

District Improvement Plan

School Year: 2011 - 2012

District Name: Holland City School District

ISD/RESA: Ottawa Area ISD

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

Superintendent: Mr. Brian Davis

Building Code: 70020

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:	Holland City School District
ISD/RESA:	Ottawa Area ISD
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	70020
City:	Holland
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

To be THE schools of choice in the Holland community

Mission Statement

Holland Public Schools believes in an uncompromising commitment to student achievement and an unending quest to maximize student success. In partnership with our parents and community, we provide opportunities and high quality education to ALL students, which will allow them to reach their full potential and prepare them for the future.

Beliefs Statement

That every child can learn . . . and providing the right preparation and support every child can grow into a responsible, contributing, successful adult in the demanding 21st Century.

Goals

Name	Development Status	Progress Status
Increase Core Content Proficiency	Complete	Open
Increase English Language Arts Proficiency	Complete	Open
Increase Math Proficiency	Complete	Open
Increase Science Proficiency	Complete	Open
Increase Social Studies Proficiency	Complete	In Progress

Goal 1: Increase Core Content Proficiency

Content Area: Other

Development Status: Complete

Student Goal Statement: All students will be proficient in reading, writing, math, science and social studies.

Gap Statement: Please see each individual content area goal for gap statements.

Cause for Gap: Please see each individual content area goal for "cause for gap"

Multiple measures/sources of data you used to identify this gap in student achievement: Please refer to specific content area goal for measures and sources.

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? Please refer to specific content area goals for criteria for success.

Contact Name: Elizabeth Moraw

List of Objectives:

Name	Objective
Objectives Across the Content areas	Please see each specific content area for objective statements in support of goals.

1.1. Objective: Objectives Across the Content areas

Measurable Objective Statement to Support Goal: Please see each specific content area for objective statements in support of goals.

List of Strategies:

Name	Strategy
1. Teacher Evaluation	The Charlotte Danielson model will be implemented as the teacher evaluation tool across the district.
2. Sheltered Instruction Observation Protocol	Teachers will be trained in the Sheltered Instruction Observation Protocol (SIOP) Model to assist with intentional and explicit vocabulary development.
3. Project Based Learning	Project-Based Learning will be studied and implemented at all grade levels over the next three years. Prototype classrooms will be established to develop a PBL instructional model which includes the following: * Student-centered learning * Collaborative/group work * Teacher as facilitator and guide * Authentic problems that drive the acquisition of knowledge and skills needed to solve the problem * New information acquired through a combination of self-directed and directed learning * Technology used to support and enhance all facets of the process This instructional process will support the district focus on developing higher level, 21st century skills.
4. LINCS Vocabulary Instruction	Vocabulary Instruction. District-wide implementation of the LINCS Vocabulary Strategy for vocabulary development in grades 5 - 12.
5. Technology Integration	Technology Integration. The district will continue to incorporate appropriate technologies to enhance instruction and learning at all grade levels, K ? 12.
6. Technology Integration Specialist(s)	The district will utilize Technology Integration Specialist(s) to coach teachers in grades 4-12 in how to integrate technology into the classroom in order to increase student achievement, engage students more fully in the academic process and alter teacher pedagogy in order to meet the needs of a diverse learning population.

1.1.1. Strategy: 1. Teacher Evaluation

Strategy Statement: The Charlotte Danielson model will be implemented as the teacher evaluation tool across the district.

Selected Target Areas

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.

Other Required Information for Strategy

The Danielson model was developed by ETS based on extensive research of effective teaching practices. The criteria where based on multiple factors including:

- * Analysis of new teacher tasks
 - * Analysis of state licensing regulations
 - * Reviews of research
 - * Extensive field work that included pilot testing of the criteria and assessment process (Dwyer 7 Villegas, 1993; Dwyer, 1994; Rosenfeld, Freeburg, & Bukatko, 1992; Rosenfeld, Reynolds, & Bukatko, 1992; Rosenfeld, Wilder, & Bukatko, 1992)
- Implementation of the model has been shown to increase overall teacher effectiveness resulting in higher performance levels for students.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Follow-up/Support	2011-09-06	2016-06-30	Personnel
HPS Staff Overview	2011-08-01	2011-09-06	Evaluation Team
Implement Evaluation Model	2011-09-01	2016-06-30	Building Administrators
Teacher Evaluation Training	2011-08-01	2011-09-01	Personnel Building Administrators Teaching for Learning Office

1.1.1.1. Activity: Follow-up/Support

Activity Description: Follow up and support for administrators as needed.

Planned staff responsible for implementing activity: Personnel

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.1.2. Activity: HPS Staff Overview

Activity Type: Professional Development

Activity Description: Overviews for all staff members during opening week professional development.

Planned staff responsible for implementing activity: Evaluation Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2011-09-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Evaluation Team	General Funds		

1.1.1.3. Activity: Implement Evaluation Model

Activity Description: Implementation of the evaluation model district-wide beginning fall of 2011.

Planned staff responsible for implementing activity: Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.1.4. Activity: Teacher Evaluation Training

Activity Type: Professional Development

Activity Description: Two days of overview training for all district administrators and selected teaching staff provided by Green Light for Learning (Danielson Model Consultants) and one day of focused training for all district administrators provided by Green Light for Learning (Danielson Model Consultants)

Planned staff responsible for implementing activity: Personnel
 Building Administrators
 Teaching for Learning Office

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2011-09-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Extra Duty	Title II Part A	1,500.00	
Green Light for Learning	Title II Part A	11,000.00	

1.1.2. Strategy: 2. Sheltered Instruction Observation Protocol

Strategy Statement: Teachers will be trained in the Sheltered Instruction Observation Protocol (SIOP) Model to assist with intentional and explicit vocabulary development.

Selected Target Areas

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

Other Required Information for Strategy

The SIOP is a research-based observation instrument that has been shown to be a valid and reliable measure of sheltered instruction (Guarino, Echevarria, Short, Schick, Forbes & Rueda, 2001). The SIOP is also used as a model for lesson planning and implementation of high quality sheltered instruction. All features of the SIOP model are aligned with current research on instruction for ELLs.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Establish Cohort Groups	2011-09-06	2016-06-30	ELL Lead Teacher
Monitor SIOP Strategies	2011-09-06	2016-06-09	Building administrators
SIOP PD	2011-09-06	2012-06-30	ELL Lead Teacher Teaching for Learning Office

1.1.2.1. Activity: Establish Cohort Groups

Activity Description: Cohort groups at the elementary, middle school, and high school levels will be established each year.

Planned staff responsible for implementing activity: ELL Lead Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
ELL Lead Teacher	General Funds		

1.1.2.2. Activity: Monitor SIOP Strategies

Activity Description: Building Administrators will monitor implementation of SIOP strategies.

Planned staff responsible for implementing activity: Building administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-09

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.2.3. Activity: SIOP PD

Activity Type: Professional Development

Activity Description: The ELL Coordinator will establish a schedule to provide multiple days of training as well as ongoing classroom support for each cohort group. The Teaching for Learning Office will assist with logistics and implementation of training and support.

Planned staff responsible for implementing activity: ELL Lead Teacher

Teaching for Learning Office

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
ELL Lead Teacher	General Funds		
Release Time	Title III	23,000.00	

1.1.3. Strategy: 3. Project Based Learning

Strategy Statement: Project-Based Learning will be studied and implemented at all grade levels over the next three years. Prototype classrooms will be established to develop a PBL instructional model which includes the following:

- * Student-centered learning
- * Collaborative/group work
- * Teacher as facilitator and guide
- * Authentic problems that drive the acquisition of knowledge and skills needed to solve the problem
- * New information acquired through a combination of self-directed and directed learning
- * Technology used to support and enhance all facets of the process

This instructional process will support the district focus on developing higher level, 21st century skills.

Selected Target Areas

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

Other Required Information for Strategy

A compilation of eight meta-analyses including 285 studies completed by John Hattie (Visible Learning, Routledge, 2009) concluded that PBL including some or all of the factors listed above resulted in an effect size $d = .66$ on the development of higher level skills.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Equip Prototype Classrooms	2011-07-01	2016-09-06	Technology Build 21 Team
Project Based PD	2011-08-01	2016-06-30	Curriculum Director Technology Integration Specialist
Project Based Pilot Classrooms	2011-09-01	2016-06-30	Curriculum Director Technology Integration Specialist Pilot Classroom Teachers

1.1.3.1. Activity: Equip Prototype Classrooms

Activity Description: The Tech Department will equip prototype classrooms with the latest instructional technologies.

Planned staff responsible for implementing activity: Technology Build 21 Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2016-09-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Bond Dollars	Other		
iPad Applications	Title II Part D	7,000.00	

1.1.3.2. Activity: Project Based PD

Activity Type: Professional Development

Activity Description: Project Based Instruction and Tech Integration Specialists will provide training and support for PBI/PBL and technology integration:

* Summer 2011 (June ? 3 days, August ? 3 days)

* School Year 2011 ? 12: Ongoing training/support including up to 10 half days of release time for additional training

Planned staff responsible for implementing activity: Curriculum Director
Technology Integration Specialist

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Director	Title II Part A		
Extra Duty	Title II Part A	5,500.00	
MACUL Conference	Title II Part A	9,000.00	
Technology Integration Specialist	Title II Part A		

1.1.3.3. Activity: Project Based Pilot Classrooms

Activity Description: Teachers at elementary, middle school, and high school will pilot PBI/PBL and technology integration during the 2011-12 school year for the purpose of:

* Developing a grade level specific, district-wide model for PBI/PBL that will be implemented beginning in the 2012-13 school year.

* Identifying the standard technologies that will be integrated with the PBI/PBL model for district-wide implementation beginning in the 2012-13 school year.

Planned staff responsible for implementing activity: Curriculum Director
Technology Integration Specialist
Pilot Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Director	Title II Part A	60,000.00	
Technology Integration Specialist	Title II Part D		

1.1.4. Strategy: 4. LINCS Vocabulary Instruction

Strategy Statement: Vocabulary Instruction. District-wide implementation of the LINCS Vocabulary Strategy for vocabulary development in grades 5 - 12.

Selected Target Areas

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

Other Required Information for Strategy

compilation of seven meta-analyses including 301 studies completed by John Hattie (Visible Learning, Routledge, 2009) resulted in an overall effect size of $d = .37$ for vocabulary programs. Significant increases in reading skills and comprehension were common among the studies. The most effective programs include both definitional and contextual information, involved students in deeper processing, and provided multiple exposures.

The LINCS strategy (University of Kansas) engages students in creating visual images and mnemonic devices, and connecting new information to prior knowledge, thus providing both definitional and contextual information when learning new vocabulary. Additional studies conducted through the Center for Research on Learning showed significant increases in student performance in vocabulary development using the LINCS strategy.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
LINCS Implementation	2011-09-06	2016-06-30	Building Administrators HPS Classroom Teachers
LINCS Training	2011-08-01	2011-09-06	HPS staff trained in LINCS Teaching for Learning Office
Monitor LINCS Instruction	2011-09-06	2016-06-30	Building Administrators

1.1.4.1. Activity: LINCS Implementation

Activity Description: All teachers, 5 - 12, will implement the LINCS strategy as a regular part of classroom instruction to develop content specific vocabulary throughout the school year.

Planned staff responsible for implementing activity: Building Administrators
HPS Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.4.2. Activity: LINCS Training

Activity Type: Professional Development

Activity Description: All teachers, 5 - 12, will be trained in the use of the LINCS strategy.

Planned staff responsible for implementing activity: HPS staff trained in LINCS
Teaching for Learning Office

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2011-09-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
HPS Staff Trained in LINCS	General Funds		
LINCS Manuals	General Funds		

1.1.4.3. Activity: Monitor LINCS Instruction

Activity Description: Administrators will monitor implementation.

Planned staff responsible for implementing activity: Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.5. Strategy: 5. Technology Integration

Strategy Statement: Technology Integration. The district will continue to incorporate appropriate technologies to enhance instruction and learning at all grade levels, K ? 12.

Selected Target Areas

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

Other Required Information for Strategy

A compilation of eighty-one meta-analyses including nearly 4,900 studies completed by John Hattie (Visible Learning, Routledge, 2009) resulted in an overall effect size of $d = .37$ for a variety of integrated technologies. Effect sizes increase when technologies are incorporated with a variety of diverse teaching/learning strategies, such as in a project-based environment where students are working collaboratively and real-world problems are being solved. Teacher control of the technologies and use for frequent feedback also strengthen the impact of technologies on student learning.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Blended Course Instruction	2011-09-06	2016-06-30	Building Administrator Teaching Staff
Blended Course PD	2011-09-06	2016-06-30	Building Administrator Teaching Staff
Define Instructional Technologies	2011-09-06	2016-06-30	Pilot Classroom Teachers
E2020 Instruction	2009-09-06	2016-06-30	Building Administrator Teaching Staff
Infinite Campus Grade Book Training	2011-08-01	2011-09-30	Teaching for Learning Office Technology
New Tech PBL and 1-1 Laptop Program	2011-06-30	2016-06-30	Building Administrators Technology Department
RtI	2011-09-06	2016-06-30	Building Administrators Teaching Staff

1.1.5.1. Activity: Blended Course Instruction

Activity Description: Implement selected courses in a blended learning format at the high school.

Planned staff responsible for implementing activity: Building Administrator Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
OAISD	No Funds Required		

1.1.5.2. Activity: Blended Course PD

Activity Type: Professional Development

Activity Description: Train additional high school teachers in online instructional strategies and

develop additional courses for blended and/or online delivery.

Planned staff responsible for implementing activity: Building Administrator
Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
OAISD	No Funds Required		
Release Time	Title II Part A	5,200.00	

1.1.5.3. Activity: Define Instructional Technologies

Activity Description: Investigate a variety of instructional technologies at all levels through the prototype classrooms to define a standard, district model for technology integration. (Refer PBL/PBI strategy.)

Planned staff responsible for implementing activity: Pilot Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.5.4. Activity: E2020 Instruction

Activity Description: Continue implementation of one-to-one computing in the New Tech, project-based model at the New Tech High School Program, as well as continue implementation of E2020 online learning as the primary mode of curriculum delivery at VR Tech.

Planned staff responsible for implementing activity: Building Administrator
Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
E2020 Technology	General Funds		

1.1.5.5. Activity: Infinite Campus Grade Book Training

Activity Type: Professional Development

Activity Description: Teachers of grades 6 to 12 will learn how to use the new grade book/lesson planner component of the Infinite Campus student data base system.

Planned staff responsible for implementing activity: Teaching for Learning Office
Technology

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2011-09-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Infinite Campus Consultants	Title II Part A	4,500.00	

1.1.5.6. Activity: New Tech PBL and 1-1 Laptop Program

Activity Description: Continue implementation of one-to-one computing in the New Tech, project-based model at the New Tech High School Program.

Planned staff responsible for implementing activity: Building Administrators
Technology Department

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-06-30, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology	General Funds		

1.1.5.7. Activity: RtI

Activity Description: Implement instructional technologies to support RtI at the elementary level.

Planned staff responsible for implementing activity: Building Administrators
Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PLC	General Funds		

1.1.6. Strategy: 6. Technology Integration Specialist(s)

Strategy Statement: The district will utilize Technology Integration Specialist(s) to coach teachers in grades 4-12 in how to integrate technology into the classroom in order to increase student achievement, engage students more fully in the academic process and alter teacher pedagogy in order to meet the needs of a diverse learning population.

Selected Target Areas

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 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 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world

context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

Other Required Information for Strategy

Research: In a 2000 study commissioned by the Software and Information Industry Association, Sivin-Kachala and Bialo (2000) reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students and improved attitudes toward learning and increased self-esteem.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Monitor Technology Instruction	2011-09-06	2016-06-30	Building Administrators
Teacher Training	2011-08-01	2016-06-30	Technology Integration Specialist

1.1.6.1. Activity: Monitor Technology Instruction

Activity Description: Building principals and T4L staff will monitor training activities and implementation of technology based instructional strategies.

Planned staff responsible for implementing activity: Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.6.2. Activity: Teacher Training

Activity Type: Professional Development

Activity Description: The tech specialist will schedule regular instructional sessions with teachers

throughout the 2011-12 school year; assist in the training of pilot classroom teachers; provide large group, small group, and individual training sessions with teachers throughout the 2011-12 school year.

Planned staff responsible for implementing activity: Technology Integration Specialist

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Integration Specialist	Title II Part D	87,000.00	

Goal 2: Increase English Language Arts Proficiency

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will be proficient in reading and writing.

Gap Statement: READING:

A review of MEAP for the last three years in grades 3-8, indicates low performance in English Language Arts, specifically reading, for all students.

A gap is also present across all grade levels 3-8 and among the following subgroups: ethnicity (Caucasian, Hispanic, Black), Socioeconomic Status (students who qualify for free and reduced lunch vs. students who do not) and English Language Proficiency (students who are proficient in English as a first language and students who are second language speakers as measured by the English Language Proficiency Assessment-ELPA compared to students who are not yet proficient in English).

WRITING:

A review of MEAP scores indicates an unacceptable number of students demonstrating proficiency in writing:

- * Only 46% of fourth graders district-wide demonstrated proficiency on the writing portion of the fall 2010 MEAP.
- * Only 47% of seventh graders district-wide demonstrated proficiency on the writing portion of the fall 2010 MEAP.
- * Only 52% of eleventh graders district-wide demonstrated proficiency on the writing portion of the spring 2009 MME.

The following gaps of significance were identified:

- * Females score consistently higher than males in 4th and 7th grades (i.e. 54% proficient vs. 36% in 4th grade)
- * The gap between economically disadvantaged and non-economically disadvantaged is significant and increases as students age (i.e. 35% gap in 4th, 40% gap in 7th, 42% gap in 11th)
- * White students score significantly higher than all other subgroups at all grade levels.

* Non ELL students consistently score significantly higher than ELL students at all grade levels.

Cause for Gap: READING

The district does not have an aligned curriculum K-7. The district has a need to administer quality reading assessments where in the data is used to drive instruction, develop RtI groups and alter teaching pedagogy to meet the needs of all learners. Many students come to school with little to no early childhood education. One result of that is student vocabulary and prior knowledge are not well developed.

WRITING

A contributing cause for these gaps has been the lack of a consistent, research based writing curriculum that delivers instruction in an intentional and balanced manner. Dedicated time for explicit instruction in vocabulary and strategies as well as time to practice the craft of writing has been undefined across the district.

Multiple measures/sources of data you used to identify this gap in student achievement: READING: MEAP, DIBELS, ITBS, Fountas and Pinnell Running Records

WRITING:

MEAP, ELPA, Classroom writing samples based on rubrics for scoring

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? See Measurable Objective Statement

Contact Name: Elizabeth Moraw

List of Objectives:

Name	Objective
Reading and Writing Proficiency	<p>READING All students will increase their reading skills as measured by MEAP and MME: * The percentage of third grade students reaching 80% accuracy on the reading portion of the MEAP will increase from 30% (2010-11) to 50% by the 2013-14 school year. * The percentage of third grade students scoring below 60% accuracy on the reading portion of the MEAP will decrease from 38% (2010-11) to 20% by the 2013-14 school year. * The percentage of fourth grade students reaching 80% accuracy on the reading portion of the MEAP will increase from 37% (2010-11) to 60% by the 2013-14 school year. * The percentage of fourth grade students scoring below 60% accuracy on the reading portion of the MEAP will decrease from 32% (2010-11) to 10% by the 2013-14 school year. * The percentage of fifth grade students reaching 80% accuracy on the reading portion of the MEAP will increase from 28% (2010-11) to 50% by the 2013-14 school year. * The percentage of fifth grade students scoring below 60% accuracy on the reading portion of the MEAP will decrease from 33% (2010-11) to 15% by the 2013-14 school year. * The percentage of sixth grade students reaching 80% accuracy on the reading portion of the MEAP will increase from 27% (2010-11) to 50% by the 2013-14 school year. * The percentage of sixth grade students scoring below 60% accuracy on the reading portion of the MEAP will decrease from 42% (2010-11) to 20% by the 2013-14 school year. * The percentage of seventh grade students reaching 80% accuracy on the reading portion of the MEAP will increase from 29% (2010-11) to 50% by the 2013-14 school year. * The percentage of seventh grade students scoring below 60% accuracy on the reading portion of the MEAP will decrease from 33% (2010-11) to 15% by the 2013-14 school year. * The percentage of eighth grade students reaching 80% accuracy on the reading portion of the MEAP will increase from 20% (2010-11) to 40% by the 2013-14 school year. * The percentage of eighth grade students</p>

scoring below 60% accuracy on the reading portion of the MEAP will decrease from 46% (2010-11) to 25% by the 2013-14 school year. * The percentage of high school juniors who are college ready in ELA as measured by the ACT will increase from 49% in 2010 to 65% by 2014. WRITING After the adjustment due to the changes in cut scores, writing scores, as measured by the MEAP and MME, will increase by 5% for all students in year 1 and year 2, with a 10% increase for all students in year 3. Scores for Hispanic, ELL and low SES will experience an additional 5% gain each year to continue closing the achievement gap. In addition, the percent of college ready students as measured by the ACT College English Composition section of the test will increase from 49% (2010) to 65% by 2014.

2.1. Objective: Reading and Writing Proficiency

Measurable Objective Statement to Support Goal: READING

All students will increase their reading skills as measured by MEAP and MME:

- * The percentage of third grade students reaching 80% accuracy on the reading portion of the MEAP will increase from 30% (2010-11) to 50% by the 2013-14 school year.
- * The percentage of third grade students scoring below 60% accuracy on the reading portion of the MEAP will decrease from 38% (2010-11) to 20% by the 2013-14 school year.
- * The percentage of fourth grade students reaching 80% accuracy on the reading portion of the MEAP will increase from 37% (2010-11) to 60% by the 2013-14 school year.
- * The percentage of fourth grade students scoring below 60% accuracy on the reading portion of the MEAP will decrease from 32% (2010-11) to 10% by the 2013-14 school year.
- * The percentage of fifth grade students reaching 80% accuracy on the reading portion of the MEAP will increase from 28% (2010-11) to 50% by the 2013-14 school year.
- * The percentage of fifth grade students scoring below 60% accuracy on the reading portion of the MEAP will decrease from 33% (2010-11) to 15% by the 2013-14 school year.
- * The percentage of sixth grade students reaching 80% accuracy on the reading portion of the MEAP will increase from 27% (2010-11) to 50% by the 2013-14 school year.
- * The percentage of sixth grade students scoring below 60% accuracy on the reading portion of the MEAP will decrease from 42% (2010-11) to 20% by the 2013-14 school year.
- * The percentage of seventh grade students reaching 80% accuracy on the reading portion of the MEAP will increase from 29% (2010-11) to 50% by the 2013-14 school year.
- * The percentage of seventh grade students scoring below 60% accuracy on the reading portion of the MEAP will decrease from 33% (2010-11) to 15% by the 2013-14 school year.
- * The percentage of eighth grade students reaching 80% accuracy on the reading portion of the MEAP will increase from 20% (2010-11) to 40% by the 2013-14 school year.
- * The percentage of eighth grade students scoring below 60% accuracy on the reading portion of the MEAP will decrease from 46% (2010-11) to 25% by the 2013-14 school year.
- * The percentage of high school juniors who are college ready in ELA as measured by the ACT will increase from 49% in 2010 to 65% by 2014.

WRITING

After the adjustment due to the changes in cut scores, writing scores, as measured by the MEAP and MME, will increase by 5% for all students in year 1 and year 2, with a 10% increase for all students in year 3. Scores for Hispanic, ELL and low SES will experience an additional 5% gain each year to continue closing the achievement gap. In addition, the percent of college ready students as measured by the ACT College English Composition section of the test will increase from 49% (2010) to 65% by 2014.

List of Strategies:

Name	Strategy
All Day Kindergarten	Holland Public Schools will provide all day everyday kindergarten.
Implement and Identify Gaps	Teachers of ELA will implement the Calkins writing process and identify specific lessons to address the gaps.
Instructional Minutes-Writing	A minimum of 40 minutes a day, four days a week will be set aside for teaching and practicing the craft of writing.
Reading Interventions	System 44, Read 180, (grades eight and nine) and FUSION Reading (grades six through eight) will be implemented to provide focused reading instruction for students in need of additional support. A variety of data points (MEAP, ITBS, SRI/SRC) will be employed to identify students for interventions. These intervention classes will be offered as supplements to regular ELA classes.
RTI Model Implementation	Teachers k-7 will be trained in the use, interpretation, and analysis of assessment data from running records, DIBELS Next and additional assessments to use student data to drive reading instruction, form RtI (Response to Intervention) groups and alter teacher pedagogy.
Two-Way Bilingual Immersion Training	Teachers of the Two-Way Bilingual Immersion Program will receive training in content delivery.

2.1.1. Strategy: All Day Kindergarten

Strategy Statement: Holland Public Schools will provide all day everyday kindergarten.

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

Other Required Information for Strategy

Local data from DIBELS and other developmental readiness factors indicates that only 42% of students entering kindergarten area ready for school in the Holland/Zeeland area. This research has been conducted

by the Readiness Council www.readyforschool.org as part of a regional community focus. A significant number of children enter school with no prior pre-school experience and as a result the gap in background knowledge and experience is significant. To assist in closing the achievement gap already present in kindergarten, an all day every day kindergarten program has been implement to provide an additional three hours of instructional time each day addressing language development and early literacy skills through multiple opportunities to model, build, develop and extend language. Through individual and small group instruction, students are able to participate in activities carefully crafted based upon their instructional readiness. Research substantiates additional time on task as evidenced in The 90-90-90 Schools: A Case Study.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Multiple Tiers of Instructional Support	2010-09-07	2011-06-13	Kindergarten Teachers Instructional Assistants
Supplemental Instruction	2009-09-06	2013-09-06	Kindergarten Teachers Instructional Assistants

2.1.1.1. Activity: Multiple Tiers of Instructional Support

Activity Description: Deliver multiple tiers of instructional support and intervention.

Planned staff responsible for implementing activity: Kindergarten Teachers
Instructional Assistants

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-13

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Assistants	Title I Part A		
Kindergarten Teacher	Title I Part A	300,000.00	0.00

2.1.1.2. Activity: Supplemental Instruction

Activity Description: Provide supplemental instructional time in reading.

Planned staff responsible for implementing activity: Kindergarten Teachers

Instructional Assistants

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-09-06, End Date - 2013-09-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Assistants	Title I Part A		
Kindergarten Teachers	Title I Part A		

2.1.2. Strategy: Implement and Identify Gaps

Strategy Statement: Teachers of ELA will implement the Calkins writing process and identify specific lessons to address the gaps.

Selected Target Areas

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

Other Required Information for Strategy

A compilation of five meta-analyses including 262 studies completed by John Hattie (Visible Learning, Routledge, 2009) concluded that writing programs that include many of the components of the Calkins process produce a very large effect size of $d = .82$. Components of the program supported by the studies include:

- * Strategies for summarizing
- * Working together to plan, draft, revise, and edit
- * Setting clear and specific goals for what students are to accomplish with their writing product
- * Teaching students to write increasingly complex sentences

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implement Writing Block	2011-09-06	2016-06-30	Building Administrators Teachers
Implement/Identify Gaps	2011-09-06	2016-06-30	Principals MiBLIsi/RtI Building Teams
Integrated Grammar Instruction	2011-08-01	2012-06-30	Teaching for Learning office.

Monitor Writing Block	2011-09-06	2016-06-30	Building Administrators
T4L New to Grade Level Support	2011-08-01	2012-06-30	Teaching for Learning Office
T4L Training Support	2011-09-06	2016-06-30	Teaching for Learning Office
Writing Assessment PD	2011-08-01	2012-06-30	Teaching for Learning Office

2.1.2.1. Activity: Implement Writing Block

Activity Description: Teachers will implement the Calkins process as a part of their minimum 40 minute writing block.

Planned staff responsible for implementing activity: Building Administrators
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.2.2. Activity: Implement/Identify Gaps

Activity Description: Grade level teams will identify specific gaps in the process and develop strategies to address these areas.

Planned staff responsible for implementing activity: Principals
MiBLIsi/RtI Building Teams

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PLC	General Funds		

2.1.2.3. Activity: Integrated Grammar Instruction

Activity Type: Professional Development

Activity Description: Teachers will learn new methods for teaching grammar that impact writing and support higher level thinking.

Planned staff responsible for implementing activity: Teaching for Learning office.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Extra Duty	Title II Part A	700.00	
OAISD	Title II Part A	300.00	

2.1.2.4. Activity: Monitor Writing Block

Activity Description: Principals will monitor and support implementation of the process.

Planned staff responsible for implementing activity: Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.2.5. Activity: T4L New to Grade Level Support

Activity Description: Teachers new to grade level will receive training in the Calkins Writing Process.

Planned staff responsible for implementing activity: Teaching for Learning Office

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Extra Duty	Title II Part A	3,800.00	
OAISD Support	Title II Part A	2,000.00	

2.1.2.6. Activity: T4L Training Support

Activity Type: Professional Development

Activity Description: T4L will support additional training in the Calkins writing process.

Planned staff responsible for implementing activity: Teaching for Learning Office

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release Time	Title I Part A	7,600.00	

2.1.2.7. Activity: Writing Assessment PD

Activity Type: Professional Development

Activity Description: Teachers will receive training on writing assessment in light of the Common Core State Standards

Planned staff responsible for implementing activity: Teaching for Learning Office

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Extra Duty	Title II Part A	700.00	
OAISD	Title II Part A	300.00	

2.1.3. Strategy: Instructional Minutes-Writing

Strategy Statement: A minimum of 40 minutes a day, four days a week will be set aside for teaching and practicing the craft of writing.

Selected Target Areas

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Other Required Information for Strategy

A compilation of four meta-analyses including 100 studies completed by John Hattie (Visible Learning, Routledge, 2009) concluded that additional time on task with leveled feedback produced an effect size of $d = .34$, and spaced practice resulted in an average effect size of $d = .71$. Requiring 40 minutes per day will ensure that teachers and students are provided the time needed to adequately support these teaching and learning approaches.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
40 Minutes 4 Days per Week	2011-09-06	2016-06-30	Building Administrators Classroom teachers
Monitor Writing Minutes	2011-09-06	2016-06-30	Building Administrators

2.1.3.1. Activity: 40 Minutes 4 Days per Week

Activity Description: Teachers will schedule and implement a minimum of 40 minutes of writing per day, four days per week.

Planned staff responsible for implementing activity: Building Administrators
Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.3.2. Activity: Monitor Writing Minutes

Activity Description: Principals will monitor and guide implementation

Planned staff responsible for implementing activity: Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.4. Strategy: Reading Interventions

Strategy Statement: System 44, Read 180, (grades eight and nine) and FUSION Reading (grades six through eight) will be implemented to provide focused reading instruction for students in need of additional support. A variety of data points (MEAP, ITBS, SRI/SRC) will be employed to identify students for interventions. These intervention classes will be offered as supplements to regular ELA classes.

Selected Target Areas

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.
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 4 The district provides a collaboratively developed and implemented standards-based, system-

wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

Other Required Information for Strategy

System 44, created by Dr . Marilyn Adams and Dr . Ted Hasselbring, addresses the foundational elements of the English language, providing a strong base in phonemic awareness, phonics, decoding, morphology, and orthography . For struggling readers who can read at approximately a 1 .5 grade level and demonstrate facility with phonics and decoding, READ 180, also created by Dr . Hasselbring, offers guidance in mastering writing and grammar skills, oral reading fluency, academic language, and text comprehension. The FUSION Reading Program, developed by the University of Kansas, provides below grade level middle and high school students with strategies to address lacking comprehension skills. The individual strategies that have been packaged into FRP focus on teaching students to comprehend written text by (a) paraphrasing, (b) summarizing, (c) clarifying, (d) predicting, (e) recognizing complex words, (f) increasing reading fluency, and (g) learning new vocabulary.

Summary of Research:

* Read 180: A summary of research studies from the U.S. Department of Education Institute of Education Studies website concluded that Read 180 provided statistically significant results in improving reading comprehension and general literacy achievement.

* System 44: Initial studies conducted in Texas, California, and Florida based on student performance on state reading assessments showed statistically significant increases in the number of students passing the state tests as well as increased in overall reading proficiency as measured by the same tests.

* FUSION Reading: In a study completed through the Universit of Kansas in 2009 (KU-CRL Hock, Brasseur-Hock-Hock, Deshler, 2009), the group set out to determine the effectiveness of the program at addressing comprehension abilities of high school students significantly below grade level in reading. The study determined the following: ?The pre to post gain for the experimental group was statistically significant, $F(2,88)=4.59, p=.01$. The effect size (Hedges? d) for this subtest score is raw score $=.70$ ($F(2,93)=3.06; Prob=.05$) and effect size $.66$ ($F(2,93)=3.73; Prob=.03$) for standard scores. This is a moderate to large effect, especially given that the overall effect size gain on the GRADE norming sample was $.07$ on total test score (Williams, 2001) and that 9th grade students typically make effect size gains on standardized reading measures of $.19$ (Bloom, Hill, Black, & Lipsey, 2007).?

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Benchmark Assessments	2011-09-06	2016-06-30	Building Adminstrators Teachers
Screen Students	2011-09-06	2016-06-30	Building Administrators Counselors High School Teachers
Supplemental Reading Instruction	2011-09-06	2016-06-30	Building Administrators Classroom Teachers

2.1.4.1. Activity: Benchmark Assessments

Activity Description: Benchmark assessments will be used to monitor student progress and the effectiveness of the applied strategy.

Planned staff responsible for implementing activity: Building Administrators
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Benchmark Assessments	General Funds		

2.1.4.2. Activity: Screen Students

Activity Description: Incoming 8th and 9th grade students will be screened using a variety of data points (MEAP, ITBS, SRI, teacher recommendations, behavior data, etc) to determine appropriate placement in a reading intervention.

Planned staff responsible for implementing activity: Building Administrators
Counselors
High School Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Data sets: MEAP, ITBS, Common Assessments, Delta Math, etc.	No Funds Required		

2.1.4.3. Activity: Supplemental Reading Instruction

Activity Description: Students will be provided with up to one additional class period of reading instruction on a daily basis using the identified strategy.

Planned staff responsible for implementing activity: Building Administrators
Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Instruction	Section 31 a	330,000.00	

2.1.5. Strategy: RTI Model Implementation

Strategy Statement: Teachers k-7 will be trained in the use, interpretation, and analysis of assessment data from running records, DIBELS Next and additional assessments to use student data to drive reading instruction, form RtI (Response to Intervention) groups and alter teacher pedagogy.

Selected Target Areas

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

Other Required Information for Strategy

RtI is an extensively researched process employing analysis of individual student performance data to identify areas of weakness and provide targeted interventions to address the weakness. Progress monitoring

is employed to determine the effectiveness of the applied intervention strategy and adjustments are made based on the student's response to the strategy. All schools are required to implement the RtI model as a part of state initiatives.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data Analysis Training	2010-09-01	2016-06-30	District Administrators
Leveled Literacy PD	2011-09-06	2012-06-30	Teaching for Learning Office Building Administrators
Monitor Data	2011-09-06	2016-06-30	MiBLIsi/RtI Teams
Record Keeping	2011-09-06	2016-06-30	District Administrators MiBLIsi/RtI Teams
RtI Staffing	2011-09-06	2016-06-30	Instructional Assistants
RtI Training Instructional Assistants	2011-09-06	2016-06-30	HPS staff trained in the RtI model Instructional Assistants
Schedule Interventions	2011-09-06	2016-06-30	Building Administrators

2.1.5.1. Activity: Data Analysis Training

Activity Description: Utilize PLC time to analyze student performance data and match student need to interventions from a defined menu.

Planned staff responsible for implementing activity: District Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PLC	General Funds		

2.1.5.2. Activity: Leveled Literacy PD

Activity Type: Professional Development

Activity Description: Train key Instructional Assistants in the Fountas Pinnell Leveled Literacy Instruction Model.

Planned staff responsible for implementing activity: Teaching for Learning Office Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
OAISD Conference	Title II Part A	1,000.00	
Release Time	Title II Part A	1,200.00	

2.1.5.3. Activity: Monitor Data

Activity Description: Hold quarterly meetings to review performance data of students who have been identified for interventions.

Planned staff responsible for implementing activity: MiBLIsi/RtI Teams

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Data Teams	General Funds		
Release Time	Title I Part A	16,000.00	

2.1.5.4. Activity: Record Keeping

Activity Description: Implement a system of accurate record keeping to monitor student progress.

Planned staff responsible for implementing activity: District Administrators
MiBLIsi/RtI Teams

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.5.5. Activity: RtI Staffing

Activity Description: Adjust staffing to support the RtI process

Planned staff responsible for implementing activity: Instructional Assistants

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Assistants	Title I Part A	400,000.00	

2.1.5.6. Activity: RtI Training Instructional Assistants

Activity Type: Professional Development

Activity Description: Instructional Assistants will receive training in how to implement RtI strategies to improve student success.

Planned staff responsible for implementing activity: HPS staff trained in the RtI model
Instructional Assistants

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release Time	Title II Part A	2,300.00	

2.1.5.7. Activity: Schedule Interventions

Activity Description: Implement a schedule to facilitate delivery of the defined interventions

Planned staff responsible for implementing activity: Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.6. Strategy: Two-Way Bilingual Immersion Training

Strategy Statement: Teachers of the Two-Way Bilingual Immersion Program will receive training in content delivery.

Selected Target Areas

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.

Other Required Information for Strategy

There have been three longitudinal, large-scale, comparative studies (Lindholm-Leary, 201; Thomas & Collier, 1997, 2002). Thomas and Collier (1997) analyzed 700,000 student records to track the long-term educational outcomes of ELLs in five school districts who were educated during the elementary grades through various program types: ESL pullout (traditional), ESL content (including curriculum as well as English language), transitional bilingual education, developmental bilingual education and two-way immersion education. Choosing programs that were well implemented, Thomas and Collier found a

significant program effect. Formal schooling in the first language in elementary school was the largest single predictor of long-term success. Length of time in the program was also found to be crucial: four to seven years were required for ELLs to close the gap between their test scores and those of their NES peers. TWBI was found to be the program type with the highest long-term success, with students achieving well above grade level.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Staff Development	2010-07-01	2010-08-13	TWBI classroom teachers

2.1.6.1. Activity: Professional Staff Development

Activity Description: * Attend La Cosecha Annual Dual Language Conference.

* Work with the TWBI consultant on effective language development strategies and assessments.

Planned staff responsible for implementing activity: TWBI classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-07-01, End Date - 2010-08-13

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
LaCosecha Conference	Title II Part A	8,000.00	0.00
Release Time	Title II Part A	500.00	
TWBI Consultant	Title II Part A	3,500.00	

Goal 3: Increase Math Proficiency

Content Area: Math

Development Status: Complete

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

Gap Statement: A review of MEAP scores in grades 3-8 indicates a gap in mathematics performance in the following areas:

* The gap between White students and those of other ethnicity is relatively small at 3rd grade and increases at the older grades. (Average gap of 4% at 3rd grade, 10% at 4th grade, 24% at 5th grade, 18% at 6th grade, 15% at 7th

grade, 25% at 8th grade, and 33% at 11th grade)

* The gap between economically disadvantaged and non-economically advantaged is relatively small at 3rd grade and increases at the older grades. (Gap of 5% at 3rd grade, 10% at 4th grade, 17% at 5th grade, 17% at 6th grade, 25% at 7th grade, 24% at 8th grade, and 41% at 11th grade)

* Non ELL students consistently score significantly higher than ELL students at all grade levels. (Gap of 7% at 3rd grade, 17% at 4th grade, 3% at 5th grade, 47% at 6th grade, 37% at 7th grade. NA at 8th and 11th grades.

Note: Large gaps at 6th and 7th grades may be skewed by a very small number of ELL's at those grades.)

Cause for Gap: Lack of a guaranteed and viable curriculum and the need to identify and address specific students' needs based on achievement data.

The use of Power Expectations are intended to address curriculum, or what is taught, rather than instruction, or how it is taught. Although the initial impact of these Power Expectations will be on curriculum, ultimately the focal points will affect teaching, learning, and assessment, as well.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, MME, ACT, Delta Math

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? See measurable objective statement

Contact Name: Elizabeth Moraw

List of Objectives:

Name	Objective
Math Proficiency	All students will increase their math skills as measured by MEAP and MME: * The percentage of third grade students reaching 80% accuracy on the math portion of the MEAP will increase from 14% (2010-11) to 35% by the 2013-14 school year. * The percentage of third grade students scoring below 60% accuracy on the math portion of the MEAP will decrease from 51% (2010-11) to 30% by the 2013-14 school year. * The percentage of fourth grade students reaching 80% accuracy on the math portion of the MEAP will increase from 4% (2010-11) to 25% by the 2013-14 school year. * The percentage of fourth grade students scoring below 60% accuracy on the math portion of the MEAP will decrease from 74% (2010-11) to 50% by the 2013-14 school year. * The percentage of fifth grade students reaching 80% accuracy on the math portion of the MEAP will increase from 9% (2010-11) to 30% by the 2013-14 school year. * The percentage of fifth grade students scoring below 60% accuracy on the math portion of the MEAP will decrease from 61% (2010-11) to 40% by the 2013-14 school year. * The percentage of sixth grade students reaching 80% accuracy on the math portion of the MEAP will increase from 3% (2010-11) to 25% by the 2013-14 school year. * The percentage of sixth grade students scoring below 60% accuracy on the math portion of the MEAP will decrease from 76% (2010-11) to 50% by the 2013-14 school year. * The percentage of seventh grade students reaching 80% accuracy on the math portion of the MEAP will increase from 4% (2010-11) to 25% by the 2013-14 school year. * The percentage of seventh grade students scoring below 60% accuracy on the math portion of the MEAP will decrease from 76% (2010-11) to 55% by the 2013-14 school year. * The percentage of eighth grade students reaching 80% accuracy on the math portion of the MEAP will increase from 3% (2010-11) to 25% by the 2013-14 school year. * The percentage of eighth grade students scoring below 60% accuracy on the math portion of the MEAP will decrease from 82% (2010-11) to 60% by the 2013-14 school year. * The percentage of

high school juniors who are college ready in math as measured by the College Algebra portion of the ACT will increase from 32% (2010) to 50% by 2014.

3.1. Objective: Math Proficiency

Measurable Objective Statement to Support Goal: All students will increase their math skills as measured by MEAP and MME:

- * The percentage of third grade students reaching 80% accuracy on the math portion of the MEAP will increase from 14% (2010-11) to 35% by the 2013-14 school year.
- * The percentage of third grade students scoring below 60% accuracy on the math portion of the MEAP will decrease from 51% (2010-11) to 30% by the 2013-14 school year.
- * The percentage of fourth grade students reaching 80% accuracy on the math portion of the MEAP will increase from 4% (2010-11) to 25% by the 2013-14 school year.
- * The percentage of fourth grade students scoring below 60% accuracy on the math portion of the MEAP will decrease from 74% (2010-11) to 50% by the 2013-14 school year.
- * The percentage of fifth grade students reaching 80% accuracy on the math portion of the MEAP will increase from 9% (2010-11) to 30% by the 2013-14 school year.
- * The percentage of fifth grade students scoring below 60% accuracy on the math portion of the MEAP will decrease from 61% (2010-11) to 40% by the 2013-14 school year.
- * The percentage of sixth grade students reaching 80% accuracy on the math portion of the MEAP will increase from 3% (2010-11) to 25% by the 2013-14 school year.
- * The percentage of sixth grade students scoring below 60% accuracy on the math portion of the MEAP will decrease from 76% (2010-11) to 50% by the 2013-14 school year.
- * The percentage of seventh grade students reaching 80% accuracy on the math portion of the MEAP will increase from 4% (2010-11) to 25% by the 2013-14 school year.
- * The percentage of seventh grade students scoring below 60% accuracy on the math portion of the MEAP will decrease from 76% (2010-11) to 55% by the 2013-14 school year.
- * The percentage of eighth grade students reaching 80% accuracy on the math portion of the MEAP will increase from 3% (2010-11) to 25% by the 2013-14 school year.
- * The percentage of eighth grade students scoring below 60% accuracy on the math portion of the MEAP will decrease from 82% (2010-11) to 60% by the 2013-14 school year.
- * The percentage of high school juniors who are college ready in math as measured by the College Algebra portion of the ACT will increase from 32% (2010) to 50% by 2014.

List of Strategies:

Name	Strategy
All Day Kindergarten	Kindergarten Professional Staff with the support of Instructional Assistants, will provide supplemental instructional time in mathematics in an all day every day kindergarten program offering multiple tiers of instructional support and intervention.
Assessment	First through eighth grade teachers will be trained in the use, interpretation, and analysis of assessment data from DELTA Math, common assessments, and other quality assessments to use student data to drive math instruction, form RtI ? Response to Intervention groups and alter teacher pedagogy.
Math Intervention	Math intervention classes will be offered as supplemental courses at the high school (for 8th and 9th grade students). Students will be identified for intervention through analysis of

Classes Secondary	multiple data points, (MEAP, ITBS, DELTA Math, math grades), teacher recommendations, and other pertinent information. The class will provided additional time for spaced practice, leveled feedback, and determination of the effectiveness of various intervention strategies.
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3.1.1. Strategy: All Day Kindergarten

Strategy Statement: Kindergarten Professional Staff with the support of Instructional Assistants, will provide supplemental instructional time in mathematics in an all day every day kindergarten program offering multiple tiers of instructional support and intervention.

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.

Other Required Information for Strategy

Research-Local data, from DIBELS and other developmental readiness factors indicates that only 42% of students entering kindergarten are ready for school in the Holland/Zeeland area as evidenced by the Readiness Council www.readyforschool.org. School readiness is a local and regional focus. A significant number of children enter school with no prior pre-school experience and as a result the gap in background knowledge and experience is significant. To assist in closing the achievement gap already present in Kindergarten and to address language development and early literacy skills in reading and math, an all day every day kindergarten program has been implemented in all four K-7 schools. The addition of three hours of instructional time each day provides multiple opportunities to model, build, develop, and extend language. Through individual and small group instruction, students are able to participate in activities carefully crafted based upon their instructional readiness. Research substantiates additional time on task as evidenced in *The 90-90-90 Schools: A Case Study*.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Multiple Tiers of Instructional Support	2011-09-06	2016-06-30	Instructional Assistants
Supplemental Math support	2010-09-07	2011-06-13	Kindergarten teacher Instructional Assistants RtI Team

3.1.1.1. Activity: Multiple Tiers of Instructional Support

Activity Description: Students will receive multiple tiers of instructional support.

Planned staff responsible for implementing activity: Instructional Assistants

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Assistants	Title I Part A		
Kindergarten Teachers	Title I Part A		

3.1.1.2. Activity: Supplemental Math support

Activity Description: Using the RTI model kindergarten teachers will provide instructional support to students who have been identified through the use of foundational math screeners from our local ISD. During weekly PLCs staff will review student data with RTI team members and provide intervention recommendations for identified students.

Planned staff responsible for implementing activity: Kindergarten teacher
Instructional Assistants
RtI Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-13

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Assistants	Title I Part A		
Kindergarten Teachers	Title I Part A		0.00

3.1.2. Strategy: Assessment

Strategy Statement: First through eighth grade teachers will be trained in the use, interpretation, and analysis of assessment data from DELTA Math, common assessments, and other quality assessments to use student data to drive math instruction, form RtI ? Response to Intervention groups and alter teacher pedagogy.

Selected Target Areas

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.
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.
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.

Other Required Information for Strategy

RtI is an extensively researched process employing analysis of individual student performance data to identify areas of weakness and provide targeted interventions to address the weakness. Progress monitoring is employed to determine the effectiveness of the applied intervention strategy and adjustments are made based on the student?s response to the strategy. All schools are required to implement the RtI model as a part of state initiatives. DELTA math is an assessment program developed by the Ottawa Area ISD that provides benchmark and progress monitoring screeners connected to essential State of Michigan content expectations. The program, specifically designed to be used within the RtI process, also provides teachers with specific intervention strategies based on the screener data.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Administer Delta Math Screener	2011-09-06	2016-06-30	Classroom Teachers
Data Monitoring	2011-09-06	2016-06-30	Building Administrators Building Data Teams (Teachers)
RTI-PLC	2011-09-06	2013-06-30	Building Administrators
Teacher Training	2011-09-06	2016-06-30	Teaching for Learning Office Building Administrators
Transition to Common Core	2011-09-06	2012-06-30	Teaching for Learning Office Identified Teachers

3.1.2.1. Activity: Administer Delta Math Screener

Activity Description: Teachers will administer the DELTA math screeners at defined times throughout the 2011-12 school year.

Planned staff responsible for implementing activity: Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Delta Screener	No Funds Required		

3.1.2.2. Activity: Data Monitoring

Activity Description: Hold quarterly meetings to review performance data of students who have been identified for interventions.

Planned staff responsible for implementing activity: Building Administrators
Building Data Teams (Teachers)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Building Data Teams	General Funds		
Release Time	Title I Part A		

3.1.2.3. Activity: RTI-PLC

Activity Description: Principals will facilitate the RtI process through effective use of PLC time.

Planned staff responsible for implementing activity: Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, 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
PLC	General Funds		

3.1.2.4. Activity: Teacher Training

Activity Type: Professional Development

Activity Description: T4L will provide additional training to teachers in the use of DELTA Math within the RtI process during PLC time.

Planned staff responsible for implementing activity: Teaching for Learning Office
Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
OAISD	No Funds Required		
PLC	General Funds		

3.1.2.5. Activity: Transition to Common Core

Activity Type: Professional Development

Activity Description: Math leaders from each grade level will receive support from the ISD on

transitioning to the Common Core State Standards.

Planned staff responsible for implementing activity: Teaching for Learning Office
Identified Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
OAISD	No Funds Required		
Release Time	Title II Part A	7,200.00	

3.1.3. Strategy: Math Intervention Classes Secondary

Strategy Statement: Math intervention classes will be offered as supplemental courses at the high school (for 8th and 9th grade students). Students will be identified for intervention through analysis of multiple data points, (MEAP, ITBS, DELTA Math, math grades), teacher recommendations, and other pertinent information. The class will provided additional time for spaced practice, leveled feedback, and determination of the effectiveness of various intervention strategies.

Selected Target Areas

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

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.

Other Required Information for Strategy

The intervention class is a form of RtI applied at the high school level. As previously stated, RtI is an extensively researched process that has been adopted at the state level as an effective innovation. In addition, a compilation of four meta-analyses including 100 studies completed by John Hattie (Visible Learning, Routledge, 2009) concluded that additional time on task with leveled feedback produced an effect size of $d = .34$, and spaced practice resulted in an average effect size of $d = .71$.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data for Student Identification	2011-09-06	2016-06-30	Building Administratoars
Employ Instructional Strategies	2011-09-06	2016-06-13	Classroom Teachers
Monitor Instructional Strategies	2011-09-06	2016-06-30	Building Administrator
Staff PD	2011-09-06	2016-06-30	Teaching for Learning Office Administrators Staff
Transition to Common Core	2011-09-06	2016-06-30	Teaching for Learning Office Identified Teachers

3.1.3.1. Activity: Data for Student Identification

Activity Description: Building administrators will use a variety of data to identify students in need of math intervention and assign students to the additional math intervention class.

Planned staff responsible for implementing activity: Building Administratoars

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Various Databases	No Funds Required		

3.1.3.2. Activity: Employ Instructional Strategies

Activity Description: Teachers will employ a variety of instructional strategies including spaced practice with leveled feedback.

Planned staff responsible for implementing activity: Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-13

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.1.3.3. Activity: Monitor Instructional Strategies

Activity Description: Building administrators will monitor the effective implementation of the strategies.

Planned staff responsible for implementing activity: Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.1.3.4. Activity: Staff PD

Activity Type: Professional Development

Activity Description: T4L staff will provide release time for additional training for staff, analysis of data, and review the effectiveness of the program with building administrators.

Planned staff responsible for implementing activity: Teaching for Learning Office Administrators Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Data Team	General Funds		

Release Time	Title II Part A	1,000.00	
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3.1.3.5. Activity: Transition to Common Core

Activity Type: Professional Development

Activity Description: Math leaders from each grade level will receive support from the ISD on transitioning to the Common Core State Standards.

Planned staff responsible for implementing activity: Teaching for Learning Office Identified Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
OAISD	No Funds Required		
Release Time	Title II Part A	7,200.00	

Goal 4: Increase Science Proficiency

Content Area: Science

Development Status: Complete

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

Gap Statement: A review of 5th and 8th grade MEAP scores and 11th grade MME scores indicates an unacceptable number of students are demonstrating proficiency on the science test:

- * Only 75% of fifth graders district-wide demonstrated proficiency on the science portion of the fall 2010 MEAP.
- * Only 74% of eighth graders district-wide demonstrated proficiency on the science portion of the fall 2010 MEAP.
- * Only 67% of eleventh graders district-wide demonstrated proficiency on the science portion of the spring 2009 MME.

The following gaps of significance were identified:

- * The gap between economically disadvantaged and non-economically disadvantaged is significant. (Gap of 26% at 5th grade, 23% at 8th grade, and 26% at 11th grade)
- * White students score significantly higher than all other subgroups (with the exception of Asian) at all grade levels. (Average of 32% at 5th grade, 22% at 8th grade, and 33% at 11th grade)
- * Non ELL students consistently score significantly higher than ELL students. (Gap of 27% at 5th grade. NA at

8th and 11th grades)

Cause for Gap: A cause for the gap can be attributed to the fact that the district has not had an aligned, guaranteed and viable science curriculum in place for grades K-7. Additionally, student content vocabulary and prior knowledge are not equally developed.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP and Common Classroom 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? See measurable objective statement.

Contact Name: Elizabeth Moraw

List of Objectives:

Name	Objective
Science Proficiency	All students will increase their science skills as measured by MEAP and MME: * The percentage of fifth grade students reaching 80% accuracy on the science portion of the MEAP will increase from 18% (2010-11) to 40% by the 2013-14 school year. * The percentage of fifth grade students scoring below 60% accuracy on the science portion of the MEAP will decrease from 46% (2010-11) to 25% by the 2013-14 school year. * The percentage of eighth grade students reaching 80% accuracy on the science portion of the MEAP will increase from 4% (2010-11) to 25% by the 2013-14 school year. * The percentage of eighth grade students scoring below 60% accuracy on the science portion of the MEAP will decrease from 73% (2010-11) to 50% by the 2013-14 school year. * The percentage of high school juniors who are college ready in science as measured by the College Biology portion of the ACT will increase from 19% (2010) to 35% by 2014.

4.1. Objective: Science Proficiency

Measurable Objective Statement to Support Goal: All students will increase their science skills as measured by MEAP and MME:

- * The percentage of fifth grade students reaching 80% accuracy on the science portion of the MEAP will increase from 18% (2010-11) to 40% by the 2013-14 school year.
- * The percentage of fifth grade students scoring below 60% accuracy on the science portion of the MEAP will decrease from 46% (2010-11) to 25% by the 2013-14 school year.
- * The percentage of eighth grade students reaching 80% accuracy on the science portion of the MEAP will increase from 4% (2010-11) to 25% by the 2013-14 school year.
- * The percentage of eighth grade students scoring below 60% accuracy on the science portion of the MEAP will decrease from 73% (2010-11) to 50% by the 2013-14 school year.
- * The percentage of high school juniors who are college ready in science as measured by the College Biology portion of the ACT will increase from 19% (2010) to 35% by 2014.

List of Strategies:

Name	Strategy
Continue BCMS Training	K - 7 teachers will continue training and implementation of inquiry based instructional strategies through the use of the Battle Creek Science Program that will include: * Open ended investigation, observation and questioning of phenomena * Development and implementation of experiments with collection and analysis of data to support or contradict hypotheses * Designing and building scientific models (descriptive, physical, mathematical, etc.)
Inquiry Based Instruction Secondary	High school science teachers (8 - 12) will implement inquiry based instructional strategies that will include: * Open ended investigation, observation and questioning of phenomena * Development and implementation of experiments with collection and analysis of data to support or contradict hypotheses * Designing and building scientific models (descriptive, physical, mathematical, etc.)

4.1.1. Strategy: Continue BCMS Training

Strategy Statement: K - 7 teachers will continue training and implementation of inquiry based instructional strategies through the use of the Battle Creek Science Program that will include:

- * Open ended investigation, observation and questioning of phenomena
- * Development and implementation of experiments with collection and analysis of data to support or contradict hypotheses
- * Designing and building scientific models (descriptive, physical, mathematical, etc.)

Selected Target Areas

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

Other Required Information for Strategy

A compilation of four meta-analyses including 205 studies completed by John Hattie (Visible Learning, Routledge, 2009) indicates an overall average effect size of $d=.35$ for inquiry-based science strategies. The study concluded that the effect size on science process skills is even higher at $d = .52$, and where science

teachers received training in inquiry methods students significantly outperformed their counterparts in traditional programs.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Develop Common Assessments	2011-09-06	2016-06-30	Classroom Teachers
Montior Implementation of BCSM	2011-09-06	2016-06-30	Building Administrator
Review Key Lessons	2011-09-06	2016-06-30	Teaching for Learning Office Building Administrators Classroom Teachers
Training and Implementation BCMS	2011-09-06	2016-06-30	Teaching for Learning Office

4.1.1.1. Activity: Develop Common Assessments

Activity Description: Review materials to identify key lessons that must be presented at each grade level to ensure mastery of defined grade level content expectations.

Planned staff responsible for implementing activity: Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PLC	No Funds Required		

4.1.1.2. Activity: Montior Implementation of BCSM

Activity Description: Building Administrators will monitor implemenation of Battle Creek Math and Science Curriculum

Planned staff responsible for implementing activity: Building Administrator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

4.1.1.3. Activity: Review Key Lessons

Activity Description: Review materials to identify key lessons that must be presented at each grade level to ensure mastery of defined grade level content expectations.

Planned staff responsible for implementing activity: Teaching for Learning Office
 Building Administrators
 Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PLC	General Funds		

4.1.1.4. Activity: Training and Implementation BCMS

Activity Description: Complete training and implementation of Battle Creek Science at the 7th Grade
 Complete training and implementation of K-6 Battle Creek Science Materials

Planned staff responsible for implementing activity: Teaching for Learning Office

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
OAISD Conference	Title II Part A	4,500.00	
Release Time	Title II Part A	7,600.00	

4.1.2. Strategy: Inquiry Based Instruction Secondary

Strategy Statement: High school science teachers (8 - 12) will implement inquiry based instructional strategies that will include:

- * Open ended investigation, observation and questioning of phenomena
- * Development and implementation of experiments with collection and analysis of data to support or contradict hypotheses
- * Designing and building scientific models (descriptive, physical, mathematical, etc.)

Selected Target Areas

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

Other Required Information for Strategy

A compilation of four meta-analyses including 205 studies completed by John Hattie (Visible Learning, Routledge, 2009) indicates an overall average effect size of $d=.35$ for inquiry-based science strategies. The study concluded that the effect size on science process skills is even higher at $d = .52$, and where science teachers received training in inquiry methods students significantly outperformed their counterparts in traditional programs.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implement Inquiry Based Science Instruction	2011-09-06	2016-06-30	Building Administrators Classroom Teachers

Monitor Inquiry Based Instruction	2011-09-06	2013-06-30	Building Administrators
PD Support Inquiry Based Instruction	2011-09-06	2016-06-30	Teaching for Learning Office

4.1.2.1. Activity: Implement Inquiry Based Science Instruction

Activity Description: Teachers will begin implementation of inquire based units during the 2011-12 school year.

Planned staff responsible for implementing activity: Building Administrators
Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.2.2. Activity: Monitor Inquiry Based Instruction

Activity Description: Building administrators will monitor implementation

Planned staff responsible for implementing activity: Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, 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
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4.1.2.3. Activity: PD Support Inquiry Based Instruction

Activity Type: Professional Development

Activity Description: Teaching for Learning staff will provide time for training and support during the 2011-12 school year.

Planned staff responsible for implementing activity: Teaching for Learning Office

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2016-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release Time	Title II Part A	2,000.00	
Van Andel	Title II Part A	5,000.00	

Goal 5: Increase Social Studies Proficiency

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students will be proficient in history, civics and government, geography and economics.

Gap Statement: Gap Statement: A review of 6th and 9th grade MEAP scores indicates an unacceptable number of students demonstrating proficiency on the social studies test:

* Only 68% of sixth graders district-wide demonstrated proficiency on the social studies portion of the fall 2010 MEAP.

* Only 72% of ninth graders district-wide demonstrated proficiency on the social studies portion of the fall 2010 MEAP.

The following gaps of significance were identified:

* The gap between economically disadvantaged and non-economically disadvantaged is significant (Gap of 27% at 6th grade, 19% at 9th grade)

* White students score significantly higher than all other subgroups (with the exception of Asian) at all grade levels. (Average gap of 32% at 6th grade and 30% at 9th grade.)

* Non ELL students consistently score significantly higher than ELL students at all grade levels, although the gap is smaller in 9th grade than in 6th. (Gap of 57% at 6th grade, 30% at 9th grade)

Cause for Gap: The cause for the gap can be attributed to the fact that the district has not had an aligned, guaranteed and viable social studies curriculum in place. Additionally, student content vocabulary and prior knowledge are not equally developed.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP and Common Classroom 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? See Measureable Objective Statement

Contact Name: Elizabeth Moraw

List of Objectives:

Name	Objective
Students will Increase Social Studies Skills	All students will increase their skills in the areas of history, civics and government, geography and economics on MEAP: * The percentage of sixth grade students reaching 80% accuracy on the social studies portion of the MEAP will increase from 2% (2010-11) to 25% by the 2013-14 school year. * The percentage of sixth grade students scoring below 60% accuracy on the social studies portion of the MEAP will decrease from 63% (2010-11) to 35% by the 2013-14 school year. * The percentage of ninth grade students reaching 80% accuracy on the social studies portion of the MEAP will increase from 4% (2010-11) to 30% by the 2013-14 school year. * The percentage of ninth grade students scoring below 60% accuracy on the social studies portion of the MEAP will decrease from 69% (2010-11) to 45% by the 2013-14 school year. * The percentage of Juniors scoring college ready as measured by the College Social Science portion of the ACT will increase from 36% (2010) to 55% by 2014.

5.1. Objective: Students will Increase Social Studies Skills

Measurable Objective Statement to Support Goal: All students will increase their skills in the areas of history, civics and government, geography and economics on MEAP:

* The percentage of sixth grade students reaching 80% accuracy on the social studies portion of the MEAP will increase from 2% (2010-11) to 25% by the 2013-14 school year.

* The percentage of sixth grade students scoring below 60% accuracy on the social studies portion of the MEAP will decrease from 63% (2010-11) to 35% by the 2013-14 school year.

* The percentage of ninth grade students reaching 80% accuracy on the social studies portion of the MEAP will increase from 4% (2010-11) to 30% by the 2013-14 school year.

* The percentage of ninth grade students scoring below 60% accuracy on the social studies portion of the MEAP will decrease from 69% (2010-11) to 45% by the 2013-14 school year.

* The percentage of Juniors scoring college ready as measured by the College Social Science portion of the ACT will increase from 36% (2010) to 55% by 2014.

List of Strategies:

Name	Strategy
Continuation of MC3 and TCI Social Studies Training	Teachers of 2nd-4th graders will revisit training provided in 2010-2011 which addressed effective social studies teaching and assessment methodologies through the MC3- Michigan Citizenship Curriculum Collaborative program. Fifth grade teachers will revisit training provided in 2010-2011 in effective social studies teaching and assessment methodologies for

America's Past by Teachers? Curriculum Institute. These grade level teams will engage in: * gathering evidence of current levels of student learning * developing and implementing strategies to build on strengths and address weaknesses in student learning * analyzing data to determine the impact of the changes * developing common assessments * posting curriculum maps for social studies instruction at each grade level

5.1.1. Strategy: Continuation of MC3 and TCI Social Studies Training

Strategy Statement: Teachers of 2nd-4th graders will revisit training provided in 2010-2011 which addressed effective social studies teaching and assessment methodologies through the MC3- Michigan Citizenship Curriculum Collaborative program. Fifth grade teachers will revisit training provided in 2010-2011 in effective social studies teaching and assessment methodologies for America's Past by Teachers? Curriculum Institute. These grade level teams will engage in:

- * gathering evidence of current levels of student learning
- * developing and implementing strategies to build on strengths and address weaknesses in student learning
- * analyzing data to determine the impact of the changes
- * developing common assessments
- * posting curriculum maps for social studies instruction at each grade level

Selected Target Areas

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

Other Required Information for Strategy

In high performing schools, teaching and learning are continually adjusted on the basis of data collected through a variety of valid and reliable methods that indicate student progress and needs. The assessment results are interpreted and applied appropriately to improve individual student performance and the instructional program.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implementation of MC3/TCI Instruction	2010-09-20	2015-05-27	Classroom teachers
MC3/TCI Training	2011-09-	2015-06-	Teaching for Learning Office Curriculum

	06	30	Director
Monitor MC3/TCI Instruction	2011-09-06	2015-06-30	Principals

5.1.1.1. Activity: Implementation of MC3/TCI Instruction

Activity Description: Teachers will continue implementation of the MC3 teaching and assessment methodologies.

Planned staff responsible for implementing activity: Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-20, End Date - 2015-05-27

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2011	Barbara Terpstra	In Progress	Implementation continues - this is the 2nd year of MC3/TCI.
06/02/2011	Barbara Terpstra	Completed	Completed for 2010-11
06/02/2011	Barbara Terpstra	In Progress	Teachers received training and implemented instruction in the 2010-11 school year.

5.1.1.2. Activity: MC3/TCI Training

Activity Type: Professional Development

Activity Description: A curriculum consultant will provide updated training during the course of the 2011-12 school year.

Planned staff responsible for implementing activity: Teaching for Learning Office
Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2015-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Director	Title II Part A		
Release Time	Title II Part A	5,000.00	

5.1.1.3. Activity: Monitor MC3/TCI Instruction

Activity Description: Principals will monitor classrooms for appropriate and effective implementation

Planned staff responsible for implementing activity: Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2015-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Part A	\$723,600.00	\$0.00
Title II Part A	\$160,500.00	\$0.00
Section 31 a	\$330,000.00	\$0.00
Title II Part D	\$94,000.00	\$0.00
General Funds	\$0.00	\$0.00
Other	\$0.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title III	\$23,000.00	\$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: *Yes*

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: *Yes*

Comments: *Infrastructure and hardware needs are being addressed, in part, by implementation of the 2010 bond proposal.*

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: *For the past 2 years the district has employed one or more technology integration specialists to coach teachers on the use of technology in their classrooms.*

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: *For the past 2 years the district has employed one or more technology integration specialists to coach teachers on the use of technology in their classrooms. A technology specialist will also be funded in the 2011-12 school year. In addition, pilot classrooms are being created for the 2011-12 school year where teachers will use various technologies in their classrooms to assist the district in determining the best technologies for classroom instruction use.*

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.	Nereida	Garcia	Principal	ngarcia@hollandpublicschools.org
Mrs.	Dana	Loveland	Principal	dlovelan@hollandpublicschools.org
Mr.	Rick	Muniz	Principal	rmuniz@hollandpublicschools.org
Mr.	Kevin	Derr	Principal	kderr@hollandpublicschools.org
Mr.	Steve	Grose	Board Member	sgrose@hollandpublicschools.org
Mr.	Jim	Nicolette	Director of Instruction 8	jnicolet@hollandpublicschools.org
Ms.	Elizabeth	Moraw	Director of Instruction P	emoraw@hollandpublicschools.org
Ms.	Lisa	Voss	Teacher	lvoss@hollandpublicschools.org
Ms.	Lorie	Mierle-Kruggle	Teacher	lmierle@hollandpublicschools.org
Mr.	Rob	Ryzenga	Parent	rryzenga@hollandpublicschools.org
Mrs.	Rebecca	Siegel	Counselor	rroelofs@hollandpublicschools.org
Ms.	Sue	Brookhouse	Teacher	sbrookho@hollandpublicschools.org
Ms.	Yvette	Sibley	Teacher	ysibley@hollandpublicschools.org
Ms.	Carol	Carder	Teacher	ccarder@hollandpublicschools.org
Ms.	Patti	Dixon	Teacher	pdixon@hollandpublicschools.org
Ms.	Suzanne	Walters	Special Education Teacher	swalters@hollandpublicschools.org
Mr.	Dave	Bast	Technology Teacher	dbast@hollandpublicschools.org
Ms.	Emily	Armstrong	Teacher	earmstro@hollandpublicschools.org
Mrs.	Deborah	Feenstra	Direcotr	dfeenstr@hollandpublicschools.org
Mrs.	Joy	Kooyer	Teacher	jkooyer@hollandpublicschools.org

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

Stakeholders have the opportunity for collaboration and input into this plan through a variety of meetings and opportunities held throughout the course of the school year.

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

There are multiple steps and opportunities as to how decisions about curriculum, instruction and assessment are made: 1) quarterly meetings with the district's Instructional Council, 2) School Improvement meetings, 3) Teaching for Learning Board Committee meetings, 4) Committee of the Whole meetings, 5) District Leadership Team meetings, 6) Central Leadership Team meetings, and 7) Board of Education meetings.

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

Information will be shared through the utilization of the district's website, through Board of Education meetings, and through district newsletters.

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:	Mr. Rich Zuker
Address:	156 W 11th Street
Telephone Number:	616-494-2000

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?

The district will continue, for the third consecutive year, weekly PLC meetings. These PLC meetings are designed to meet the needs of students by answering 4 key questions: 1) What is it that we want our students to know? 2) How will we know if our students have learned the information? 3) What will we do if students have not learned the information? 4) What will we do if students already understand the information?

At the elementary and middle school level, the 2011-2012 school year will focus on the continued implementation of a social studies curriculum (2-5), the Calkins writing process (K-7), Battle Creek Science Kits (K-7) and the MiBLSi grant (K-7). Professional development in the area of RtI philosophy and protocol and interventions specifically, will also be a K-5 focus.

At the high school level, professional learning activities in the area of SIOP and LINCS will be a focus for staff.

Lastly, a major focus will be that of project based instruction and technology integration as HPS moves toward providing 21st Century instruction.

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

We analyzed our student data through MEAP, ITBS, and grade level assessments to determine the need for a new, aligned social studies curriculum.

Also, we feel that we are "data deficient" in that we are not utilizing the results of student assessments in a timely fashion in order to develop appropriate RtI - Response to Intervention groups that focus on the results of the student assessments.

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

Technology plan and school improvement plan are aligned with each other.