

School Improvement Plan

School Year: 2011 - 2012

School District: Holland City School District

ISD/RESA: Ottawa Area ISD

School Name: Holland High School

Grades Served: 8,9,10,11,12

Principal: Ms. Rhonda Klomparens

Building Code: 01697

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable. The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

School Information

School:	Holland High School
District:	Holland City School District
Public/Non-Public:	Public
Grades:	8,9,10,11,12
School Code Number:	01697
City:	HOLLAND
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

To be THE high school of CHOICE in the greater 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 when provided 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
Mathematics	Complete	Open
Reading	Complete	Open
Science	Complete	Open
Social Studies	Complete	Open
Writing Expression	Complete	Open

Goal 1: Mathematics

Content Area: Math

Development Status: Complete

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

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

? The gap between White students and those of other ethnicity increases at the older grades. (25% at 8th grade, and 33% at 11th grade)

? The gap between economically disadvantaged and non-economically advantaged is increases at the older grades. (24% at 8th grade, and 41% at 11th grade).

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

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

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

? 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 school year.

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

Contact Name: Rhonda Klomparens

List of Objectives:

Name	Objective
Math	All students will increase their math skills as measured by MEAP and MME: ** 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.

1.1. Objective: Math

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

** 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
Math Intervention Classes	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.
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
RtI	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.
Sheltered Instruction	Teachers will be trained in the Sheltered Instruction Observation Protocol (SIOP) Model to assist with intentional and explicit vocabulary development

Protocol	
Technology Integration	Technology Integration. The district will continue to incorporate appropriate technologies to enhance instruction and learning at all grade levels, K ? 12.
Vocabulary Instruction	Vocabulary Instruction. District-wide implementation of the LINC'S Vocabulary Strategy for vocabulary development in grades 5 - 12.

1.1.1. Strategy: Math Intervention Classes

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

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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
Math Intervention Classes	2011-09-07	2012-06-06	Curriculum Director, Principals, Teachers

1.1.1.1. Activity: Math Intervention Classes

Activity Type: Professional Development

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.

** Teachers will employ a variety of instructional strategies including spaced practice with leveled feedback.

** Building administrators will monitor the effective implementation of the strategies.

** 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: Curriculum Director, Principals, Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Intervention Classes	Section 31 a	450.00	

1.1.2. Strategy: 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

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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
Project Based	2011-09-	2012-06-	Technology personnel, principals, teachers, technology

Learning	07	06	integration specialists
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1.1.2.1. Activity: Project Based Learning

Activity Type: Professional Development

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

** Teachers at high school will pilot PBI/PBL and technology integration during the 2011-12 school year for 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.

** 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: Technology personnel, principals, teachers, technology integration specialists

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Project Based Learning	Title II Part D	10,000.00	

1.1.3. Strategy: RtI

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

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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
RtI	2011-09-07	2012-06-06	Principals, Teachers, Math Integration Specialist

1.1.3.1. Activity: RtI

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

** The Math Integration Specialist will assist schools in the administration and analysis of students performance data using the DELTA Math system. The Specialist will also assist teachers with identification and implementation of appropriate intervention strategies.

** Principals will facilitate the RtI process through effective use of PLC time.

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

** T4L will provide additional training to teachers in the use of DELTA Math within the RtI process.

Planned staff responsible for implementing activity: Principals, Teachers, Math Integration Specialist

Actual staff responsible for implementing activity: Principals, Teachers, Math Integration Specialists

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
RtI	Title I School Improvement (ISI)	450.00	0.00

1.1.4. Strategy: Sheltered Instruction 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

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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.

In a study examining the effects of the SIOP model on student achievement, students whose teachers implemented the SIOP model to a high degree in middle school classes outperformed those students in sheltered classes whose teachers were unfamiliar with the model.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
SIOP	2011-09-07	2012-06-06	Principals, ELL Coordinator

1.1.4.1. Activity: SIOP

Activity Type: Professional Development

- Activity Description:** ** Cohort groups at the high school level will be established each year.
 ** The ELL Coordinator will establish a schedule to provide multiple days of training as well as ongoing classroom support for each cohort group.
 ** T4L Office will assist with logistics and implementation of training and support.
 ** Building administrators will monitor implementation of SIOP strategies.

Planned staff responsible for implementing activity: Principals, ELL Coordinator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Sheltered Instruction Protocol	Title III	23,000.00	

1.1.5. Strategy: 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

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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
Technology Integration	2011-09-07	2012-06-06	New Tech Director, High School Principal, Site Manager, Teachers, Technology Integration Specialist, Curriculum Director

1.1.5.1. Activity: Technology Integration

Activity Type: Professional Development

Activity Description: ** Continue implementation of one-to-one computing in the New Tech, project-

based model at the New Tech High School Program.
 ** Utilize E2020 to provided intervention and support at the high school.
 ** Implement selected courses in a blended learning format at the high school.
 ** Train additional high school teachers in online instructional strategies and develop additional courses for blended and/or online delivery.
 ** 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: New Tech Director, High School Principal, Site Manager, Teachers, Technology Integration Specialist, Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Integration	Title II Part D	10,000.00	

1.1.6. Strategy: Vocabulary Instruction

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

Selected Target Areas

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Other Required Information for Strategy

A 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 LINC strategy.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Vocabulary Instruction - LINC	2011-09-07	2012-06-06	Administrators, CLC Trainers

1.1.6.1. Activity: Vocabulary Instruction - LINC

Activity Type: Professional Development

Activity Description: ** All teachers, 5 ? 12, will be trained in the use of the LINC strategy.

** All teachers, 5 ? 12, will implement the LINC strategy as a regular part of classroom instruction to develop

content specific vocabulary throughout the school year.

** Administrators will monitor implementation.

Planned staff responsible for implementing activity: Administrators, CLC Trainers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Vocabulary Instruction - LINC	Title II Part A	840.00	

Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

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

Gap Statement: A review of the MEAP data for grades 8 - 12 indicates lower than desired performance in reading for all students:

? 79% of eighth graders district-wide demonstrated proficiency on the reading portion of the fall 2010 MEAP.

? 73% of eleventh graders district-wide demonstrated proficiency on the reading

portion of the spring 2009 MME.

Gap in reading performance are significant in the following areas:

? ELL in omparison to non-ELL students (ranging from 9% to 70%)

? Economically disadvantaged in comparison to non-economically disadvantaged (ranging from 15% to 28%)

? White in comparison to other ethnic groups. (Average gap of 17% across all grades with a range from 3% to 37%)

Cause for Gap: The school is not intentional about continuing literacy instructional as students enter their secondary education experience. The school needs 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.

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

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? 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 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.

Contact Name: Rhonda Klomparens

List of Objectives:

Name	Objective
Reading	All students will increase their reading skills as measured by MEAP and MME: ** 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.

2.1. Objective: Reading

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

** 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.

List of Strategies:

Name	Strategy
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
Reading Intervention Classes	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	Eighth and ninth grade teachers will be trained in the use, interpretation, and analysis of assessment data from System 44, Read 180, Fusion, common assessments, and other quality assessments to use student data to drive literacy instruction, form RtI ? Response to Intervention groups and alter teacher pedagogy.
Sheltered Instruction Protocol	Teachers will be trained in the Sheltered Instruction Observation Protocol (SIOP) Model to assist with intentional and explicit vocabulary development
Technology Integration	Technology Integration. The district will continue to incorporate appropriate technologies to enhance instruction and learning at all grade levels, K ? 12.
Vocabulary Instruction - LINC	Vocabulary Instruction. District-wide implementation of the LINC Vocabulary Strategy for vocabulary development in grades 5 - 12

2.1.1. Strategy: 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

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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
Project Based Learning	2011-09-07	2012-06-06	Technoloy personnel, Technology Integration Specialist, Principals

2.1.1.1. Activity: Project Based Learning

Activity Type: Professional Development

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

** Teachers at the high school will pilot PBI/PBL and technology integration during the 2011-12 school year for

purpose of:

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

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

** Project Based Instruction and Tech Integration Specialists will provide training and support for PBI/PBL and

technology integration:

- o Summer 2011 (June ? 3 days, August ? 3 days)

o 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: Technology personnel, Technology Integration Specialist, Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Project Based Learning	Title II Part D	10,000.00	

2.1.2. Strategy: Reading Intervention Classes

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

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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 University 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
Reading Intervention Classes	2011-09-07	2012-06-06	Curriculum Director, Principals, Teachers

2.1.2.1. Activity: Reading Intervention Classes

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.

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

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

Planned staff responsible for implementing activity: Curriculum Director, Principals, Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Intervention Classes	Section 31 a		

2.1.3. Strategy: RtI

Strategy Statement: Eighth and ninth grade teachers will be trained in the use, interpretation, and analysis of assessment data from System 44, Read 180, Fusion, common assessments, and other quality assessments to use student data to drive literacy instruction, form RtI ? Response to Intervention groups and alter teacher pedagogy.

Selected Target Areas

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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. System 44 and Read 180 are instructional programs and assessments developed by Scholastic that provide 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. Likewise, Fusion Reading was developed by University of Kansas and provides standardized benchmark and assessment tools that enable teachers to collect and analyze students data for the purpose of making instructional decisions.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
RtI	2011-09-07	2012-06-06	The Student Success Team Leaders

2.1.3.1. Activity: RtI

Activity Type: Professional Development

Activity Description: ** Teachers will administer the Fusion, System 44 and Read 180 assessments at defined times throughout the 2011-12 school year.

** The Student Success Team will assist schools in the administration and analysis of students performance data

using the tools provided by University of Kansas and Scholastic. The instructional leaders will also assist teachers with identification and implementation of appropriate intervention strategies.

** Principals will facilitate the RtI process through effective use of PLC time.

** Hold by-weekly meetings to review performance data of students who have been identified for interventions.

Planned staff responsible for implementing activity: The Student Success Team Leaders

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
RtI	Title I Part D	450.00	

2.1.4. Strategy: Sheltered Instruction 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

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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.

In a study examining the effects of the SIOP model on student achievement, students whose teachers implemented the SIOP model to a high degree in middle school classes outperformed those students in sheltered classes whose teachers were unfamiliar with the model.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Sheltered Instruction Protocol	2011-09-07	2012-06-06	ELL Coordinator, Principals, T4L Staff

2.1.4.1. Activity: Sheltered Instruction Protocol

Activity Type: Professional Development

Activity Description: ** Cohort groups at the high school level will be established each year.

** The ELL Coordinator will establish a schedule to provide multiple days of training as well as ongoing classroom support for each cohort group.

** T4L Office will assist with logistics and implementation of training and support.

** Building administrators will monitor implementation of SIOP strategies

Planned staff responsible for implementing activity: ELL Coordinator, Principals, T4L Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Sheltered Instruction Protocol (SIOP)	Title III	23,000.00	

2.1.5. Strategy: 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

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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
Technology Integration	2011-09-07	2012-06-06	Technology Integration Specialists, Site Manager, Teachers, Principals

2.1.5.1. Activity: Technology Integration

Activity Type: Professional Development

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

** Utilize E2020 to provided intervention and support at the high school.

** Implement selected courses in a blended learning format at the high school.

** Train additional high school teachers in online instructional strategies and develop additional courses for blended and/or online delivery.

** 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: Technology Integration Specialists, Site Manager, Teachers, Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Integration	Title II Part D	5,200.00	

2.1.6. Strategy: Vocabulary Instruction - LINCS

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

Selected Target Areas

[Empty rectangular box for selected target areas]

Other Required Information for Strategy

A 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 LINC S 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 LINC S strategy.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Vocabulary Instruction - LINC S	2011-09-07	2012-06-06	Principals, CLC Trainers

2.1.6.1. Activity: Vocabulary Instruction - LINC S

Activity Type: Professional Development

Activity Description: ** All teachers, 5 ? 12, will be trained in the use of the LINC S strategy.

** All teachers, 5 ? 12, will implement the LINC S strategy as a regular part of classroom instruction to develop content specific vocabulary throughout the school year.

** Administrators will monitor implementation

Planned staff responsible for implementing activity: Principals, CLC Trainers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Vocabulary Instruction - LINC S	Title II Part D	840.00	

Goal 3: Science

Content Area: Science

Development Status: Complete

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

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

** 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 between economically disadvantaged and non-economically disadvantaged is significant. (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. (22% at 8th grade, and 33% at 11th grade)

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
MME/ACT

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

**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.

Contact Name: Rhonda Klomparens

List of Objectives:

Name	Objective
Science	All students will increase their science skills as measured by MEAP and MME: ** 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.

3.1. Objective: Science

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

** 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
Inquiry Based Instruction	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.)
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
Sheltered Instruction Protocol (SIOP)	Teachers will be trained in the Sheltered Instruction Observation Protocol (SIOP) Model to assist with intentional and explicit vocabulary development
Technology Integration	The district will utilize Technology Integration specialists 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.
Technology Integration	The district will continue to incorporate appropriate technologies to enhance instruction and learning at all grade levels, K ? 12.
Vocabulary Instruction - LINC	Vocabulary Instruction. District-wide implementation of the LINC Vocabulary Strategy for vocabulary development in grades 5 - 12.

3.1.1. Strategy: Inquiry Based Instruction

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

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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
Technology Integration	2011-09-07	2012-06-06	Tech integration specialist, Technology director, Curriculum director, Principals, Teachers

3.1.1.1. Activity: Technology Integration

Activity Type: Professional Development

Activity Description: ** Secondary tech specialist will provide large group, small group, and individual training sessions with teacher throughout the 2011-12 school year.

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

Planned staff responsible for implementing activity: Tech integration specialist, Technology director, Curriculum director, Principals, Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Integration	Title II Part D	5,200.00	

3.1.2. Strategy: 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

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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
Project Based Learning	2011-09-07	2012-06-06	Curriculum director, Principals, Technology Integration Specialist, Teachers

3.1.2.1. Activity: Project Based Learning

Activity Type: Professional Development

Activity Description: ? The Tech Department will equip prototype classrooms with the latest

instructional technologies.

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.

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, Principals, Technology Integration Specialist, Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Project Based Learning	Title II Part D	10,000.00	

3.1.3. Strategy: Sheltered Instruction Protocol (SIOP)

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

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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.

In a study examining the effects of the SIOP model on student achievement, students whose teachers implemented the SIOP model to a high degree in middle school classes outperformed those students in sheltered classes whose teachers were unfamiliar with the model.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Sheltered Instruction Protocol (SIOP)	2011-09-07	2012-06-06	Curriculum director, ELL coordinator, Principals, Teachers

3.1.3.1. Activity: Sheltered Instruction Protocol (SIOP)

Activity Type: Professional Development

Activity Description: ** Cohort groups at the high school level will be established each year.
 ** The ELL Coordinator will establish a schedule to provide multiple days of training as well as ongoing classroom support for each cohort group.
 ** T4L Office will assist with logistics and implementation of training and support.
 ** Building administrators will monitor implementation of SIOP strategies.

Planned staff responsible for implementing activity: Curriculum director, ELL coordinator, Principals, Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Sheltered Instruction Protocol (SIOP)	Title III	23,000.00	

3.1.4. Strategy: Technology Integration

Strategy Statement: The district will utilize Technology Integration specialists 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

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Other Required Information for Strategy

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.

Schacter (1999) found that students with access to any of a number of technologies (such as computer assisted instruction, integrated learning systems, simulations and software that teaches higher order thinking, collaborative networked technologies, or design and programming technologies) show positive gains in achievement on researcher constructed tests, standardized tests and national tests.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Technology Integration	2011-09-07	2012-06-06	Technology Integration Specialist, Technology Director, Curriculum Director, Principals, Teachers

3.1.4.1. Activity: Technology Integration

Activity Type: Professional Development

Activity Description: ** Elementary tech specialist will schedule regular instructional sessions with teachers throughout the 2011-12 school year.

** Secondary tech specialist will provide large group, small group, and individual training sessions with teachers throughout the 2011-12 school year.

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

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Integration	Title II Part D	10,000.00	

3.1.5. Strategy: Technology Integration

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

Selected Target Areas

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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
Technology Integration	2011-09-07	2012-06-06	Technology Director, Curriculum Director, Principals, Teachers

3.1.5.1. Activity: Technology Integration

Activity Type: Professional Development

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

** Utilize E2020 to provided intervention and support at the high school.

** Implement selected courses in a blended learning format at the high school.

** Train additional high school teachers in online instructional strategies and develop additional courses for blended and/or online delivery.

** 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: Technology Director, Curriculum Director, Principals, Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Integration	Title II Part D	5,200.00	

3.1.6. Strategy: Vocabulary Instruction - LINCS

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

Selected Target Areas

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Other Required Information for Strategy

A 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
Vocabulary Instruction - LINCS	2011-09-07	2012-06-06	Curriculum Director, Principal, Teacher Trainers, Teachers

3.1.6.1. Activity: Vocabulary Instruction - LINCS

Activity Type: Professional Development

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

** 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.

** Administrators will monitor implementation

Planned staff responsible for implementing activity: Curriculum Director, Principal, Teacher Trainers, Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Vocabulary Instruction - LINCS	Title II Part D	840.00	

Goal 4: Social Studies

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

1. The gap between economically disadvantaged and non-economically disadvantaged is 19% at 9th grade.
2. White students score 30% higher than all other subgroups (with the exception of Asian) in 9th grade.
3. Non ELL students consistently score 30% higher than ELL students at the grade level.

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: MME And MEAP scores.

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? All students will increase their skills in the areas of history, civics and government, geography and economics as measured by the MEAP and MME:

** 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.

Contact Name: Rhonda Klomparens

List of Objectives:

Name	Objective
Social Studies	All students will increase their skills in the areas of history, civics and government, geography and economics on MEAP and MME: ** 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.

4.1. Objective: Social Studies

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 and MME:

** 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
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.
Sheltered Instruction Protocol (SIOP)	Teachers will be trained in the Sheltered Instruction Observation Protocol (SIOP) Model to assist with intentional and explicit vocabulary development.
Technology Integration	The district will utilize Technology Integration specialists 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.
Technology Integration	Technology Integration. The district will continue to incorporate appropriate technologies to enhance instruction and learning at all grade levels, K ? 12.
Vocabulary Instruction - LINCS	Vocabulary Instruction. District-wide implementation of the LINCS Vocabulary Strategy for vocabulary development in grades 5 - 12.

4.1.1. Strategy: 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

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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
Project Based Learning	2011-09-07	2012-06-06	Technology Director, Technology Integration Specialist, Curriculum Director, Principals, Teachers

4.1.1.1. Activity: Project Based Learning

Activity Type: Professional Development

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

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.

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: Technology Director, Technology Integration Specialist, Curriculum Director, Principals, Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Project Based Learning	Title II Part D	10,000.00	

4.1.2. Strategy: Sheltered Instruction Protocol (SIOP)

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

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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.

In a study examining the effects of the SIOP model on student achievement, students whose teachers implemented the SIOP model to a high degree in middle school classes outperformed those students in sheltered classes whose teachers were unfamiliar with the model.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Sheltered Instruction Protocol (SIOP)	2011-09-07	2012-06-06	Curriculum Director, ELL Coordinator, Principals, Teachers

4.1.2.1. Activity: Sheltered Instruction Protocol (SIOP)

Activity Type: Professional Development

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

** The ELL Coordinator will establish a schedule to provide multiple days of training as well as ongoing

classroom support for each cohort group.
 ** T4L Office will assist with logistics and implementation of training and support.
 ** Building administrators will monitor implementation of SIOP strategies.

Planned staff responsible for implementing activity: Curriculum Director, ELL Coordinator, Principals, Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Sheltered Instruction Protocol (SIOP)	Title III	23,000.00	

4.1.3. Strategy: Technology Integration

Strategy Statement: The district will utilize Technology Integration specialists 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

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Other Required Information for Strategy

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.

Schacter (1999) found that students with access to any of a number of technologies (such as computer assisted instruction, integrated learning systems, simulations and software that teaches higher order thinking, collaborative networked technologies, or design and programming technologies) show positive gains in achievement on researcher constructed tests, standardized tests and national tests.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Technology Integration	2011-09-07	2012-06-06	Technology Integration Specialist, Technology Director, Curriculum Director, Principals, Teachers

4.1.3.1. Activity: Technology Integration

Activity Type: Professional Development

Activity Description: ** Secondary tech specialist will provide large group, small group, and individual training sessions with teachers throughout the 2011-12 school year.

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

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Integration	Title II Part D	10,000.00	

4.1.4. Strategy: 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

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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
Technology Integration	2011-09-07	2012-06-06	Technology Director, Technology Integration Specialist, Curriculum Director, Principals. Teachers

4.1.4.1. Activity: Technology Integration

Activity Type: Professional Development

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

** Utilize E2020 to provided intervention and support at the high school.

** Implement selected courses in a blended learning format at the high school.

** Train additional high school teachers in online instructional strategies and develop additional courses for blended and/or online delivery.

** 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: Technology Director, Technology Integration Specialist, Curriculum Director, Principals. Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Integration	Title II Part D	10,000.00	

4.1.5. Strategy: Vocabulary Instruction - LINCS

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

Selected Target Areas

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Other Required Information for Strategy

A 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
Vocabulary Instruction - LINCS	2011-09-07	2012-06-06	Curriculum Director, Teacher Trainers, Principals, Teachers

4.1.5.1. Activity: Vocabulary Instruction - LINCS

Activity Type: Professional Development

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

** 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.
** Administrators will monitor implementation.

Planned staff responsible for implementing activity: Curriculum Director, Teacher Trainers, Principals, Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Vocabulary Instruction - LINCS	Title II Part D	840.00	

Goal 5: Writing Expression

Content Area: English Language Arts

Development Status: Complete

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

Gap Statement: A review of MME scores indicates an unacceptable number of students demonstrating proficiency in writing with only 52% of eleventh graders district-wide demonstrating proficiency on the writing portion of the spring 2009 MME.

The following gaps of significance were identified:

** 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: 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: MEAP MME/ACT

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? 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.

Contact Name: Rhonda Klomparens

List of Objectives:

Name	Objective
Written expression	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.

5.1. Objective: Written expression

Measurable Objective Statement to Support Goal: 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
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
Sheltered Instruction Protocol (SIOP)	Teachers will be trained in the Sheltered Instruction Observation Protocol (SIOP) Model to assist with intentional and explicit vocabulary development.
Technology Integration	Technology Integration. The district will continue to incorporate appropriate technologies to enhance instruction and learning at all grade levels, K ? 12.
Vocabulary	Vocabulary Instruction. District-wide implementation of the LINCS Vocabulary Strategy for

Instruction - LINCS	vocabulary development in grades 5 - 12.
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5.1.1. Strategy: 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

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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
Project Based Learning	2011-09-07	2012-06-06	Curriculum Director, Technology Integration Specialists, Principals, Teachers

5.1.1.1. Activity: Project Based Learning

Activity Type: Professional Development

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

Teachers at the 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.
- ** 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 Specialists, Principals, Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Project Based Learning	Title II Part D	10,000.00	

5.1.2. Strategy: Sheltered Instruction Protocol (SIOP)

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

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

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.

In a study examining the effects of the SIOP model on student achievement, students whose teachers implemented the SIOP model to a high degree in middle school classes outperformed those students in sheltered classes whose teachers were unfamiliar with the model.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Sheltered Instruction Protocol (SIOP)	2011-09-07	2012-06-06	Curriculum Director, ELL Coordinator, Principals, Teachers

5.1.2.1. Activity: Sheltered Instruction Protocol (SIOP)

Activity Type: Professional Development

Activity Description: ** Cohort groups at the high school level will be established each year.
 ** The ELL Coordinator will establish a schedule to provide multiple days of training as well as ongoing classroom support for each cohort group.
 ** T4L Office will assist with logistics and implementation of training and support.
 ** Building administrators will monitor implementation of SIOP strategies

Planned staff responsible for implementing activity: Curriculum Director, ELL Coordinator, Principals, Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Sheltered Instruction Protocol (SIOP)	Title III	23,000.00	23,000.00

5.1.3. Strategy: 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

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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
Technology Integration	2011-09-07	2012-06-06	Technology Director, Technology Integration Specialists, Principals, Teachers

5.1.3.1. Activity: Technology Integration

Activity Type: Professional Development

Activity Description: Teachers at the 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.

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: Technology Director, Technology Integration Specialists, Principals, Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Integration	Title I Part D	5,200.00	

5.1.4. Strategy: Vocabulary Instruction - LINCS

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

Selected Target Areas

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Other Required Information for Strategy

A 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
Vocabulary Instruction - LINCS	2011-09-07	2012-06-06	Curriculum Director, Principals Teachers

5.1.4.1. Activity: Vocabulary Instruction - LINCS

Activity Description: ** All teachers, 5 ? 12, will be trained in the use of the LINCS strategy.
** 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.
** Administrators will monitor implementation.

Planned staff responsible for implementing activity: Curriculum Director, Principals Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Vocabulary Instruction - LINCS	Title II Part D	840.00	

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Part D	\$5,650.00	\$0.00
Title I School Improvement (ISI)	\$450.00	\$0.00
Title II Part D	\$108,960.00	\$0.00
Title II Part A	\$840.00	\$0.00
Section 31 a	\$450.00	\$0.00
Title III	\$115,000.00	\$23,000.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

Data was collected from the teams that worked on the 40 rubrics. The data collected helped us to identify our strengths and our challenges, thereby enabling us to develop strategies to fill in the gaps that were found.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Each department within the high school has worked together as professional learning communities to align curriculum and instruction with power standards that have been identified by the Ottawa County ISD. These power standards are aligned with the state standards. As a result we have seen student performance on the MME increase each year. In 2009-2010, our average scores improved by 12 percentage points overall.

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

Staff members participate in professional learning communities each Monday following school. As a part of this process, groups meet to participate in staff development opportunities, have conversations around instruction, gather information about student progress and make collaborative decisions about how to respond.

Staff Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. These specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level

Activities section.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

As a part of our learning communities, staff members are meeting to develop parallel assessments, or assessments that measure similar content expectations, and yet honor different learning modalities. We are committed to developing project based experiences that authenticate learning for our students. This is evidenced throughout our school improvement plan.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

We have assessed the need through our assessment data, as well as through ongoing conversations with our staff, students and parents. In addition, we have attended conferences, read articles and reviewed studies relative to technology usage.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

Our curriculum director, in collaboration with building principals, gathers and analyzes all of the available data regarding our building. We study trends and search for significant variances within the data in order to help us understand the impact of that which we are, or are not doing.

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

We will share this information out at parent-teacher conferences, board meetings, professional learning communities, our website, Infinite Campus, newsletters, academic booster club, etc.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

Throughout the 2010-2011 school year, departments met as a part of our Professional Learning Communities and reflected on their instructional practices as well as their common and standardized assessment data. The department chairs then shared their findings at building level meetings. Representatives from this group participated in district wide meetings for the purpose of aligning the preK - 12 improvement plan. As a result of this process, each and every teacher had a voice in this improvement plan.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *N/A (our school does not have grades 1-5)*

Comments: *We house only 8th - 12th grade students.*

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this).
If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments: *www.hollandpublicschools.org*

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *Yes*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *Yes*

Comments:

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Adopted policy, fully implemented*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *Yes*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Adopted policy, fully implemented*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *59 minutes or less at elementary level, 105 minutes or less at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Adopted policy, fully implemented*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *Yes*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *Yes, but we do not have a health services provider or school nurse for every 650 students*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written Policy, but not fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, fully implemented*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *No*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *No*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *No*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written Policy, but not fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *No*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to no indoor facilities*

Comments:

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.	Rhonda	Klomprens	Principal	rklompar@hollandpublicschools.org
Mr.	Jim	Nicolette	8 - 12 Curriculum Directo	jnicolet@hollandpublicschools.org
Mrs.	Emily	Armstrong	English Teacher	earmstro@hollandpublicschools.org
Mrs.	Lynette	Brander	ELL Coordinator	lbrander@hollandpublicschools.org
Mr.	David	Bast	Technology Integration Sp	dbast1@hollandpublicschools.org

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

Supporting Documentation

No documentation was attached.