models and guided reinvention, respectively. We illustrate the pedagogical content tools of transformational record and generative alternative by drawing on examples from two classroom teaching experiments in undergraduate differential equations.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
31A Counselor	2012-09-04	2013-06-13	Building Administrators, 31A Counselor
31A Tutoring	2012-11-05	2013-06-07	KMS Math Instructional Staff, 31A tutor, Administration
Credit Interventionist	2012-10-01	2013-06-13	Credit Interventionist, Instructional Staff, Building Administration
Monitoring and guidance for At-Risk and Title Programs	2012-07-01	2013-06-30	Central Office Administration, Title I director
MTSS Paraprofessionals	2012-08-27	2013-06-13	Building Administrators, Classroom teachers, 31A paraprofessionals
Summer School	2013-06-	2013-08-	Building administrator, Summer School

	17	23	Teachers
Title I Paraprofessionals	2012-08-27	2013-06-13	KMS Math Teachers, Administration, Title I Paraprofessionals
Title I Parent Activity Night	2012-09-05	2013-05-30	Title I staff, Building administration, Classroom staff

---

### 2.2.2.1. Activity: 31A Counselor

**Activity Type:** Other

**Activity Description:** The At-Risk Guidance Counselor will work with identified, at-risk students on social and academic skills necessary to enhance their success in the classroom.

**Planned staff responsible for implementing activity:** Building Administrators, 31A Counselor

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
31A Counselor	Section 31 a		

---

### 2.2.2.2. Activity: 31A Tutoring

**Activity Type:** Other

**Activity Description:** 31A identified students will have the opportunity to work after school with a tutor to focus on and practice math standards that they have not achieved during the classroom instruction. E20/20 and direct instruction will be used to give students time to acquire the necessary academic standards to be success in achieving the common core math standards.

**Planned staff responsible for implementing activity:** KMS Math Instructional Staff, 31A tutor, Administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-11-05, End Date - 2013-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
31A Tutor	Section 31 a		
E20/20 Licenses	General Funds		

**2.2.2.3. Activity: Credit Interventionist**

**Activity Type:** Technology

**Activity Description:** Students are directed to access the credit intervention system already in place when they earn less than 70% on an assessment. Students are able to use this system during zero and seventh hours, as well as during lunch time. Students are given a review packet to complete, and then are assessed on a different version of their failed test. A 70% returns their grade to passing. To increase credit recovery access, an additional section of drop in credit recovery will be made available to students during the course of the school day. This will allow students with limited time before and after school to still take advantage of CI/CR and master the MMC.

**Planned staff responsible for implementing activity:** Credit Interventionist, Instructional Staff, Building Administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-10-01, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Credit Interventionist	Section 31 a		
E20/20 Licenses	General Funds		

**2.2.2.4. Activity: Monitoring and guidance for At-Risk and Title Programs**

**Activity Type:** Other

**Activity Description:** The title I director will work with school title I staff to monitor and give guidance on Title I programs that promote student achievement. The following are duties and responsibilities of the Title I Director:

1. Administer and monitor all aspects of Title I
2. Prepare all Title I applications, proposals and reports for review

3. Remain current on laws and requirements regarding each program under Title I and meet with related staff to interpret and implement regulations
4. Maintain a current inventory of Title I funded equipment, materials and supplies
5. Monitor schools for adherence to all Title I guidelines and regulations
6. Confer with district, site and participating private school administration on curriculum, coordination with project requirements and program administration
7. Facilitate the integration of Title I programs with other instructional programs and services
8. Facilitate appropriate professional development activities for program staff
9. Oversee the development and implementation of parental involvement activities related to Title I
10. Monitor the evaluation and initiate program improvement strategies
11. Assist in the development of administrative guidelines and policies
12. Supervise assigned personnel, conduct performance appraisals and make recommendations for appropriate employment action
13. Prepare all required reports and maintain all appropriate records
14. Serve as a team player and role model for other employees in the organization and demonstrate a commitment to continuous quality improvement and system-wide goals
15. Perform other duties as assigned

**Planned staff responsible for implementing activity:** Central Office Administration, Title I director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title I Director	Title I Part A		

**2.2.2.5. Activity: MTSS Paraprofessionals**

**Activity Type:** Technology

**Activity Description:** Kelloggsville Public Schools will employ 31a at-risk paraprofessionals to work with identified students before school to improve student's academic achievement. The paraprofessionals will work with small groups of students to work on their deficiencies. The paraprofessional will also work with identified students during the school day.

**Planned staff responsible for implementing activity:** Building Administrators, Classroom teachers, 31A paraprofessionals

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-27, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
LEAP Frog Bundle	Section 31 a		
Non Fiction Book Carts	Section 31 a		
Raz Kids Internet Subscriptions	Section 31 a		
Tag Reading Center	Section 31 a		
Technology Equipment - ipads	Section 31 a		
Technology Equipment - Netbooks	Section 31 a		

**2.2.2.6. Activity: Summer School**

**Activity Type:** Other

**Activity Description:** Identified at-risk students will be invited to attend summer to work on grade level standards and classes that they failed during the school year in order to gain the necessary academic skills needed to be successful in the upcoming grade level. Summer school is offered at the Elementary, Middle and High School level.

**Planned staff responsible for implementing activity:** Building administrator, Summer School Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2013-06-17, End Date - 2013-08-23

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Summer School Teachers	Section 31 a		

**2.2.2.7. Activity: Title I Paraprofessionals**

**Activity Type:** Other

**Activity Description:** The math teacher and the paraprofessional at the middle school will target students who have been identified through at least two qualifiers: NWEA scores, MEAP scores or Year end common assessments to be given additional services in the area of math. Students will be given additional support through



paraprofessional services.

**Planned staff responsible for implementing activity:** KMS Math Teachers, Administration, Title I Paraprofessionals

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-27, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
E20/20 Licenses	General Funds		
Title I Paraprofessionals	Title I Part A		

**2.2.2.8. Activity: Title I Parent Activity Night**

**Activity Type:** Other

**Activity Description:** Title I families will have the opportunity to attend a meeting to learn about the title I program, and/ or learn about the core curriculum and at-home activities to support their child's academic success. Parent will be given presentations and be involved in hands-on activities that will demonstrate what the students are learning in their classrooms.

**Planned staff responsible for implementing activity:** Title I staff, Building administration, Classroom staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-05, End Date - 2013-05-30

**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		

**Goal 3: Science Goal**

**Content Area:** Science

**Development Status:** Complete

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

**Gap Statement:** 5th Grade SCIENCE 11 - 12

A review of MEAP showed all students scored an average of 11% proficient compared to the goal of 100%, a gap of 89%.

8th Grade SCIENCE 11 - 12

A review of MEAP showed all students scored an average of 9% proficient compared to the goal of 100%, a gap of 91%.

11th Grade SCIENCE 11 - 12

A review of MME showed all students scored an average of 12% proficient compared to the goal of 100%, a gap of 88%.

5th Grade SCIENCE

ELL scored an average of 0% while non-ELL scored an average of 13%, a gap of 13%

Economically disadvantaged scored an average of 8% while non- Economically disadvantaged scored an average of 25%, a gap of 17%

Males scored an average of 16% while females scored an average of 5%, a gap of 11%

8h Grade SCIENCE

ELL scored an average of 0% while non-ELL scored an average of 10%, a gap of 10%

Economically disadvantaged scored an average of 5% while non- Economically disadvantaged scored an average of 23%, a gap of 18%

**Cause for Gap:** Middle School:

Strand data from MEAP and district common assessments indicate that earth science and physical science are consistently the lowest scoring strands compared to the other strands.

-Lack differentiation consistently applied to instruction for all students

-Lack of learning environments that are engaging for all students.

-Lack of focus on earth and physical science in all grade levels.

-Lack of interventions including amount of time, use of technology, and alternative (differentiated)instructional delivery strategies used across the district.

High School:

This gap is related to the high number of African American students who have transferred into our district .

Alternative High School:

~Lack of consistent attendance

~Lack of consistent attendance with 30% of students with chronic absenteeism (Source: [www.mischooldata.org](http://www.mischooldata.org))

~Lack of consistent housing with 59% of students part of a transient population (Source: [www.mischooldata.org](http://www.mischooldata.org))

\*Building staff continue to align curriculum and investigate additional sources of intervention

**Multiple measures/sources of data you used to identify this gap in student achievement:** Middle school:

MEAP/ MME Data, Common assessments, Ongoing summative and formative assessments

High School: Student failure data,

MME data, post-high school investigations, and ACT data.

Alternative High School:

The MME, ACT, Unit Assessments, Teacher Surveys, Student Failure, Attendance, Discipline

**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? Middle School:**

All students will show measured growth on targeted local assessments.

Students will demonstrate 70% proficiency in Science concepts, specifically physical science and earth as measured on the 2012 MEAP.

Data used and/or multiple measures of assessment that will be used to monitor progress and success of the goal are as follows:

Quarterly local common assessments - all grades

Pre-tests - all grades

Post-tests - all grades

MEAP results (8th grade)

High School:

The science department has determined that they will raise the percentage of 1's and 2's from \_\_\_% to \_\_\_%. This will be verified using published MME data and item analysis of common unit assessments.

Alternative High School:

We will close the gap in achievement for proficiency in Science on the MME and ACT

~An increase of the ACT Science composite score from 15 to 18.

~An increase in proficiency on the MME from 0% to 30%.

~An increase in passing rate for the marking period from 36% to 50%

All students will demonstrate an achievement in Science. Monitoring will be done through an ongoing discussion of student work, assessment results, both formative and summative, and ongoing meetings to monitor implementation and impact of the plan.

Discovery will continue to use a practice ACT test in the fall and data will be used to align teaching practices to reduce the gaps that are shown.

**Contact Name:** Kathy Stuby

**List of Objectives:**

Name	Objective
Science 1.0 All Students	Science 1.0 The district will increase the number of K - 11 student scoring proficient in science by at least 5% as measured by state and local assessments at every grade level in the 2012 - 2013 school year.
Science 1.1 Subgroups	Science 1.1 The achievement gap between the proficiency levels of students within the identified subgroups will decrease at least 8% annually on state or local Science assessments at each grade level during the 2012 - 2013 school year.

### 3.1. Objective: Science 1.0 All Students

**Measurable Objective Statement to Support Goal: Science 1.0**

The district will increase the number of K - 11 student scoring proficient in science by at least 5% as measured by state and local assessments at every grade level in the 2012 - 2013 school year.

**List of Strategies:**

Name	Strategy
Science Core Curriculum and PreK - 12 alignment	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.
Technology Integration and Professional Development	Common Core and the 21st century learning have technology integrated into every part of learning the core subject of math, language arts, science and social studies. Teachers who are teaching today's students need to have training in order to provide guidance and coaching to the students within their classrooms so the students are ready to incorporate technology within the study and practice of the academic skills they are learning within today's classroom. Many of today's classroom teachers are a step behind using and accessing today's technology as their native learner students. It important for all staff to be have a competent grasp of technology that is facing the students of today and in the future.

#### 3.1.1. Strategy: Science Core Curriculum and PreK - 12 alignment

**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**

--

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

The What Works Clearinghouse (WWC) review in this topic area focuses on interventions for students with learning disabilities in grades K-12 (generally ages 5 to 18) that are intended to improve academic

achievement. Outcome areas include reading, math, writing, science, social studies, and progressing in school. The reviews of evidence in this topic area address the following questions:

1. Which interventions intended to provide academic skills instruction for students with learning disabilities improve academic achievement in reading, writing, math, science, or social studies, or promote progressing in school?
  
2. Are some interventions especially effective for certain subgroups of students with learning disabilities; for example, students of different ages, students with particular types of learning disabilities, students of different racial/ethnic groups, or English language learners (ELLs)?

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
At-Risk Students and Families Professional Development	2012-07-01	2013-06-30	Administration, Professional Instructional Staff
Common Core Science Professional Development	2012-07-01	2013-06-30	Administration, instructional and support staff
Experimental Labs	2012-09-04	2013-06-13	Science Instructional Staff, Building Administration
Test-Taking Activities	2012-09-04	2013-06-13	Administration, Instructional Staff
Understanding data to improve student achievement	2012-07-01	2013-06-30	Administration, Professional Staff

---

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

**Activity Type:** Professional Development

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

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
At-Risk Students and Families Professional Development	Title II Part A		

**3.1.1.2. Activity: Common Core Science Professional Development**

**Activity Type:** Professional Development

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

**Planned staff responsible for implementing activity:** Administration, instructional and support staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Common Core Science Professional Development	Title II Part A		

**3.1.1.3. Activity: Experimental Labs**

**Activity Type:** Other

**Activity Description:** Teachers will use experiments at least once a quarter to explore the scientific method. Teachers will also implement 5 scientific method quizzes with applications specifically to earth science and physical science.

**Planned staff responsible for implementing activity:** Science Instructional Staff, Building Administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Lab Supplies	General Funds		

**3.1.1.4. Activity: Test-Taking Activities**

**Activity Type:** Other

**Activity Description:** Our students struggle with inquiry questions in science. Teachers will provide ACTformat practice activities to be administered on a weekly basis.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
ACT Like Questions	General Funds		

**3.1.1.5. Activity: Understanding data to improve student achievement**

**Activity Type:** Professional Development

**Activity Description:** The staff and administration will learn how to analyze data from the School Data Profile to identify areas of improvement within the four core subjects.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Data Analysis Professional Development	Title II Part A		

### 3.1.2. Strategy: Technology Integration and Professional Development

**Strategy Statement:** Common Core and the 21st century learning have technology integrated into every part of learning the core subject of math, language arts, science and social studies. Teachers who are teaching today's students need to have training in order to provide guidance and coaching to the students within their classrooms so the students are ready to incorporate technology within the study and practice of the academic skills they are learning within today's classroom. Many of today's classroom teachers are a step behind using and accessing today's technology as their native learner students. It important for all staff to be have a competent grasp of technology that is facing the students of today and in the future.

**Selected Target Areas**

--

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

Technology Enhanced Elementary and Middle School Science was developed by the Concord Consortium and funded by the National Science Foundation. Address: 25 Love Lane, Concord, MA 01742. Email: info@concord.org. Web: <http://www.concord.org>. Telephone: (978) 405-3200, (617) 926-0329. Fax: (978) 405-2076.

Technology Enhanced Elementary and Middle School Science (TEEMSS) is a physical science curriculum for grades 3-8 that utilizes computers, sensors, and interactive models to support investigations of real-world phenomena. Through 15 inquiry-based instructional units, students interact with computers, gather and analyze data, and formulate ideas for further exploration. This information is managed by software in a handheld computer and transmitted to other students and to the teacher. All classroom units use handheld computers to avoid the expense of networked desktop computers. The program includes a web-based teacher-reporting tool that allows teachers to review student portfolios and gather student responses for assessment and class discussion.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Technology Integration Coach	2012-07-01	2013-06-30	Technology Coach, Grant Director, Technology Director



Technology Integration and Professional Development	2012-07-01	2013-06-30	Technology Coach, technology Director, Grant Director
---	------------	------------	---

### 3.1.2.1. Activity: Technology Integration Coach

**Activity Type:** Professional Development

**Activity Description:** The technology coach will create and provide professional development to individuals, small groups and large groups based on the needs of the individual teachers that were determined through a technology survey given to all teachers.

**Planned staff responsible for implementing activity:** Technology Coach, Grant Director, Technology Director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Technology Coach	Title II Part A		

### 3.1.2.2. Activity: Technology Integration and Professional Development

**Activity Type:** Professional Development

**Activity Description:** Professional staff will receive training on how to integrate technology within their lessons to engage the students in their classrooms. training will be provided by Kent ISD and the in house tech coach. The technology coach will create and provide professional development to individuals, small groups and large groups based on the needs of the individual teachers that were determined through a technology survey given to all teachers.

**Planned staff responsible for implementing activity:** Technology Coach, technology Director, Grant Director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Technology Integration and Professional Development	Title II Part A		

### 3.2. Objective: Science 1.1 Subgroups

**Measurable Objective Statement to Support Goal:** Science 1.1

The achievement gap between the proficiency levels of students within the identified subgroups will decrease at least 8% annually on state or local Science assessments at each grade level during the 2012 - 2013 school year.

**List of Strategies:**

Name	Strategy
English Language Learner Support	Kelloggsville has a very high English Language learner population and data review shows that our Hispanic population scores lower, sometimes significantly lower than the non - ELL students. The Instructional and Support staff in Kelloggsville Public schools must be armed with a myriad of tools to provide instructional to the ELL learners within their classrooms. Focused support on proven strategies to encourage academic success in Hispanic students is needed for all staff.
Targeted and Differentiated Instruction	All staff (teachers and paraprofessionals) will implement differentiated literacy instruction within the classroom to increase the literacy achievement for all students, with an emphasis on ELL students, SWD and At-Risk students.

#### 3.2.1. Strategy: English Language Learner Support

**Strategy Statement:** Kelloggsville has a very high English Language learner population and data review shows that our Hispanic population scores lower, sometimes significantly lower than the non - ELL students. The Instructional and Support staff in Kelloggsville Public schools must be armed with a myriad of tools to provide instructional to the ELL learners within their classrooms. Focused support on proven strategies to encourage academic success in Hispanic students is needed for all staff.

**Selected Target Areas**

--

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

The goal of differentiated instruction is to create learning opportunities that make allowances for differences

in how individual students learn in order to ensure equal access to important academic content. Content may be modified for students who need additional practice with essential elements before moving on; however, the expectation is that modifications in other areas will ultimately allow all students to master the same key content.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
ELL Classroom Intervention	2012-09-04	2013-06-13	ELL Staff, Title III Director, Building Administrator

---

**3.2.1.1. Activity: ELL Classroom Intervention**

**Activity Type:** Other

**Activity Description:** The ELL teachers will work in classrooms to give additional support to ELL students. Classes where the classroom teacher has an ELL certification have a higher percentage of students that are LEP. The ELL teacher would have a push-in model where the classroom teacher and ELL teacher will work together to provide additional ELA support to the LEP students.

**Planned staff responsible for implementing activity:** ELL Staff, Title III Director, Building Administrator

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
ELL Classroom Interactive Materials	Title III		
ELL Classroom Intervention Teacher	Title III		
ELL Paraprofessionals	Section 31 a		

---

**3.2.2. Strategy: Targeted and Differentiated Instruction**

**Strategy Statement:** All staff (teachers and paraprofessionals) will implement differentiated literacy instruction within the classroom to increase the literacy achievement for all students, with an emphasis on ELL students, SWD and At-Risk students.

**Selected Target Areas**

--

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

Hall, T., Strangman, N., & Meyer, A. (2003). Differentiated instruction and implications for UDL implementation. National Center on Accessing the General Curriculum.

Halpern, D., Aronson, J., Reimer, N., Simpkins, S., Star, J., and Wentzel, K. (2007). Encouraging Girls in Math and Science (NCER 2007-2003). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ncer.ed.gov>.

The objective of this guide is to provide teachers with specific recommendations that can be carried out in the classroom without requiring systemic change. Other school personnel having direct contact with students, such as coaches, counselors, and principals, will also find the guide useful.

DeGuia, M. (2004). Differentiating the learning environment. In B. Hoffman (Ed.), Encyclopedia of Educational Technology.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
31A MTSS Paraprofessionals - Before & During school	2012-09-04	2013-06-13	Building Administrators, Classroom teachers, 31A paraprofessionals
31A Tutoring	2012-11-01	2013-06-13	Science instructional staff, 31A Paraprofessionals
Summer School	2013-06-17	2013-08-16	Building administrator, Summer School Teachers
Title I Paraprofessionals	2012-09-04	2013-06-13	Building Administrator, Classroom Teachers, Title I paraprofessionals

**3.2.2.1. Activity: 31A MTSS Paraprofessionals - Before & During school**

**Activity Type:** Other

**Activity Description:** Kelloggsville Public Schools will employ 31a at-risk paraprofessionals to work with identified students before school to improve student's academic achievement. The paraprofessionals will work with small groups of students to work on their deficiencies. The paraprofessional will also work with identified students during the school day.

**Planned staff responsible for implementing activity:** Building Administrators, Classroom teachers, 31A paraprofessionals

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
LeaP Frog Bundle	Section 31 a		
MTSS Paraprofessionals	Section 31 a		
Non Fiction Book Carts	Section 31 a		
Technology Equipment - ipads	Section 31 a		
Technology Equipment - Netbooks	Section 31 a		

**3.2.2.2. Activity: 31A Tutoring**

**Activity Type:** Other

**Activity Description:** Teachers will incorporate various grade level vocabulary activities. Students will be given vocabulary pre and post tests on a quarterly basis. The tutors will reinforce this vocabulary during tutoring sessions

**Planned staff responsible for implementing activity:** Science instructional staff, 31A Paraprofessionals

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-11-01, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
31A Tutor	Section 31 a		
Vocabulary Resources	General Funds		

**3.2.2.3. Activity: Summer School**

**Activity Type:** Other

**Activity Description:** Identified at-risk students will be invited to attend summer to work on grade level standards and classes that they failed during the school year in order to gain the necessary academic skills needed to be successful in the upcoming grade level. Summer school is offered at the Elementary, Middle and High School level.

**Planned staff responsible for implementing activity:** Building administrator, Summer School Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2013-06-17, End Date - 2013-08-16

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
E20/20 Licenses	General Funds		
Summer School Teachers	Early Reading First		

**3.2.2.4. Activity: Title I Paraprofessionals**

**Activity Type:** Other

**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. Instructional staff will target students who have been identified through at least two qualifiers: NWEA scores, MEAP scores or Year end common assessments to be given additional services in the area of reading. Students will be given additional support through paraprofessional services

**Planned staff responsible for implementing activity:** Building Administrator, Classroom Teachers, Title I paraprofessionals

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
E20/20 Licenses	General Funds		
Title I Paraprofessionals	Title I Part A		

## Goal 4: Social Studies Goal

**Content Area:** Social Studies

**Development Status:** Complete

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

**Gap Statement:** 6th Grade SOCIAL STUDIES 11 - 12

A review of MEAP showed all students scored an average of 19% proficient compared to the goal of 100%, a gap of 81%.

9th Grade SOCIAL STUDIES 11 - 12

A review of MEAP showed all students scored an average of 19% proficient compared to the goal of 100%, a gap of 81%.

11th Grade SOCIAL STUDIES 11 - 12

A review of MME showed all students scored an average of 30% proficient compared to the goal of 100%, a gap of 70%.

Alternative High School:

~Review of MME results of 2012 indicates 5% of the 37 Junior level students are proficient and 10% of the 29 Senior level students are proficient.

~Review of marking period data shows that 51% of all students are proficient in Social Studies.

6th Grade SOCIAL STUDIES

Males scored an average of 27% while females scored an average of 11%, a gap of 16%  
 SWD scored an average of 2% while non-SWD scored an average of 20%, a gap of 14%

9h Grade SOCIAL STUDIES

ELL scored an average of 6% while non-ELL scored an average of 22%, a gap of 16%  
 Economically disadvantaged scored an average of 14% while non- Economically disadvantaged scored an average of 33%, a gap of 19%

11th Grade SOCIAL STUDIES

Economically disadvantaged scored an average of 26% while non- Economically disadvantaged scored an average of 41%, a gap of 15%

**Cause for Gap: Middle School:**

Strand data from MEAP, discovery education testing and district common assessments indicate that informational text and comprehension are consistently the lowest scoring strands compared to the other strands.

-Lack differentiation consistently applied to instruction for all students including LEP and at risk students.

-Lack of learning environments that are engaging for all students.

-Lack of focus on comprehension and vocabulary in all grade levels.

-Lack of interventions including amount of time, use of technology, and alternative (differentiated) instructional delivery strategies used across the district.

**High School:**

African American students are a transient group and often have educational gaps.

**Alternative High School:**

~Lack of consistent attendance with 30% of students with chronic absenteeism (Source: [www.mischooldata.org](http://www.mischooldata.org))

~Lack of consistent housing with 59% of students part of a transient population (Source: [www.mischooldata.org](http://www.mischooldata.org))

\*Building staff continue to align curriculum and investigate additional sources of intervention

**Multiple measures/sources of data you used to identify this gap in student achievement: Middle School;**

common assessments - all grades

MEAP scores - 6th and 9th grade

**High School:**

MME data, common quarterly assessments, practice ACT.

**Alternative High School:**

MME is administered annually to 11th grade students.

Practice ACT at the beginning of the 2012-13 school year.

Unit assessments, teacher surveys, student failure, attendance, and discipline.

**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? Middle School:**

All Students will show measured growth on targeted local assessments. More exposure to social studies vocabulary in the area of history and civics will help close the gap. Students will demonstrate 70% proficiency in Social studies concepts, especially in History as measured on the social studies MEAP (9th grade).

Data used and/or multiple measures of assessment that may be used to monitor progress and success of the goal are as follows:

Quarterly local common assessments - all grades

MEAP results - 6th and 9th grade

**High school:**

Practice ACT, MME data and common quarterly assessments will be used to monitor progress and success. We expect to see a \_\_\_% jump. This would also bring the KHS average above the state average.

**Alternative High School:**

We will close the gap in achievement of proficiency in Social Studies on the MME.

An increase of proficiency from 5% (Juniors) and 10% (Seniors) to 30% proficiency for all students on the MME.



An increase in marking period passing rate from 51% to 65% in Social Studies.

All students will demonstrate an achievement in Social Studies. Monitoring will be done through an ongoing discussion of student work/assessment results, both formative and summative, and ongoing meetings to monitor implementation and impact of the plan.

All students will take all four core classes in each of the four marking periods until MMC requirements are met. Increased attendance will be addressed using a new attendance plan.

**Contact Name:** Kathy Stuby

**List of Objectives:**

Name	Objective
SS 1.0 All Students	Social Studies 1.0 The district will increase the number of K - 11 student scoring proficient in social studies by at least 5% as measured by state and local assessments at every grade level in the 2012 - 2013 school year. Social Studies 1.1 The district will increase the number of English Language learners scoring proficient in social studies by at least 8% as measured by state and local assessments at every grade level in the 2012 - 2013 school year. Social Studies 1.2 The district will increase the number of males scoring proficient in social studies by at least 8% as measured by state and local assessments at every grade level in the 2012 - 2013 school year. Social Studies 1.3 The district will increase the number of economically disadvantaged students scoring proficient in Social Studies by at least 8% as measured by state and local assessments at every grade level in the 2012 - 2013 school year. Social Studies 1.4 The district will increase the number of SWD students scoring proficient in Social Studies by at least 8% as measured by state and local assessments at every grade level in the 2012 - 2013 school year.
SS 1.1 Subgroups	Social Studies 1.1 The achievement gap between the proficiency levels of students within the identified subgroups will decrease at least 8% annually on state or local Social Studies assessments at each grade level during the 2012 - 2013 school year.

---

## 4.1. Objective: SS 1.0 All Students

**Measurable Objective Statement to Support Goal:** Social Studies 1.0

The district will increase the number of K - 11 student scoring proficient in social studies by at least 5% as measured by state and local assessments at every grade level in the 2012 - 2013 school year.

Social Studies 1.1

The district will increase the number of English Language learners scoring proficient in social studies by at least 8% as measured by state and local assessments at every grade level in the 2012 - 2013 school year.

Social Studies 1.2

The district will increase the number of males scoring proficient in social studies by at least 8% as measured by state and local assessments at every grade level in the 2012 - 2013 school year.

Social Studies 1.3 The district will increase the number of economically disadvantaged students scoring proficient in Social Studies by at least 8% as measured by state and local assessments at every grade level in the 2012 - 2013 school year.

Social Studies 1.4 The district will increase the number of SWD students scoring proficient in Social Studies by at least 8% as measured by state and local assessments at every grade level in the 2012 - 2013 school year.

**List of Strategies:**

Name	Strategy
Social Studies Core Curriculum and PreK - 12 alignment	The ELA core curriculum and common core standards will be integrated into the curriculum maps and ng stratgies of each grade level and department. Core core teaching strategies and assessments will start to be incorporated into classroom teaching activities to prepare students for the academic rigor of the upcoming state standards assessment in 2014.
Social Studies Curriculum Alignment	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.
Technology Integration	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.

---

### 4.1.1. Strategy: Social Studies Core Curriculum and PreK - 12 alignment

**Strategy Statement:** The ELA core curriculum and common core standards will be integrated into the curriculum maps and ng stratgies of each grade level and department. Core core teaching strategies and assessments will start to be incorporated into classroom teaching activities to prepare students for the academic rigor of the upcoming state standards assessment in 2014.

**Selected Target Areas**

Indicator 10 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.
Indicator 15 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.
Indicator 16 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.
Indicator 17 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.

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

Boaler, J. (2002). Learning from teaching: Exploring the relationship between reform curriculum and equity. *Journal for Research in Mathematics Education*, 33(4), 239-258.

Some researchers have expressed doubts about the potential of reform-oriented curricula to promote equity. This article considers this important issue and argues that investigations into equitable teaching must pay attention to the particular practices of teaching and learning that are enacted in classrooms. Data are presented from two studies in which middle school and high school teachers using reform-oriented mathematics curricula achieved a reduction in linguistic, ethnic, and class inequalities in their schools. The teaching and learning practices that these teachers employed were central to the attainment of equality, suggesting that it is critical that relational analyses of equity go beyond the curriculum to include the teacher and their teaching.

Ravitz, J. & Blazevski, J. (2010). Assessing the impact of online technologies on PBL use in US high schools. Paper presented at Annual Meetings of the Association for Educational Communications and Technology. Anaheim, CA. October 28, 2010.

This paper examines online technologies that can support project based learning (PBL) and how much use of these technologies relates to time spent on this approach to instruction, perceived preparedness and ability to overcome challenges. It examines the responses of 331 teachers, from intentionally varied types of high schools, who used PBL or similar practices to teach math, science, social studies or English. Findings suggest that teachers report more use of PBL, fewer perceived challenges, and a greater sense of preparedness when they use online technologies to support their practice. While use of technologies differs across school type and subjects, the relationship of their use to PBL use is surprisingly consistent. Results help us understand the prevalence of technology uses for PBL and how these are related to PBL use and perceptions, with implications for how new technologies might help extend the reach of PBL-related instructional reforms to more schools.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
At-Risk Students and Families Professional Development	2012-07-01	2013-06-30	Professional Instructional Staff, Administration
Common Core Professional Development	2012-07-	2013-06-	PD Team, Administration and

	01	30	Professional Staff
Thinking Maps Professional Learning	2012-07-01	2013-06-30	Building administration, Professional staff
Understanding data to improve student achievement	2012-07-01	2013-06-30	Administration, Professional teaching staff
Walk though & Formal Evaluations	2012-09-04	2013-06-14	Building and central office administrators

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

**Activity Type:** Professional Development

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

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
At-Risk Students and Families Professional Development	Title II Part A		0.00

#### 4.1.1.2. Activity: Common Core Professional Development

**Activity Type:** Professional Development

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

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Common Core Professional Development	Title II Part A		

### 4.1.1.3. Activity: Thinking Maps Professional Learning

**Activity Type:** Professional Development

**Activity Description:** The teaching staff will attend professional learning on Thinking Maps and will continue to use Thinking Maps to assist students with making content connections.

**Planned staff responsible for implementing activity:** Building administration, Professional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Thinking Maps Professional Learning	Title II Part A		

### 4.1.1.4. Activity: Understanding data to improve student achievement

**Activity Type:** Professional Development

**Activity Description:** The staff and administration will learn how to analyze data from the School Data Profile to identify areas of improvement within the four core subjects.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
School Improvement Professional Development	Title II Part A	6,375.16	

**4.1.1.5. Activity: Walk though & Formal Evaluations**

**Activity Type:** Other

**Activity Description:** The administrator will conduct walkthroughs on a monthly basis to collect implementation data around differentiated instruction. The administrator will be looking for teachers to be working in small groups on Tier II instruction for literacy concepts already taught with their Tier I instruction, but needs additional support in a smaller group. The walkthroughs will also collect data on whether the teacher is teaching whole group, small group or with individual students.

**Planned staff responsible for implementing activity:** Building and central office administrators

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-14

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Walk though & Formal Evaluations	General Funds		

**4.1.2. Strategy: Social Studies Curriculum Alignment**

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

**Selected Target Areas**

Indicator 1 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.

Indicator 2 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.

Indicator 3 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.

Indicator 5 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.

Indicator 8 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.

Indicator 11 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.

Indicator 17 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.

Indicator 18 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.

### **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
Grade and Department Level & Vertical PLCs	2012-08-27	2013-06-14	District Administration, Professional staff
Vocabulary Instruction	2012-09-04	2013-06-13	Professional Instructional Staff, administration

**4.1.2.1. Activity: Grade and Department Level & Vertical PLCs**

**Activity Type:** Professional Development

**Activity Description:** The professional teaching staff will meet 2- 3 times at hour-long meetings per month to discuss progress towards meeting the goals in the core curriculum and will examine their progress toward the building and district goals. During these meetings, discussion will take place regarding the effectiveness of current programming by reviewing



classroom formative and summative assessment data.

**Planned staff responsible for implementing activity:** District Administration, Professional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-08-27, End Date - 2013-06-14

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Grade and Department Level & Vertical PLCs	General Funds		

**4.1.2.2. Activity: Vocabulary Instruction**

**Activity Type:** Other

**Activity Description:** Teachers will use the K.I.M. and SIOP strategies to build vocabulary comprehension. Teachers will incorporate vocabulary on summative and formative assessments.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-13

**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

**4.1.3. Strategy: Technology Integration**

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

**Selected Target Areas**

Indicator 1 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.

Indicator 10 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.

Indicator 11 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.

**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
Elementary Computer/ Technology teacher	2010-09-01	2011-06-01	Elementary Computer/ Technology teacher, Professional teaching staff
Technology Integration and professional development	2011-09-08	2012-06-14	Administration, Professional Instructional Staff, District technology staff, Elementary Technology Teacher

**4.1.3.1. Activity: Elementary Computer/ Technology teacher**

**Activity Type:** Technology

**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 give additional help to the title I students create the presentations that meet the core standard for that particular standard. He will also with the teaching staff to educate them about available resources for the technology resources. The technology teacher will be a certified teacher who is qualified in Social Studies and technology.

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

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Technology Elementary Teacher	Title I Part A	104,531.00	0.00

**4.1.3.2. Activity: Technology Integration and professional development**

**Activity Type:** Professional Development

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

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

**Actual staff responsible for implementing activity:**

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

**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	8,500.16	0.00

## 4.2. Objective: SS 1.1 Subgroups

### Measurable Objective Statement to Support Goal: Social Studies 1.1

The achievement gap between the proficiency levels of students within the identified subgroups will decrease at least 8% annually on state or local Social Studies assessments at each grade level during the 2012 - 2013 school year.

### List of Strategies:

Name	Strategy
English Language Learner Support	Kelloggsville has a very high English Language learner population and data review shows that our Hispanic population scores lower, sometimes significantly lower than the non - ELL students. The Instructional and Support staff in Kelloggsville Public schools must be armed with a myriad of tools to provide instructional to the ELL learners within their classrooms. Focused support on proven strategies to encourage academic success in Hispanic students is needed for all staff.
Targeted and Differentiated Instruction	All staff (teachers and paraprofessionals) will implement differentiated literacy instruction within the classroom to increase the literacy achievement for all students, with an emphasis on ELL students, SWD and At-Risk students.

### 4.2.1. Strategy: English Language Learner Support

**Strategy Statement:** Kelloggsville has a very high English Language learner population and data review shows that our Hispanic population scores lower, sometimes significantly lower than the non - ELL students. The Instructional and Support staff in Kelloggsville Public schools must be armed with a myriad of tools to provide instructional to the ELL learners within their classrooms. Focused support on proven strategies to encourage academic success in Hispanic students is needed for all staff.

#### Selected Target Areas

--

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

Espinosa, L.M. (2008). Challenging common myths about young English language learners. FCD Policy Brief Advancing PK-3, No. 8. New York: Foundation for Child Development.  
 A discussion of research findings that dispel common myths about dual language development

and educational approaches to dual language learning for children ages three to eight.

Garcia, E.E. (2009). Early educational opportunities for children of Hispanic origins Social Policy Report, 23(2), 1-20. <http://www.srcd.org/spr.html>

A discussion, with commentaries, of the demographic characteristics of, unique linguistic profile of, and empirical evidence supporting certain interventions for three- to eight-year-old Hispanic children, with policy recommendations for improving educational opportunities for

Espinosa, L.M. (2007). English-language learners as they enter school. In Pianta, R. C., Cox M. J., & Snow K. L. (Eds). School readiness and the transition to kindergarten in the age of accountability, pp. 175-195. Baltimore: Paul H. Brookes.

An overview of the developmental profiles of English language learners (ELLs) at kindergarten entry, and examples of successful preschool programs and instructional approaches linked with positive long-term educational outcomes for ELLs.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
ELL Classroom Intervention	2012-09-04	2013-06-13	ELL Staff, Title III Director, Building Administrator
Siop Instruction and professional development	2012-09-04	2013-06-13	ELL Staff, Instructional and support staff, District administration

---

**4.2.1.1. Activity: ELL Classroom Intervention**

**Activity Type:** Professional Development

**Activity Description:** The ELL teachers will work in classrooms to give additional support to ELL students. Classes where the classroom teacher has an ELL certification have a higher percentage of students that are LEP. The ELL teacher would have a push-in model where the classroom teacher and ELL teacher will work together to provided additional ELA support to the LEP students.

**Planned staff responsible for implementing activity:** ELL Staff, Title III Director, Building Administrator

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
ELL Classroom Interactive Materials	Title III		
ELL Classroom Intervention Teacher	Title III		

**4.2.1.2. Activity: Siop Instruction and professional development**

**Activity Type:** Professional Development

**Activity Description:** ALL teachers, paraprofessionals, classroom teachers and Reading Intervention teachers shall be trained to use SIOP (Sheltered English Instruction Observational Protocol) strategies in the regular classroom as well as the reading intervention classroom.

**Planned staff responsible for implementing activity:** ELL Staff, Instructional and support staff, District administration

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-13

**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		

**4.2.2. Strategy: Targeted and Differentiated Instruction**

**Strategy Statement:** All staff (teachers and paraprofessionals) will implement differentiated literacy instruction within the classroom to increase the literacy achievement for all students, with an emphasis on ELL students, SWD and At-Risk students.

**Selected Target Areas**

--

**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
Thinking Maps Professional Learning	2012-09-04	2013-06-04	Building administration, Professional staff
Title I Paraprofessionals	2012-09-04	2013-06-13	KMS Social Studies Teachers, Administration, Title I Paraprofessionals

---

**4.2.2.1. Activity: Thinking Maps Professional Learning**

**Activity Type:** Professional Development

**Activity Description:** The teaching staff will attend professional learning on Thinking Maps and will continue to use Thinking Maps to assist students with making content connections.

**Planned staff responsible for implementing activity:** Building administration, Professional staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-04

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

---

**4.2.2.2. Activity: Title I Paraprofessionals**

**Activity Type:** Other

**Activity Description:** The social studies teachers and the paraprofessionals at the middle school will target students who have been identified through at least two qualifiers: NWEA scores, MEAP scores or Year end common assessments to be given additional services in the area of math. Students will be given additional support through paraprofessional services.

**Planned staff responsible for implementing activity:** KMS Social Studies Teachers, Administration, Title I Paraprofessionals



**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-09-04, End Date - 2013-06-13

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
Early Reading First	\$0.00	\$0.00
Title I Part A	\$104,531.00	\$0.00
Section 31 a	\$0.00	\$0.00
Title III	\$12,000.00	\$0.00
Title II Part A	\$51,695.32	\$0.00
General Funds	\$2,000.00	\$0.00

# Assurances

## Special Education

1. The District School Improvement Team reviews the CIMS data.

Response: *Yes*

Comments:

2. CIMS data is used to prepare the District Improvement Plan.

Response: *Yes*

Comments:

## Technology

1. The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).

Response: *Yes*

Comments:

2. The district has a process to monitor adult and student use of the internet.

Response: *Yes*

Comments:

3. The district has an Internet Safety Policy in place.

Response: *Yes*

Comments:

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.

Response: *Yes*

Comments:

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

Response: *No*

Comments:

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

Response: *Yes*

Comments:

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

Response: *No*

Comments:

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

Response: *Yes*

Comments: *Technology and Common Core week-long professional development  
Classes offered to staff after school and professional learning days*

9. The district adjusts its curriculum to include technology literacy for all students.

Response: *Yes*

Comments:

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

Response: *Yes*

Comments: *Innovative grants for teachers, teacher technology survey to identify needs*

## 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
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
Mr.	Eric	Schilthuis	East Elementary Principal	eschilthuis@kvilleps.org
Mrs.	Kay	Oppenhuizen	Elementary Counselor	koppenhuizen@kvilleps.org
Mrs.	Ericka	Scott	Parent	escott@kvilleps.org
Ms.	Kathleen	Stuby	District Improvement Dire	kstuby@kvilleps.org
Mr.	Greg	Warsen	Superintendent	gwarsen@kvilleps.org
Mrs.	Nora	Wade	HS Counselor	nwade@kvilleps.org
Ms.	Judy	Jenne	Paraprofessional	jjenne@kvilleps.org
Mrs.	Danielle	Benham	Parent	dbenham@kvilleps.org
Mrs.	Deb	Sellers	BOE Member	dseller@kvilleps.org
Mrs.	Mary	Kinley-Hodgekinson	Transition Coordinator (S	mkinley@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 fit 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 feedback to the groups on how this fits into the overall district SI plan and any required changes that need 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 assess the data to prove 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.

Name/Position:	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

## Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- District Board Policy on Parent Involvement



## 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.

## Anti-Bullying Policy - Important Information

2011 - 2012

Agency: Kelloggsville Public Schools

Recipient Code: 41140

### **Important Information Regarding Matt's Safe School Law and the Collection of Bullying Prevention Policies**

Pursuant to Matt's Safe School Law (2011 PA 241), passed on December 6, 2011, the Michigan Department of Education (MDE) is mandated to collect bullying prevention policies from all intermediate school districts (ISDs), districts and public school academies (PSAs) in Michigan. Nonpublic schools are not required to submit these policies but may choose to do so.

The MDE is also required to provide a report, summarizing the status of the implementation of policies, to the Michigan Senate and House Standing Committees on Education no later than one year from the deadline for the ISDs, districts and PSAs to submit their policies to the MDE.

### **Existing Bullying Prevention Policies:**

If the ISD/district/PSA has an existing bullying prevention policy which includes all of the required components, it must be submitted to the MDE in MEGS+ no later than February 6, 2012.

### **New or Updated Bullying Prevention Policies:**

If the ISD/district/PSA needs to develop or update a bullying prevention policy, at least one public hearing must be held by the ISD/district board, or PSA board of directors, before adoption of the policy. The adopted policy must then be submitted in MEGS+ no later than 30 days after adoption, or July 6, 2012, whichever is first.

### **REQUIRED Components:**

- (a) A statement prohibiting bullying of a pupil.
- (b) A statement prohibiting retaliation or false accusation against a target of bullying, a witness, or another person with reliable information about an act of bullying.
- (c) A provision indicating that all pupils are protected under the policy and that bullying is equally prohibited without regard to its subject matter or motivating animus.
- (d) The identification by job title of school officials responsible for ensuring that the policy is implemented.
- (e) A statement describing how the policy is to be publicized.
- (f) A procedure for providing notification to the parent or legal guardian of a victim of bullying and the parent or legal guardian of a perpetrator of the bullying.
- (g) A procedure for reporting an act of bullying.
- (h) A procedure for prompt investigation of a report of violation of the policy or a related complaint, identifying either the principal or the principal's designee as the person responsible for the investigation.
- (i) A procedure for each public school to document any prohibited incident that is reported and a procedure to report all verified incidents of bullying and the resulting consequences, including discipline and referrals, to the board of the school district or intermediate school district or board of directors of the public school academy on an annual basis.

### **ENCOURAGED components:**

- (a) Provisions to form bullying prevention task forces, programs, teen courts, and other initiatives involving school staff, pupils, school clubs or other student groups, administrators, volunteers, parents, law enforcement, community members, and other stakeholders.
- (b) A requirement for annual training for administrators, school employees, and volunteers who have significant contact with pupils on preventing, identifying, responding to, and reporting incidents of bullying.
- (c) A requirement for educational programs for pupils and parents on preventing, identifying, responding to, and reporting incidents of bullying and cyber bullying.

The ISD/district/PSA may choose to use the Michigan State Board of Education's Model Anti-Bullying Policy, which includes all of the required and encouraged components, found at:

[http://www.michigan.gov/documents/mde/SBE\\_Model\\_AntiBullying\\_Policy\\_Revised\\_9.8\\_172355\\_7.pdf](http://www.michigan.gov/documents/mde/SBE_Model_AntiBullying_Policy_Revised_9.8_172355_7.pdf)

Matt's Safe School Law (2011 PA 241) may be found in its entirety at:

<http://www.legislature.mi.gov/documents/2011-2012/publicact/pdf/2011-PA-0241.pdf..>

2011 PA 241 may be found in its entirety at: <http://www.legislature.mi.gov/documents/2011-2012/publicact/pdf/2011-PA-0241.pdf>.

Questions may be directed to Jill Byelich, Michigan Department of Education, at [byelichj1@michigan.gov](mailto:byelichj1@michigan.gov).