

District Improvement Plan

Archive Date: 06/20/2011, Report Status: Submitted

School Year: 2011 - 2012

District Name: River Rouge School District

ISD/RESA: Wayne RESA

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

Superintendent: Dr. Carlos Lopez

Building Code: 82120

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

District Improvement Plan

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Introduction

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

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

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

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

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

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

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

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

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

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

District Information

District:	River Rouge School District
ISD/RESA:	Wayne RESA
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	82120
City:	River Rouge
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

The River Rouge School District will become a 21st Century World Class School district in which ALL students will acquire the knowledge, skills, and values necessary for success in post-secondary education, successful careers and productive citizenship

Mission Statement

The mission of the River Rouge School District, in partnership with home and community, is to provide our students with opportunities to become productive, caring members of a changing society through self-discipline and lifelong learning. The Strategic Plan Committee worked to create a theme that was a "working theme" that all could remember and know. That statement of mission ... "Building A Better World One Student At A Time." This statement sums up the mission of working together with appropriate stakeholders to ensure that every student will have an opportunity to become productive and successful in a global society.

Beliefs Statement

As members of the River Rouge School District School Improvement team, we believe:

1. Children come first.
2. Educating each student is the shared responsibility of everyone.
3. Parents and students are our partners.
4. Victory is in the classroom.
5. It takes the entire community to ensure the success of its public schools through shared leadership and accountability.

Goals

Name	Development Status	Progress Status
ELA	Complete	Open
Mathematics	Complete	Open
Science	Complete	Open
Social Studies	Complete	Open

Goal 1: ELA

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will be proficient in English Language Arts at appropriate grade level benchmarks (Gr. K-8). All students will improve their ability to construct meaning from text across content areas (Gr. 9-12)

Gap Statement: Students in the 3rd grade showed approximately a 1.8% percentage change/decrease in reading scores when compared to the previous year; 4th grade students showed approximately a 27.5% percentage change/decrease in reading scores when compared to the previous year; 5th grade students showed approximately a 8.4% percentage change/decrease in reading scores when compared to the previous year; 6th grade students showed approximately a 9% decrease in reading when compared to the previous year; 7th grade students showed approximately a 3.8% decrease in reading scores when compared to the previous year; and 8th grade students showed approximately a 11% increase in reading scores when compared to the previous year. The data shows that the gap is also significant at the high school level.

Cause for Gap: Reading instruction is not being taught with fidelity. The district does not have a reading program for grades K-8. Teachers use different components of various programs to teach and it is not consistent throughout the district.

Lack of access to data from transitioning 9th graders. Lack of cohesive reading and writing programs in curriculum. Student apathy.

Multiple measures/sources of data you used to identify this gap in student achievement: -Quarterly Reports
 -MEAP/MME/ACT
 -Student work
 -Progress Reports/Report Cards

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? -Pre Assessment
 -Quarterly Assessments
 -Summative Assessments (end-of-unit test)
 -MEAP
 -Classroom Assessments
 -MME

-ACT

Contact Name: Carlos Lopez

List of Objectives:

Name	Objective
ELA	All students will increase their ELA proficiency by 10%.

1.1. Objective: ELA

Measurable Objective Statement to Support Goal: All students will increase their ELA proficiency by 10%.

List of Strategies:

Name	Strategy
Brain Based Behavior Support	Utilizing brain-based strategies to provide effective teaching strategies and increase student achievement.
ELA Strategies	All students (K-12) will be given ELA formative assessments. All data will be analyzed. The following EBI strategies will be incorporated into classroom practice. Marzano's Nine Reciprocal Teaching Model Thinking Maps BluePrints for Writing Targeted/Measurable GLCES: R.CM.__.02 (all grades) Retell major ideas & details R.CM.__.03 (all grades) Compare & Contrast R.CM.__.03 Analyzing Global Themes (5-8) W.PR.__.03 Compare/Cause & Effect (writing)
Summer School	Students will have an opportunity to attend Summer School (Grades K-12). The curriculum focus will be ELA and Mathematics.

1.1.1. Strategy: Brain Based Behavior Support

Strategy Statement: Utilizing brain-based strategies to provide effective teaching strategies and increase student achievement.

Selected Target Areas

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.

Other Required Information for Strategy

A Brain-Based Approach to Closing the Achievement Gap, Horacio Sanchez (2008)

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, Marzano, Pickering, and Pollock (ASCD, 2001)

Student Success With Thinking Maps, School-Based Research, Results and Models for Achievement Using Visual Tools, David N. Hyerle

Differentiation in Action, A Complete Resource With Research-Supported Strategies to Help You Plan and Organize Differentiated Instruction - and Achieve Success With All Learners, Judith Dodge (Scholastic 2005)

Making Content Comprehensible for English Learners, The SIOP Model, Jana Echevarria, et al, Second Edition (Pearson Allyn and Bacon 2004)

A Guide To Co-Teaching, Practical Tips for Facilitating Student Learning, Second Edition, Richard Villa, Jacqueline S. Thousand and Ann I Nevin (Corwin Press 2008)

Teach Them All to Read, Catching the Kids Who Fall Through the Cracks, Elaine K. McEwan (Corwin Press 2002)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Academic Intervention Specialist (Gr. 3-5) @ AV	2010-09-07	2011-06-30	Principal
Academic Intervention Specialist (Gr. K-2 @ AV)	2010-09-07	2011-06-30	Principal
Academic Intervention Specialists	2010-09-07	2011-06-30	Principal
Brain Based Behavior Support	2010-09-07	2011-06-30	Building Principals and Teaching Staff
Curriculum Activities	2010-09-07	2011-06-30	Parent Room Coordinator
Curriculum Coach	2010-09-07	2011-06-30	Principal
ELA Coach	2010-09-07	2011-06-30	Principal
Language Acquisition materials	2010-09-07	2011-06-30	Principal and staff
Technology	2010-09-07	2011-06-30	Technical Staff Wayne RESA Administrators Teachers
Technology Coach (AV)	2010-09-07	2011-06-30	Technology Coach Teachers Principal

Technology Coach (Sabbath)	2010-09-07	2011-06-30	Technology Coach Teachers Principal
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1.1.1.1. Activity: Academic Intervention Specialist (Gr. 3-5) @ AV

Activity Description: Ann Visger K-5 Prep Academy - 1 FTE Academic Intervention Specialist - Teacher works with teacher and students (Gr. 3-5) (in class) on identified content area strategies in Reading and Math. Helps develop individual instruction plans for students in need of additional support. works with building team to provide building focused content standards and helps develop units of study.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Academic Intervention Specialist (Gr. 3-5 @ AV)	Title I Part A	88,529.00	0.00

1.1.1.2. Activity: Academic Intervention Specialist (Gr. K-2 @ AV)

Activity Description: Ann Visger K-5 Prep Academy: Academic Intervention Specialist (Gr. K-3) - Teacher works with teacher and students (in class) on identified content area strategies in Reading and Math. Helps develop individual instruction plans for students in need of additional support. Works with building team to provide building focused content standards and helps develop units of study.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I Academic Intervention Specialists	Title I Part A	88,529.00	0.00

1.1.1.3. Activity: Academic Intervention Specialists

Activity Description: C.B. Sabbath 6-8 Preparatory Academy: Academic Intervention Specialist - Teacher works with teacher and students (in class) on identified content area strategies in Reading and Math. Helps develop individual instruction plans for students in need of additional support. Works with building team to provide building focused content standards and helps develop units of study.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Academic Intervention Specialist	Title I Part A	88,529.00	0.00

1.1.1.4. Activity: Brain Based Behavior Support

Activity Description: H. Sanchez-Resilency Inc - Brain based-behavior implementation support district-wide.

Brain-Based support teacher to provide support to regular classroom teacher and works with classes using brain based/project strategies to address core content areas and behavior support based upon brain based research (2 FTE).

Planned staff responsible for implementing activity: Building Principals and Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Resilency, Inc.	Title I Part A	40,000.00	0.00

1.1.1.5. Activity: Curriculum Activities

Activity Description: The Parent Room Coordinator - 44 weeks (.6 of 55183) District: Coordinate, plan facilitate district parent/community activities. Maintain parent newsletter. Provide SI identified district inservice. Participate on District Improvement team.

Planned staff responsible for implementing activity: Parent Room Coordinator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Assessment Analysis/Reporting MI Tracker	Title I Part A	7,000.00	0.00
Family/Community/Parent/Outreach Facilitator (Sabbath)	Title I Part A	7,290.00	0.00
Newletter Postage	Title I Part A	1,500.00	0.00
Parent Coordinator	Title I Part A	51,290.00	0.00
Parent Room Facilitator (AV)	Title I Part A	9,720.00	0.00
Parent Room Facilitator (RRHS)	Title I Part A	9,720.00	0.00
Parent Room Facilitator (Sabbath)	Title I Part A	9,720.00	0.00
Parent Room Supplies (AV)	Title I Part A	2,000.00	0.00
Parent Room Supplies (RRHS)	Title I Part A	2,000.00	0.00
Parent Room Supplies (Sabbath)	Title I Part A	2,000.00	0.00
Parent Workshop Support Materials	Title I Part A	5,000.00	0.00
Parent/Family Literacy Classes/Workshops	Title I Part A	2,000.00	0.00
Refreshments	Title I Part A	5,000.00	0.00
Workshop Conference for Parent Coordinator	Title I Part A	2,500.00	0.00

1.1.1.6. Activity: Curriculum Coach

Activity Description: C.B. Sabbath 6-8 Prep Academy: Curriculum Coach 3 daysweek x 27 weeks = 30,275

Curriculum Coach will provide professional develop training to teachers in ELA, Science & Social

Studies.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Rayna Williams, Curriculum Coach	Title I Part A	30,375.00	0.00

1.1.1.7. Activity: ELA Coach

Activity Description: Ann Visger K-5 Prep Academy: ELA Coach 3 days/week \$475 x 27 weeks = \$38,475

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
MP Hughes Educational Consulting Services	Title I Part A	38,475.00	0.00

1.1.1.8. Activity: Language Acquisition materials

Activity Description: Language acquisition materials - CDs, classroom library, take home books, writing computer programs.

Planned staff responsible for implementing activity: Principal and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Scholastic, Great Source, SRA	Title I Part A	5,000.00	0.00

1.1.1.9. Activity: Technology

Activity Description: Teachers will incorporate the use of computers, smart boards, document cameras, and projectors into their lessons to help make learning more technologically interactive. Monitoring will be through observation (administrative walk-thru). Evidence of success will be through improved grades and assessment scores.

Planned staff responsible for implementing activity: Technical Staff
Wayne RESA
Administrators
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Apple Computers	Title II Part D	100,000.00	0.00
Data Coaches	Title I Part A	300,000.00	0.00
Dell Computers	Title II Part D	100,000.00	0.00
Teacher in-service materials & refreshments	Title II Part A	6,000.00	0.00
Technology Coaches	Title I Part A	100,000.00	0.00
Y Arts - Red River Production	Title II Part A	20,000.00	0.00

1.1.1.10. Activity: Technology Coach (AV)

Activity Description: Technology Coach will assist teachers with incorporating technology into lesson plan and provide professional development training to teachers.

Planned staff responsible for implementing activity: Technology Coach
Teachers

Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Holli Buck, Technology Coach (AV)	Title I Part A	30,375.00	0.00

1.1.1.11. Activity: Technology Coach (Sabbath)

Activity Description: Sabbath (6-8) Preparatory Academy: Technology Coach will assist teachers in incorporating technology in lesson planning and provide professional development training to teachers.

Planned staff responsible for implementing activity: Technology Coach

Teachers

Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Coach (Sabbath)	Title I Part A	30,000.00	0.00

1.1.2. Strategy: ELA Strategies

Strategy Statement: All students (K-12) will be given ELA formative assessments. All data will be analyzed. The following EBI strategies will be incorporated into classroom practice.

Marzano's Nine

Reciprocal Teaching Model

Thinking Maps

BluePrints for Writing

Targeted/Measurable GLCES:

R.CM.__.02 (all grades) Retell major ideas & details

R.CM.__.03 (all grades) Compare & Contrast

R.CM.__.03 Analyzing Global Themes (5-8)

W.PR.__.03 Compare/Cause & Effect (writing)

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.

Other Required Information for Strategy

1. Classroom Instruction That Works, Marzano, Pckering, Pollock, 2001
2. "Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom", Tolinson, 1999
3. "Reciprocal Teaching" Randolph & Lewis, 2009
4. Classroom Instruction That Works, Marzano, pckering, Pollock, 2001
5. Thinking Maps for Reading Minds, Chapter 6, A Field Guide to Using Visual Tools,(ASCD, 2000), by David Hyerle, Ed.D.
6. Thinking Maps: The Cognitive Bridge to Literacy A visual Language for Bridging Reading Text Structures to Writing Prompts by David Hyerle, Ed.D. and Thommasina DePinto Piercy, Ph.D.
7. Echevarria, J., Vogt, M.E. & Short, D. (2000). Making content comprehensible for English language learners: The SIOP model. Boston: Allyn & Bacon
8. Cain, R., Caine, G., McClintic, C., Klimek, K. (2009), Brain/Mind Learning Principles in Action: Corwin Press

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
BluePrints for Writing	2010-08-26	2011-06-19	BluePrints for Writing Consultant, Principals and Teachers
Common Formative Assessment Development	2010-09-07	2011-06-10	Teachers Principals Curriculum Director
Curriculum Alignment	2010-09-07	2011-06-16	Curriculum Director Teachers
Extended Day	2010-09-07	2011-06-30	Principal Title I Director
Read A Book Get A Book	2010-09-07	2011-06-30	Parent Coordinator Parent Room Facilitators Parent Advisory Team Teachers
Reciprocoal Teaching Model	2010-09-	2011-06-	All Teachers, Students

	07	16	
Student Rewards	2010-09-07	2011-06-30	Teachers Principal
Substitute Teachers	2010-09-07	2011-06-30	Principal Payroll Staff
Supplemental Cross Curriculum Reading/Writing	2010-09-07	2011-06-30	Building Principals and Teaching Staff
Thinking Maps	2010-08-16	2011-06-30	Thinking Map Consultant, ELA Coach, Building Principal and Teachers

1.1.2.1. Activity: BluePrints for Writing

Activity Description: Teachers will be trained in BluePrints for Writing. Teachers will use the strategies in the classroom to improve students' performance in the classroom and on assessments.

Monitoring: Professional Development sign-in sheets
Lesson Plans

Evidence of Success: Students' success on constructive response questions on the MEAP.

K-2 students will be given a baseline writing assessment.

Planned staff responsible for implementing activity: BluePrints for Writing Consultant, Principals and Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-26, End Date - 2011-06-19

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
BluePrints for Writing Program	Title I School Improvement (ISI)	30,000.00	0.00

1.1.2.2. Activity: Common Formative Assessment Development

Activity Description: Common Formative Assessment Development: Teachers will use Curriculum Crafters to align the ELA curriculum to help improve student achievement. Monitoring will include lesson plans that reflect curriculum alignment through Curriculum Crafter and assessments validity. Evidence of success will be reflected as an increase in MEAP scores.

Planned staff responsible for implementing activity: Teachers
Principals
Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Crafter	Title I Part A	10,000.00	0.00

1.1.2.3. Activity: Curriculum Alignment

Activity Description: Curriculum Alignment. Teachers will use Curriculum Crafters to align the ELA curriculum to help improve student achievement. Monitoring will include lesson plans that reflect curriculum alignment through Curriculum Crafter and assessments validity. Evidence of success will be reflected as an increase in MEAP scores.

Planned staff responsible for implementing activity: Curriculum Director
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-16

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Crafter	Title I Part A	5,000.00	0.00

1.1.2.4. Activity: Extended Day

Activity Description: Ann Visger K-5 Prep Academy: 1 FTE (2) .5 extended day kindergarten teachers (Salary \$41,263 x 2/Benefits \$16,967 (35%) x 2. Without Title I funds, only 1/2 day kindergarten would be provided

Planned staff responsible for implementing activity: Principal

Title I Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Before/After school Tutoring	Title I Part A	24,000.00	0.00
Extended Day Materials	Title I Part A	3,000.00	0.00
Kindergarten Teachers (2)	Title I Part A	116,460.00	0.00
Paraprofessional/Teacher Aides (2)	Title I Part A	60,750.00	0.00
Transportation District-Wide for Extended Day & Year Programs	Title I Part A	4,000.00	0.00

1.1.2.5. Activity: Read A Book Get A Book

Activity Description: Parent Coordinator and parents will host a Read-A-Book Get-A-Book Program for students. Teachers will encourage students to join the program. Students will be given a free book and told to write a book report to get another free book. The monitoring progress will include student contracts and evidence of completed book reports. Evidence for success will be an increase in student reading skills.

Planned staff responsible for implementing activity: Parent Coordinator
 Parent Room Facilitators
 Parent Advisory Team
 Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Scholastic, Great Source, SRA	Title I Part A	10,000.00	0.00

1.1.2.6. Activity: Reciprocal Teaching Model

Activity Description: Reciprocal Teaching Model: Teachers will use the reciprocal teaching model with students in the classroom. Monitoring will include: observation, lesson plans, and/or student work samples. Evidence of success will be shown as growth on report cards and assessments.

Planned staff responsible for implementing activity: All Teachers, Students

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-16

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reciprocal Teaching Professional Development	Title I Part A	5,000.00	0.00

1.1.2.7. Activity: Student Rewards

Activity Description: Ann Visger K-5 Prep Academy: Academic Achievement and PBS celebration awards

Planned staff responsible for implementing activity: Teachers
Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Master Teacher, Student Rewards	Title I Part A	2,000.00	0.00

1.1.2.8. Activity: Substitute Teachers

Activity Description: Ann Visger K-5 Prep Academy: Substitute teacher for 2 K teachers (personal absences)

Planned staff responsible for implementing activity: Principal
Payroll Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teachers	Title I Part A	500.00	0.00

1.1.2.9. Activity: Supplemental Cross Curriculum Reading/Writing

Activity Description: Supplemental Cross Curriculum Reading/Writing materials for Ann Visger and C.B. Sabbath, i.e., Thinking Map support materials, writing journals, Blueprint writing supplemental materials, math manipulatives, (materials with special support for students with special needs, Spec. Ed/ELL) Special bi-lingual support materials

Planned staff responsible for implementing activity: Building Principals and Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Great Source, Scholastic, SRA	Title I Part A	10,000.00	0.00

1.1.2.10. Activity: Thinking Maps

Activity Description: Thinking Maps will be implemented throughout the district. Teachers will receive training and support necessary to fully embrace and utilize Thinking Maps in grades Pre-K-12th grades.

Planned staff responsible for implementing activity: Thinking Map Consultant, ELA Coach, Building Principal and Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-16, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Scholastic, Great Source, SRA	Title I Part A	5,500.00	0.00
Teacher Stipends	Title II Part A	30,000.00	0.00
Thinking Maps Training	Title I Part A	30,000.00	0.00

1.1.3. Strategy: Summer School

Strategy Statement: Students will have an opportunity to attend Summer School (Grades K-12). The curriculum focus will be ELA and Mathematics.

Selected Target Areas

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Other Required Information for Strategy

1. Classroom Instruction That Works, Marzano, Pckering, Pollock, 2001
2. "Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom", Tolinson, 1999
3. "Reciprocal Teaching" Randolph & Lewis, 2009
4. Classroom Instruction That Works, Marzano, pckering, Pollock, 2001
5. Thinking Maps for Reading Minds, Chapter 6, A Field Guide to Using Visual Tools,(ASCD, 2000), by David Hyerle, Ed.D.
6. Thinking Maps: The Cognitive Bridge to Literacy A visual Language for Bridging Reading Text Structures to Writing Prompts by David Hyerle, Ed.D. and Thommasina DePinto Piercy, Ph.D.
7. Echevarria, J., Vogt, M.E. & Short, D. (2000). Making content comprehensible for English language learners: The SIOP model. Boston: Allyn & Bacon
8. Cain, R., Caine, G., McClintic, C., Klimek, K. (2009), Brain/Mind Learning Principles in Action: Corwin Press

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Field Trips	2010-09-07	2011-06-30	Teachers Principals
Summer School Transportation	2010-09-07	2011-06-30	Principals

1.1.3.1. Activity: Field Trips

Activity Description: Students will attend educational field trips (transportation and admission costs)

Planned staff responsible for implementing activity: Teachers
Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Trinity Inc.	Title I Part A	5,000.00	0.00

1.1.3.2. Activity: Summer School Transportation

Activity Description: Bus transportation will be provided for students attending summer school.

Planned staff responsible for implementing activity: Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Trinity Inc.	Title I Part A	5,000.00	0.00

Goal 2: Mathematics

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will demonstrate proficiency in Mathematics as measured in conjunction with State Assessment Standards

Gap Statement: Upon examination of our 2009 MEAP data, there is considerable gap in achievement between students with disabilities (SWD) and students without disabilities (S).

3rd Grade (SWD) 69%....(S) 81%
 4th Grade (SWD) --(S) 67%
 5th Grade (SWD) 29%....(S) 47%
 6th Grade (SWD) 38%....(S) 42%
 7th Grade (SWD) 40%....(S) 56%
 8th Grade (SWD) 14%....(S) 28%

Cause for Gap: The gap in student achievement is due to poor student attendance, a curriculum that is not fully aligned to the benchmarks; and the need to create common formative assessments for each grade level and the need for exit testing.

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

- MI-Access
- Common Classroom Unit Assessments
- Report Cards
- Progress Reports
- Student work samples

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? Criteria for success: - 75% of students will be proficient on math assessments
 Measures of Assessment: Daily attendance, Zangle reports, MEAP, MI-Access, report cards, progress reports, Class A-Assessment, Compass Learning, Zangle reports and Odyssey

Contact Name: Carlos Lopez

List of Objectives:

Name	Objective
Math Objective	All students will increase their Math proficiency, as measured by the MEAP, by 10% annually meeting the state's target of 100% proficiency by 2014.

2.1. Objective: Math Objective

Measurable Objective Statement to Support Goal: All students will increase their Math proficiency, as measured by the MEAP, by 10% annually meeting the state's target of 100% proficiency by 2014.

List of Strategies:

Name	Strategy
Mathematics	All students in grades K-12 will be given Math formative assessments. The data will be analyzed. The following EBI strategies will be incorporated into classroom practice: "Marzano's Nine" and Thinking Maps. Each school will meet the targeted measurable GLCES as indicated per

individual school improvement plans.

2.1.1. Strategy: Mathematics

Strategy Statement: All students in grades K-12 will be given Math formative assessments. The data will be analyzed. The following EBI strategies will be incorporated into classroom practice: "Marzano's Nine" and Thinking Maps.

Each school will meet the targeted measurable GLCES as indicated per individual school improvement plans.

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 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 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 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.

Other Required Information for Strategy

1. Classroom Instruction That Works, Marzano, Pckering, Pollock, 2001
2. "Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom", Tolinson, 1999
3. "Reciprocal Teaching" Randolph & Lewis, 2009
4. Classroom Instruction That Works, Marzano, pckering, Pollock, 2001
5. Thinking Maps for Reading Minds, Chapter 6, A Field Guide to Using Visual Tools,(ASCD, 2000), by David Hyerle, Ed.D.
6. Thinking Maps: The Cognitive Bridge to Literacy A visual Language for Bridging Reading Text Structures to Writing Prompts by David Hyerle, Ed.D. and Thommasina DePinto Piercy, Ph.D.

7. Echevarria, J., Vogt, M.E. & Short, D. (2000). Making content comprehensible for English language learners: The SIOP model. Boston: Allyn & Bacon

8. Cain, R., Caine, G., McClintic, C., Klimek, K. (2009), Brain/Mind Learning Principles in Action: Corwin Press

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Before/Afterschool Technology Tutor	2010-09-07	2011-06-30	Technology Tutor Principal
Carnegie Learning Math Tutor	2010-09-07	2011-06-30	Teachers Principal
Compass Learning Odyssey	2010-09-07	2011-06-30	Math Coach Math Teachers Principals
Curriculum Alignment	2010-09-07	2011-06-30	Teachers Math Coaches Principals
Data Collection	2010-09-07	2011-06-30	Data Coach Principal
Kaplan	2010-09-07	2011-06-30	Teachers Principal
Marzano's Nine	2010-09-07	2011-06-16	Teachers and administration
Math Coach	2010-09-07	2011-06-30	Principals
Math Manipulatives	2010-09-07	2011-06-30	Students Teachers Administrators
Math Training	2010-09-07	2011-06-30	Principal
Math Tutoring	2010-09-07	2011-06-30	Math Tutors Teachers Principals
Scholastic Math Magazine	2010-09-07	2011-06-30	Math Coach Math Teachers Elementary Teachers Principals
Teacher Stipends	2010-09-07	2011-06-30	Principal
Teacher Tutor/Mentor	2010-09-07	2011-06-30	Principal
Thinking Maps	2010-09-07	2011-06-19	Thinking Maps Consultant Curriculum Director Building Principals Teachers

2.1.1.1. Activity: Before/Afterschool Technology Tutor

Activity Description: Before/Afterschool Technology Tutor - Time for students to use computer labs and wireless laptops for those w/o internet access

Planned staff responsible for implementing activity: Technology Tutor
Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Before/Afterschool Technology Tutor	Title I Part A	70,000.00	0.00

2.1.1.2. Activity: Carnegie Learning Math Tutor

Activity Description: Carnegie Learning Math Tutor will assist students with Carnegie Math

Planned staff responsible for implementing activity: Teachers
Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Carnegie Math	Title I Part A	10,000.00	0.00

2.1.1.3. Activity: Compass Learning Odyssey

Activity Description: Sabbath Academy will incorporate Compass learning Odyssey to improve student achievement, incorporate technology into the classroom and improve student achievement in mathematics. Compass Learning Odyssey will give teachers additional data to assess student achievement. This will be monitored through observation and lesson plans. Evidence of the success of this activity will be seen through Compass Learning data and increase assessment scores.

Planned staff responsible for implementing activity: Math Coach

Math Teachers
Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Compass Learning Odyssey	Title I Part A	10,000.00	0.00

2.1.1.4. Activity: Curriculum Alignment

Activity Description: Teachers will align the math curriculum. Substitute teacher stipends for staff planning/professional development

Planned staff responsible for implementing activity: Teachers
Math Coaches
Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Stipends	Title I Part A	8,000.00	0.00

2.1.1.5. Activity: Data Collection

Activity Description: Data Coach will provide support to teachers helping them implement teaching strategies for core areas.

Planned staff responsible for implementing activity: Data Coach
Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Data Coach	Title I Part A	66,000.00	0.00

2.1.1.6. Activity: Kaplan

Activity Description: Supplemental assessment materials - Kaplan - assessment prep Grades 9-11

Planned staff responsible for implementing activity: Teachers
Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Kaplan	Title I Part A	16,000.00	0.00

2.1.1.7. Activity: Marzano's Nine

Activity Description: Teachers will receive professional development training - Marzano's Nine.

Planned staff responsible for implementing activity: Teachers and administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-16

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Instruction That Works, Marzano	Title I Part A	20,000.00	0.00

2.1.1.8. Activity: Math Coach

Activity Description: Ann Visger K-5 Prep Academy: Math coach will model lessons and help teachers incorporate manipulatives, technology and new teaching strategies into the classroom. Evidence of the success of this activity will be shown through student achievement. Monitoring will be through observation, lesson plans, coach sign-in documentation. Evidence of success will be through increase student math scores on state assessments, classroom assessments, and quarterly assessments.

Planned staff responsible for implementing activity: Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Coach (AV)	Title I Part A	30,375.00	0.00

2.1.1.9. Activity: Math Manipulatives

Activity Description: Teachers will incorporate math manipulatives into their lessons. Evidence of activity success will be improved student math grades and assessment scores. Monitoring will be through observation. Evidence of success will be through report card grades and increased state assessment scores.

Planned staff responsible for implementing activity: Students

Teachers

Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
McGraw-Hill	Title I Part A	5,000.00	0.00

2.1.1.10. Activity: Math Training

Activity Description: District: Math Training- Teacher training in use of supplemental manipulatives, online programs, special focus on differentiated instruction and scaffolding lessons, adaptations for ELL and SWD students and parent support 40 teachers x \$1775 each = \$70,200

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
McGraw-Hill	Title II Part A	70,200.00	0.00

2.1.1.11. Activity: Math Tutoring

Activity Description: Before/After School Math Tutoring will be available for students who need or want additional math instruction. Monitoring will include after school tutoring attendance. Evidence of success will include the number of students that advance to proficiency.

Planned staff responsible for implementing activity: Math Tutors
Teachers
Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Tutors	Title I Part A	10,000.00	0.00

2.1.1.12. Activity: Scholastic Math Magazine

Activity Description: Scholastic Math Magazine: Students will read scholastic math to improve reading in mathematics and help students understand the connection between math and real life experiences. Monitoring will include observation and lesson plans. Evidence of Success will be increase student achievement in mathematics.

Planned staff responsible for implementing activity: Math Coach
 Math Teachers
 Elementary Teachers
 Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Scholastics	Title I Part A	5,000.00	0.00

2.1.1.13. Activity: Teacher Stipends

Activity Description: District-Wide: Stipends for workshops for Everyday Math, Connected Math, Curriculum Crafter, Thinking Maps, WRESA Math Institute, Class A, PLC, and professional instruction in core areas, how to better provide instruction to SWD and ELL students - 30 teachers x 40 hrs x \$20/hr = 1200h/\$27,600

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher Stipends for PD	Title II Part A	27,600.00	0.00

2.1.1.14. Activity: Teacher Tutor/Mentor

Activity Description: Teacher provides support to students attending community college needing additional support. Teacher provides daily study support, accompanies students and acts as support and liaison between students and college staff as needed

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher Tutor/Mentor	Title I Part A	76,000.00	0.00

2.1.1.15. Activity: Thinking Maps

Activity Description: Thinking Maps will be implemented across curriculum, throughout the district. Teachers will receive training and support necessary to fully embrace and utilize Thinking Maps in grades K-12.

Teachers will be trained in additional ways to incorporate Thinking Maps in instruction. Teachers will use these maps to improve classroom instruction and student achievement. Teachers will receive professional development training. Monitoring will include professional development, attendance records, teacher lesson plans and observation. Evidence of success will be an improvement in writing scores in the classroom and scores on state assessments, quarterly assessments and classroom assessments.

Planned staff responsible for implementing activity: Thinking Maps Consultant
Curriculum Director
Building Principals
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-19

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Thinking Maps	Title I Part A	40,000.00	0.00

Goal 3: Science

Content Area: Science

Development Status: Complete

Student Goal Statement: All students will demonstrate proficiency in science.

Gap Statement: Upon examination of our 2009 MEAP data, there is a considerable gap in achievement between students with disabilities (SWD) and students without disabilities (S).

5th Grade (SWD) 17%....(S)35%

8th Grade (SWD) 14%....(S)51%

Cause for Gap: Causes of the gap can be attributed to the following: outdated textbooks; a need of science materials, an aligned curriculum and common formative assessments.

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

-MI-Access

-Teacher created assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? -Criteria for Success will be for students to demonstrate proficiency

-Quarterly Assessment

-Unit Assessments

-Teacher Generated Assessments

Contact Name: Carlos Lopez

List of Objectives:

Name	Objective
Science	All students will increase their Science proficiency, as measured by the MEAP, by 10% annually meeting the state's target of 100% proficiency by 2014.

3.1. Objective: Science

Measurable Objective Statement to Support Goal: All students will increase their Science proficiency, as measured by the MEAP, by 10% annually meeting the state's target of 100% proficiency by 2014.

List of Strategies:

Name	Strategy
Science	All students in grades K-12 will be given Science formative assessments. The data will be analyzed. The following EBI strategies will be incorporated into classroom practice: Thinking Maps, Reciprocal Teaching Model, Marzano's Nine, project based learning, hands-on expeirences, and technology.

3.1.1. Strategy: Science

Strategy Statement: All students in grades K-12 will be given Science formative assessments. The data will be analyzed. The following EBI strategies will be incorporated into classroom practice: Thinking Maps, Reciprocal Teaching Model, Marzano's Nine, project based learning, hands-on expeirences, and technology.

Selected Target Areas

<p>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.</p>
<p>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.</p>

Other Required Information for Strategy

1. Classroom Instruction That Works, Marzano, Pckering, Pollock, 2001
2. "Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom", Tolinson, 1999
3. "Reciprocal Teaching" Randolph & Lewis, 2009
4. Classroom Instruction That Works, Marzano, pckering, Pollock, 2001
5. Thinking Maps for Reading Minds, Chapter 6, A Field Guide to Using Visual Tools,(ASCD, 2000), by David Hyerle, Ed.D.
6. Thinking Maps: The Cognitive Bridge to Literacy A visual Language for Bridging Reading Text Structures to Writing Prompts by David Hyerle, Ed.D.

and Thommasina DePinto Piercy, Ph.D.

7. Echevarria, J., Vogt, M.E. & Short, D. (2000). Making content comprehensible for English language learners: The SIOP model. Boston: Allyn & Bacon

8. Cain, R., Caine, G., McClintic, C., Klimek, K. (2009), Brain/Mind Learning Principles in Action: Corwin Press

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
BluePrints for Writing	2010-09-07	2011-06-18	K-5 Teachers Science Teachers Science Specialist Building Administrator

3.1.1.1. Activity: BluePrints for Writing

Activity Description: Teachers will be traomed on BluePrints for writing. Teachers will use the strategies in the classroom to improve students' performance in the classroom and on assessments

Planned staff responsible for implementing activity: K-5 Teachers
 Science Teachers
 Science Specialist
 Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-18

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
BluePrints for Writing	Title I Part A	30,000.00	0.00
Thinking Maps	Title I Part A	40,000.00	0.00

Goal 4: Social Studies

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students will demonstrate proficiency in Social Studies as measured in conjunction with the State Assessment Standards.

Gap Statement: There is an achievement gap between the students with disabilities and students without disabilities. Students are assessed at the state level in grades 6 and 9 in social studies. The following chart displays the percent of proficient students in grades 6 and 9 versus the students who are not proficient.

PERCENTAGE OF STUDENTS PROFICIENT IN SOCIAL STUDIES

Students w/o
Grade SWD Disabilities
06 8% 34%
09 9% 30%

Cause for Gap: Students with disabilities in the past have not received instruction based on GLCEs. They have received instruction based on ability level.

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

- Class A Assessments
- Unit Assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? -MEAP

- Quarterly Assessments (beginning 2010/2011)
- Class A Assessments
- Unit Assessments

Contact Name: Carlos Lopez

List of Objectives:

Name	Objective
Social Studies	All students will increase their Social Studies proficiency, as measured by the MEAP, by 10% annually meeting the state's target of 100% proficiency by 2014.

4.1. Objective: Social Studies

Measurable Objective Statement to Support Goal: All students will increase their Social Studies proficiency, as measured by the MEAP, by 10% annually meeting the state's target of 100% proficiency by 2014.

List of Strategies:

Name	Strategy
Social Studies	We will align our social studies curriculum and give pre and post tests using Class A assessments to help improve social studies instruction.

4.1.1. Strategy: Social Studies

Strategy Statement: We will align our social studies curriculum and give pre and post tests using Class A assessments to help improve social studies instruction.

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.

Other Required Information for Strategy

Building Background knowledge for Academic Achievement (Marzano, 2004)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Field Trips	2010-09-06	2011-06-18	Teachers K-5 Social Studies Teachers (Grades 6-8) Building Administrators Curriculum Director
Y Arts - Red River Production	2010-09-07	2011-06-30	Principal

4.1.1.1. Activity: Field Trips

Activity Description: Field trips will be planned to local government agencies, museums, local business, Calders Farm, Experencia - Exchange City, Washington, D.C., Lansing, MI, and Mackinaw.

Planned staff responsible for implementing activity: Teachers K-5
 Social Studies Teachers (Grades 6-8)
 Building Administrators
 Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-06, End Date - 2011-06-18

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Marzano Nine	Title I Part A	20,000.00	0.00

4.1.1.2. Activity: Y Arts - Red River Production

Activity Description: RRHS: Y Arts - Rred River Production Co. - consultant using multi-media to address ELA and Social Studies skills - training students in writing process through real world situations. Training students in professional video production graphic design projects and digital media.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Y Arts - Red River Production	Title II Part A	20,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I School Improvement (ISI)	\$30,000.00	\$0.00
Title II Part D	\$200,000.00	\$0.00
Title II Part A	\$173,800.00	\$0.00
Title I Part A	\$1,709,137.00	\$0.00

Assurances

Special Education

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

Response: *No*

Comments:

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

Response: *No*

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: *No*

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: *No*

Comments:

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: *The district has invested in mobile labs, iMac labs, document cameras w/projectors (Elmos), Smart Boards, printers, scanners and clickers to be used in the classrooms. Teachers have received professional development training on how to operate the technology and incorporate the use of technology in lesson planning to give students the opportunity to interact with technology. Students have assignments that must be completed online. The high school students are required to take online classes.*

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
Dr.	Carlos	Lopez	Superintendent	superintendent@rrouge.k12.mi.us
Ms.	Dolores	Reid	Curriculum Director	dolores.reid@riverrougeschools.org
Mr.	Brandon	Cox	Principal (Gr. K-8)	brandon.cox@riverrougeschools.org
Mrs.	Toni	Falahee	Teacher	toni.falahee@riverrougeschools.org
Mrs.	Patricia	Plaza	Teacher	pplaza@wideopenwest.com
Mrs.	Jennifer	Dermody	Teacher	jennifer.dermody@riverrougeschools.org
Mrs.	Catherine	Cline	Teacher	catherine.cline@riverrougeschools.org
Mrs.	Kathy	Oltman	Teacher	kathy.oltman@riverrougeschools.org
Mrs.	Jennifer	Campbell	Teacher	jennifer.campbell@riverrougeschools.org
Mrs.	Michelle	Knott	Teacher	michelle.knott@riverrougeschools.org
Mr.	Joseph	Emery	Principal	joseph.emery@riverrougeschools.org
Mrs.	Marsha	McIntosh	Parent	marinemom2arediare@comcast.net
Ms.	Valeria	Rivers	Parent	rivvaler@aol.com
Mrs.	Valveta	Reese	Parent	dorothy.ruppel@riverrougeschools.org
Ms.	Deitra	Porter	Parent	dlcporter09@gmail.com

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

Stakeholders are invited to attend school improvement team meetings that are held monthly. Stakeholder input is valued and included in developing, monitoring and updating the school improvement plans. Surveys have been developed with the input from students, parents, community members, community partners, and teachers. The data from the surveys have been analyzed and used to create a supportive environment where change is constant to ensure student achievement.

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

Teachers meet on a monthly basis at staff meetings set aside for grade level/content area meetings. Teachers review data from classroom assessments, Class A assessments, and quarterly reports. The data is used to forecast future learning, adjust curriculum maps, scope and sequence charts, and adjust teaching strategies. Meetings are scheduled and communications are mailed to inform parents of the learning objectives that have not been mastered by students. A plan is created to ensure student has positive learning outcomes and opportunities for recovery classes and/or additional instruction and tutoring.

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

The district prepares a common language and condensed form of the annual report that is distributed to all

stakeholders and is posted on the district's website. Student progress reports and report cards are also sent home and bilingual staff members communicate with ESL parents to address student progress, concerns, and needs.

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:	Human Resource Director
Address:	1460 W. Coolidge Highway, River Rouge, MI 48218
Telephone Number:	(313) 297-9600

References

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

Conclusion

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

Thinking Maps
Write From The Beginning
Everyday Math
Connected Math
Mathematics Institutes @ WRESA
Project Based Learning
Brain Based Training
Class A
Differentiated Instruction
Whiteboard Training
Compass Learning
Positive Behavior Support
Curriculum Alignment
Data Analysis
EBI Marzano's Nine
Read 180
Reciprocal Teaching

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

The district has set aside 25% of its Title I funds for professional development training.

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

The district's professional development plan is based on student achievement data. The professional development is planned based on our students' needs.