

Springport High School Improvement Plan 2014-2018

Springport High School
Springport Public Schools

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Overview

Plan Name

Springport High School Improvement Plan 2014-2018

Plan Description

created August 23, edited August 28

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|--|-----------|---------------|
| 1 | 85% of students will be proficient in Mathematics by 2022. | Objectives: 1 Strategies: 2 Activities: 13 | Academic | \$47156 |
| 2 | All students at Springport High School will become proficient writers. | Objectives: 1 Strategies: 5 Activities: 8 | Academic | \$45206 |
| 3 | All students at Springport High School will become proficient readers. | Objectives: 1 Strategies: 4 Activities: 7 | Academic | \$46706 |
| 4 | 85% of students will be proficient in Social Studies by 2022 | Objectives: 1 Strategies: 3 Activities: 10 | Academic | \$44546 |
| 5 | 85% of students will be proficient in science by 2022. | Objectives: 1 Strategies: 2 Activities: 9 | Academic | \$44706 |

Goal 1: 85% of students will be proficient in Mathematics by 2022.

Measurable Objective 1:

31% of All Students will demonstrate a proficiency on the MME in Mathematics by 06/06/2014 as measured by MME.

Strategy 1:

Multi-Tiered System of Support - The utilization of special education, co-teaching, counselors, extended learning opportunities, parent support, and emphasis on inquiry learning will implement the strategy.

Research Cited: Research Cited: Research Item 5 - Friend, M. (2011). Co-teach!, a handbook for creating and sustaining effective classroom partnerships in inclusive schools. (14 ed.). Greensboro, NC: Marily Friend, Inc.

Co-Teach! is a handbook that provides information related to better understanding the process of coteaching and the critical concepts related to co-teaching. It also provides real life examples of the implementation of co-teaching. Helpful strategies related to the logistics of creating and sustaining coteaching programs and how to effectively evaluate them is also included in the handbook.

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Research Item 6 - Basso, D., & McCoy, N. (2009). The co-teaching manual. Columbia, SC: Twins Publications.

The Co-Teaching Manual provides information on how general education and specialists can work together to create a co-teaching environment for students. There are specific examples on how to maintain positive communication between teachers and specialists and between teachers and parents.

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Research Item 19 - "Essential Elements of Quality After School Programs" by Hammond and Reimer, 2006.

The article reviews the various purposes for extending the school day and recognizes that there is limited research on after school programs.

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Research Item 20 - "Out-of-School-Time Programs: A Meta-Analysis of Effects for At Risk Students" by Lauer, Akiba,

Wilkerson, Apthorp, Snow, and Martin-Glenn, 2006 Results of a study conducted on student achievement in math and reading related to after-school programs were reported in this paper.

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Research Item 21 - "Effectiveness of Paraeducator-Supplemented Individual Instruction" by Sanders and Todor, 2007

The information provides the elements of a paraprofessional's roles and responsibilities.

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Research Item 22 - " Roles for Education Paraprofessionals in Effective Schools" 1997

Hanish, L.D. & Guerra, N.G. (2000)

This summary asks a series of questions that need to be answered to determine if the paraprofessionals are

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making a significant contribution to student academic achievement.

Research Item 41 - "Research on School Counseling Effectiveness" California Department of Education, 2013.

School counselors provide counseling programs in three domains: academic, career, and personal/social. Effective counseling programs are important to the school climate and are a crucial element in improving student achievement.

Research Item 42 - "Effectiveness of School Counseling" by American Counseling Association, 2007.

Effective counseling programs are important to the school climate and a crucial element in improving student achievement.

| Activity - Extended learning opportunities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|-------------------|
| Summer school, afterschool programs, credit recovery, e2020 and carnegie learning | Academic Support Program | 09/03/2013 | 06/06/2014 | \$5503 | Section 31a | Tanya Overweg |

| Activity - At-risk counselor, paraprofessionals, police | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|-------------------|-----------------------------|
| Provide support | Behavioral Support Program | 09/03/2013 | 06/06/2014 | \$17443 | Section 31a | Tanya Overweg, Chris Kregel |

| Activity - Co-Teaching | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|----------------------------------|
| Special education Tier 3 support with co-teaching | Academic Support Program | 09/03/2013 | 06/06/2014 | \$0 | Other | Tanya Overweg, Co-teaching Staff |

| Activity - Community Involvement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------|------------|------------|-------------------|-------------------|-------------------|
| Parent support, involvement and communication | Community Engagement | 09/03/2013 | 06/06/2014 | \$0 | Other | Chris Kregel |

| Activity - Clarify Expectations for Missing Students | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|-------------------|-----------------------|
| Develop and teach a Absent/Don't Understand expectations flow chart process and teach students what to do if they don't understand something or missed a day of class. | Policy and Process | 09/03/2013 | 06/06/2014 | \$0 | General Fund | Math Department Staff |

| Activity - Parent Communication | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|-----------------------|
| Develop more effective ways to communicate with parents, practice these methods and report on them to PLT each month. | Professional Learning | 09/03/2013 | 06/06/2014 | \$0 | General Fund | Math Department Staff |

Strategy 2:

Effective Instruction - Implement lesson structure, evaluation system, and professional development, and disciplinary literacy.

Research Cited: Research Item 43 - Coaching: The New Leadership Skill Pages 64-68. October 2011. Volume 69. Number 2. Educational Leadership magazine about how collaborative, teacher-led on-going lesson study broadens educators learning.

Research Item 44 - ACT Research Report Series 2005-1. School-level Benefits of Using PLAN over time. Natasha Williams, Julie Noble.

Research Item 45 - The Effects of Using EPAS Programs on PLAN and ACT Assessment Performance. Julie Noble. Students who participated in Explore achieved Plan composites scores that were higher than those students not participating in Explore and the same for PLAN.

Research Item 2 - Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works, research-based strategies for increasing student achievement. Alexandria, VA: ASCD.

Ten research based strategies specific to improving student achievement through differentiation of those strategies. The book presents moving teaching from an art to a science.

Research Item 7 - Using data to improve schools: What's Working Arlington, VA KSA-Plus Communications 2002 Data Driven Decision Making Based on Curriculum Embedded Assessment: Findings from a recent California study American Institute for Research June 2006

Why data matters and the importance for teachers, schools, and districts to use data to inform the decisions that are made and the results they are getting. Using data to make smart decisions, walking through data collection, and encouraging the use of data to drive decisions. It is important the 'right' kind of data is collected.

Research Item 8 - Marzano, R. J. (2003). What works in schools, translating research into action. Alexandria, VA: Association for Supervision & Curriculum Development.

Marzano's book defines the factors affecting student achievement. He provides specific action steps using research data to successfully implement strategies that will improve student achievement.

Research Item 14 - Saphier, J., Haley-Speca, M., & Gower, R. (2008). The skillful teacher building your teaching skills. Acton, MA: Research for Better Teaching, Inc.

The book has a chapter on the principles of learning that is a model for teaching all subjects.

Research Item 17 - Northwest Evaluation Association (NWEA) data is appropriate to use with all levels to guide educational decision making at both the classroom and building level. The reasearch demonstrates that educators are empowered with appropriate data to address each individual student's instructional needs. NWEA is designed to support the learning process and increase student performance levels.

Research Item 18 - 2010 Action Learning Systems, Inc Dilp(2D_Training)111510 DII utilizes unit/lesson design strategies that include teaching, testing, re-teaching and correcting, accelerating, and retesting routines for closing the achievement gap. The four components are standards and measurable objective, lesson structure and sequence, student engagement, feedback and correctives and proactive classroom management.

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| Activity - Practice Standardized Test in Classroom | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|--------------------------------|----------------------------------|
| Teachers will use ACT type questions 1-2 times a week in Math classes. This is based on student feedback from ACT prep class. | Direct Instruction | 09/03/2013 | 06/06/2014 | \$0 | General Fund | Math Department Staff |
| Activity - Study Skills Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Create and Teach a studying process to help students study for tests/quizzes at home. | Direct Instruction | 09/03/2013 | 06/06/2014 | \$0 | General Fund | All Mathematics Department Staff |
| Activity - Mathematical Practices | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| We will focus on implementing one mathematics practice standard every month through PLT | Professional Learning | 09/03/2013 | 06/06/2014 | \$0 | General Fund | All Mathematics Department Staff |
| Activity - Technology Implementation Support | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Once a month in PLT we will demo a technology and then go back to our classrooms and try it. | Professional Learning | 09/03/2013 | 06/06/2014 | \$0 | General Fund | Math Department Staff |
| Activity - DII | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Coaching support and Implementation of appropriate lesson structure and sequence, proactive classroom management, student engagement feedback and correctives, coaching and use of data. | Professional Learning | 09/03/2013 | 06/06/2014 | \$2610 | Title II Part A | All Staff |
| Activity - Evaluation Systems | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Implementation of evaluation system-PD, and walkthroughs | Other | 09/03/2013 | 06/06/2014 | \$0 | General Fund | Chris Kregel, Tanya Overweg |
| Activity - CCSS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Professional Development in the use of standards and objectives that support Common Core in Math, ELA and Disciplinary Literacy in Science and Social Studies. | Professional Learning | 09/03/2013 | 09/30/2013 | \$21600 | School Improvement Grant (SIG) | All Staff/Admin |

Goal 2: All students at Springport High School will become proficient writers.

Measurable Objective 1:

100% of All Students will demonstrate a behavior on the ACT writing prompts/rubrics so that: The 11th grade All Except students will earn 8.0 while the SWD will earn 5.0 (out of 12 possible). (See table in supporting document for other grade levels) in Writing by 07/01/2014 as measured by ACT Writing .

Strategy 1:

Revise and refine existing curriculum documents including the 9-12 grade progressive skeleton and the unit curriculum plans to ensure that narrative, informational, argumentative writing and grammar are covered in and aligned 9-12. - 1. Independently work on skeleton.

a. Include in the skeleton (see Justin’s template shared on Google Drive):

i. Timeline with identified unit

1. Skill/concept

2. CCSS

b. Possible Assessment and/or linking resources

2. Meet on Oct. 16th (PLT afterschool meeting) or before to collaborate and merge together the 9 – 12 aligned skeleton.

3. Meet on Nov. 20 (PLT afterschool meeting) to look for which CCSS are not being address or taught to the depth needed in the progression (adapt/flesh out the document)

4. Meet on Jan. 15 (PLT afterschool meeting) to finalize and start digging into Unit Plans included in Document Curriculum

5. Meet on Jan. 20 (MLK day PD workshop) to refine Unit Plans Outlines included in Document Curriculum (Listed: Unit idea/Theme, Objectives, Assessments with level of mastery and rubric, Resources)

6. Independently continue to expand Document Curriculum.

7. Evaluate what was actually implemented and worked at the end of 2nd semester.

8. Meet on May 21 (PLT afterschool meeting) finalize/edit Document Curriculum of units so it is a usable document for 2014-15.

Research Cited: Research: Clearing the Way: Working with Teenage Writers by Tom Romano; In the Middle: New Understandings About Writing, Reading, and Learning and Lessons That Change Writers by Nancy Atwell; I Read It, but I Don’t Get It: Comprehension Strategies for Adolescent Readers by Chris Tovani

| Activity - Develop Grade Progression Outline | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Develop a skeleton structure outlining what is taught in each grade, at what time, and at what depth by independently working on a shared Google document and then meeting to discuss any discrepancies or gaps. | Direct Instruction | 08/06/2013 | 01/15/2014 | \$0 | No Funding Required | all ELA staff |

| Activity - Monitoring and Evaluation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Evaluate what was actually done and how well it worked in order to make changes to next year's curriculum. | Direct Instruction | 05/21/2014 | 05/21/2014 | \$0 | No Funding Required | All ELA teachers |

Strategy 2:

Implement Oakland/MAISA Units - 2. Adjust and adapt Oakland/MAISA writing units to more fully implement based on students' needs and teacher's preferences.
 Research Cited: Research: Clearing the Way: Working with Teenage Writers by Tom Romano; In the Middle: New Understandings About Writing, Reading, and Learning and Lessons That Change Writers by Nancy Atwell; I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers by Chris Tovani

| Activity - Oakland/MAISA Writing Unit Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|--------------------------------|-------------------|
| Training with Sandra White, Jackson ISD | Professional Learning | 08/14/2013 | 08/14/2013 | \$0 | School Improvement Grant (SIG) | Sandra White |

Strategy 3:

Implement Writer's Workshop - Implement Writer's Workshop intentionally, fully modeling the writing process while also embedding interventions and differentiation strategies (based on formative and summative assessments) and placing a focus on organization, development --reasons, details, and examples-- and establishing a connection between ideas.
 Research Cited: Research: Clearing the Way: Working with Teenage Writers by Tom Romano; In the Middle: New Understandings About Writing, Reading, and Learning and Lessons That Change Writers by Nancy Atwell; I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers by Chris Tovani

| Activity - Penny Kittle Workshop | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|--------------------------------|-------------------|
| Attend a workshop by Penny Kittle on the reading/writing workshop model. | Direct Instruction | 08/22/2013 | 09/27/2013 | \$500 | School Improvement Grant (SIG) | All ELA Staff |

Strategy 4:

Mult-Tiered System of Support - The utilization of special education, co-teaching, counselors, extended learning opportunities, parent support, and emphasis on inquiry learning will implement the strategy.
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| Activity - Extended Learning Opprtunities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|-------------------|
| Summer school, afterschool programs, credit recovery, e2020 | Academic Support Program | 09/03/2013 | 06/10/2016 | \$5503 | Section 31a | Principal |

| Activity - At Risk counselor, parapro, police | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|-------------------|-------------------|
| provide support | Behavioral Support Program | 09/03/2013 | 06/10/2016 | \$17443 | Section 31a | Principals |

Strategy 5:

Effective Instruction - Implement lesson structure, evaluation system, and professional development, and disciplinary literacy.

Research Cited: Research Item 43 - Coaching: The New Leadership Skill Pages 64-68. October 2011. Volume 69. Number 2. Educational Leadership magazine about how collaborative, teacher-led on-going lesson study broadens educators learning.

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| Activity - DII | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|-------------------|
| Coaching support and Implementation of appropriate lesson structure and sequence, proactive classroom management, student engagement feedback and correctives, coaching and use of data. | Professional Learning | 09/03/2013 | 06/10/2016 | \$160 | Title II Part A | all |

| Activity - CCSS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|--------------------------------|-------------------|
| Professional Development in the use of standards and objectives that support Common Core in Math, ELA and Disciplinary Literacy in Science and Social Studies. | Professional Learning | 09/03/2013 | 09/30/2013 | \$21600 | School Improvement Grant (SIG) | all |

Goal 3: All students at Springport High School will become proficient readers.

Measurable Objective 1:

100% of All Students will demonstrate a behavior Students will improve average reading on the ACT, so that eleventh grade students will have an average score of 21.0 (see table in supporting document for other grade levels) in Reading. in Reading by 06/01/2014 as measured by ACT.

Strategy 1:

Revise and Refine Curriculum - Revise and refine existing curriculum to ensure that text genres and complexities corresponding with the Common Core are covered in an aligned 9-12 curriculum.

Research Cited: Research: Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers by Penny Kittle; In the Middle: New Understandings About Writing, Reading, and Learning and Lessons That Change Writers by Nancy Atwell; I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers by Chris Tovani

| Activity - Grade Progression Outline | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Develop a skeleton structure outlining what is taught in each grade, at what time, and at what depth by independently working on a shared Google document and then meeting to discuss any discrepancies or gaps. | Direct Instruction | 08/06/2013 | 01/15/2014 | \$0 | No Funding Required | All ELA Staff |

| Activity - Monitoring and Evaluation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Evaluate what was actually done and how well it worked in order to make changes to next year's curriculum. | Direct Instruction | 09/02/2013 | 05/21/2014 | \$0 | No Funding Required | All ELA Staff |

Strategy 2:

Implement intervention and differentiation strategies - Implement intervention and differentiation strategies based on formative and summative assessments, such as: --Reading Workshop, reading conferences, reading strategies, Reading Apprenticeship, Read 180, Accelerated Adolescent Reading Inventory (AARI), Kindles/iPads, expanded choice reading libraries

Research Cited: Research: Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers by Penny Kittle; In the Middle: New Understandings About Writing, Reading, and Learning and Lessons That Change Writers by Nancy Atwell; I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers by

Chris Tovani

| Activity - DII | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|-------------------|
| Coaching support and implementation of appropriate lesson structure and sequence, proactive classroom management, student engagement feedback and correctives, coaching and use of data. | Professional Learning | 09/03/2013 | 06/10/2016 | \$160 | Title II Part A | all staff |

| Activity - CCSS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|--------------------------------|-------------------|
| Professional Development in the use of standards and objectives that support Common Core in Math, ELA and Disciplinary Literacy in Science and Social Studies | Professional Learning | 09/03/2013 | 09/30/2013 | \$21600 | School Improvement Grant (SIG) | all staff |

Strategy 3:

Implement Oakland/MAISA Reading Units - Begin to phase in the Oakland/MAISA reading units

Research Cited: Research: Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers by Penny Kittle; In the Middle: New Understandings About Writing, Reading, and Learning and Lessons That Change Writers by Nancy Atwell; I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers by Chris Tovani

| Activity - MAISA Conference | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|-------------------|-------------------|
| MAISA Conference on the reading units in June 2014 | Direct Instruction | 06/23/2014 | 06/27/2014 | \$2000 | General Fund | All ELA Staff |

Strategy 4:

Mult-Tiered System of Support - The utilization of special education, co-teaching, counselors, extended learning opportunities, parent support, and emphasis on inquiry learning will implement the strategy.

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| Activity - Extended Learning Opportunities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|-------------------|
| Summer school, afterschool programs, credit recovery, e2020 | Academic Support Program | 09/03/2013 | 06/10/2016 | \$5503 | Section 31a | Principals |

| Activity - At Risk counselor, parapro, police | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|-------------------|-------------------|
| provide support | Behavioral Support Program | 09/03/2013 | 06/10/2016 | \$17443 | Section 31a | Principals |

Goal 4: 85% of students will be proficient in Social Studies by 2022

Measurable Objective 1:

100% of All Students will demonstrate a proficiency on the MME and 15% growth on course pre/post tests in Social Studies by 06/07/2014 as measured by assessment data..

Strategy 1:

curriculum alignment - Teachers will align curriculum, instruction, and assessments in all general ed and special education settings to state and college readiness standards.

Research Cited: Research Item 8 - Marzano, R. J. (2003). What works in schools, translating research into action. Alexandria, VA: Association for Supervision & Curriculum Development.

Marzano's book defines the factors affecting student achievement. He provides specific action steps using research data to successfully implement strategies that will improve student achievement.

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The book has a chapter on the principles of learning that is a model for teaching all subjects.

| Activity - PLT meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|--------------------------------------|
| Social Studies instructors will meet regularly to ensure that courses are covering the HSCE's as well as reading and writing skills in line with the common core. | Professional Learning | 09/03/2013 | 06/06/2014 | \$0 | No Funding Required | social studies instructors |
| Activity - data analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| social studies instructors will use PLAN/EXPLORE/ACT, MME, and pre/post test data to guide curriculum modification and lesson planning. | Professional Learning | 09/03/2013 | 06/06/2014 | \$0 | No Funding Required | social studies instructors principal |

Strategy 2:

Effective Instruction - Implement lesson structure, evaluation system, and professional development, and disciplinary literacy. Social studies instructors will continue to implement Direct Interactive Instruction in order to improve reading, writing, and social studies concept proficiency.

Research Cited: Research Item 43 - Coaching: The New Leadership Skill Pages 64-68. October 2011. Volume 69. Number 2. Educational Leadership magazine about how collaborative, teacher-led on-going lesson study broadens educators learning.

Research Item 44 - ACT Research Report Series 2005-1. School-level Benefits of Using PLAN over time. Natasha Williams, Julie Noble.

Research Item 45 - The Effects of Using EPAS Programs on PLAN and ACT Assessment Performance. Julie Noble. Students who participated in Explore achieved Plan composites scores that were higher than those students not participating in Explore and the same for PLAN.

Research Item 2 - Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works, research-based strategies for increasing student achievement. Alexandria, VA: ASCD.

Ten research based strategies specific to improving student achievement through differentiation of those strategies. The book presents moving teaching from an art to a science.

Research Item 7 - Using data to improve schools: What's Working Arlington, VA KSA-Plus Communications 2002 Data Driven Decision Making Based on Curriculum Embedded Assessment: Findings from a recent California study American Institute for Research June 2006

Why data matters and the importance for teachers, schools, and districts to use data to inform the decisions that are made and the results they are getting. Using data to make smart decisions, walking through data collection, and encouraging the use of data to drive decisions. It is important the 'right' kind of data is collected.

Research Item 8 - Marzano, R. J. (2003). What works in schools, translating research into action. Alexandria, VA: Association for Supervision & Curriculum Development.

Marzano's book defines the factors affecting student achievement. He provides specific action steps using research data to successfully implement strategies that will improve student achievement.

Research Item 14 - Saphier, J., Haley-Speca, M., & Gower, R. (2008). The skillful teacher building your teaching skills. Acton, MA: Research for Better Teaching, Inc.

The book has a chapter on the principles of learning that is a model for teaching all subjects.

Research Item 17 - Northwest Evaluation Association (NWEA) data is appropriate to use with all levels to guide educational decision making at both the classroom and building level. The reasearch demonstrates that educators are empowered with appropriate data to address each individual student's instructional needs. NWEA is designed to support the learning process and increase student performance levels.

Research Item 18 - 2010 Action Learning Systems, Inc Dilp(2D_Training)111510 DII utilizes unit/lesson design strategies that include teaching, testing, re-teaching and correcting, accelerating, and retesting routines for closing the achievement gap. The four components are standards and measurable objective, lesson structure and sequence, student engagement, feedback and correctives and proactive classroom management.

| Activity - Direct Interactive Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|--|
| Social Studies teachers and DII coaches will work together to develop lesson plans based on research that exhibits best teaching practices. Coaching support and Implementation of appropriate lesson structure and sequence, proactive classroom management, student engagement feedback and correctives, coaching and use of data. | Professional Learning | 09/03/2013 | 06/06/2014 | \$0 | No Funding Required | DII coaches and social studies instructors |

| Activity - Evaluation Systems | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|--|-------|------------|------------|-----|--------------|-----------------------------------|
| Implementation of evaluation system-PD, and walkthroughs | Other | 09/03/2013 | 06/06/2014 | \$0 | General Fund | Chris Kregel, Tanya Overweg |
|--|-------|------------|------------|-----|--------------|-----------------------------------|

| Activity - CCSS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|--------------------------------|-------------------|
| Professional Development in the use of standards and objectives that support Common Core in Math, ELA and Disciplinary Literacy in Science and Social Studies. | Professional Learning | 09/03/2013 | 06/06/2014 | \$21600 | School Improvement Grant (SIG) | All Staff/Admin |

| Activity - team teaching/planning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|---|
| General Ed. and Special Ed. instructors will continue to have collaborative meetings to ensure all students needs are met in social studies courses. | Professional Learning | 09/03/2013 | 06/06/2014 | \$0 | No Funding Required | special education and social studies teachers |

Strategy 3:

Multi-Tiered System of Support - The utilization of special education, co-teaching, counselors, extended learning opportunities, parent support, and emphasis on inquiry learning will implement the strategy.

Research Cited: Research Cited: Research Item 5 - Friend, M. (2011). Co-teach!, a handbook for creating and sustaining effective classroom partnerships in inclusive schools. (14 ed.). Greensboro, NC: Marily Friend, Inc.

Co-Teach! is a handbook that provides information related to better understanding the process of coteaching and the critical concepts related to co-teaching. It also provides real life examples of the implementation of co-teaching. Helpful strategies related to the logistics of creating and sustaining coteaching programs and how to effectively evaluate them is also included in the handbook.

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Research Item 6 - Basso, D., & McCoy, N. (2009). The co-teaching manual. Columbia, SC: Twins Publications. The Co-Teaching Manual provides information on how general education and specialists can work together to create a co-teaching environment for students. There are specific examples on how to maintain positive communication between teachers and specialists and between teachers and parents.

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Research Item 19 - "Essential Elements of Quality After School Programs" by Hammond and Reimer, 2006. The article reviews the various purposes for extending the school day and recognizes that there is limited research on after school programs.

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Research Item 20 - "Out-of-School-Time Programs: A Meta-Analysis of Effects for At Risk Students" by Lauer, Akiba, Wilkerson, Apthorp, Snow, and Martin-Glenn, 2006 Results of a study conducted on student achievement in math and reading related to after-school programs were reported in this paper.

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Research Item 21 - "Effectiveness of Paraeducator-Supplemented Individual Instruction" by Sanders and Todor, 2007

The information provides the elements of a praprofessional's roles and responsibilities.

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Research Item 22 - " Roles for Education Paraprofessionals in Effective Schools" 1997

Hanish, L.D. & Guerra, N.G. (2000)

This summary asks a series of questions that need to be answered to determine if the paraprofessionals are making a significant contribution to student academic achievement.

Research Item 41 - "Research on School Counseling Effectiveness" California Department of Education, 2013.

School counselors provide counseling programs in three domains: academic, career, and personal/social. Effective counseling programs are important to the school climate and are a crucial element in improving student achievement.

Research Item 42 - "Effectiveness of School Counseling" by American Counseling Association, 2007.

Effective counseling programs are important to the school climate and a crucial element in improving student achievement.

| Activity - Extended learning opportunities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|-------------------|
| Summer school, afterschool programs, credit recovery, e2020 and carnegie learning | Academic Support Program | 09/03/2013 | 06/06/2014 | \$5503 | Section 31a | Tanya Overweg |

| Activity - At-risk counselor, parapros, police | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|-------------------|-----------------------------|
| Provide support | Behavioral Support Program | 09/03/2013 | 06/06/2014 | \$17443 | Section 31a | Tanya Overweg, Chris Kregel |

| Activity - Co-Teaching | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|----------------------------------|
| Special education Tier 3 support with co-teaching | Academic Support Program | 09/03/2013 | 06/06/2014 | \$0 | Other | Tanya Overweg, Co-teaching staff |

| Activity - Community Involvement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------|------------|------------|-------------------|-------------------|-------------------|
| Parent support, involvement and communication | Community Engagement | 09/03/2013 | 06/06/2014 | \$0 | Other | Chris Kregel |

Goal 5: 85% of students will be proficient in science by 2022.

Measurable Objective 1:

32% of All Students will demonstrate a proficiency of understanding in Science by 06/01/2014 as measured by MME Science.

Strategy 1:

Multi-tiered system of support - The utilization of special education, co-teaching, counselors, extended learning opportunities, parent support, and emphasis on inquiry learning will implement the strategy.

Research Cited: Research Item 5 - Friend, M. (2011). Co-teach!, a handbook for creating and sustaining effective classroom partnerships in inclusive schools. (14 ed.). Greensboro, NC: Marily Friend, Inc.

Co-Teach! is a handbook that provides information related to better understanding the process of coteaching and the critical concepts related to co-teaching. It also provides real life examples of the implementation of co-teaching. Helpful strategies related to the logistics of creating and sustaining coteaching programs and how to effectively evaluate them is also included in the handbook.

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The information provides the elements of a paraprofessional's roles and responsibilities.

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Effective counseling programs are important to the school climate and a crucial element in improving student achievement.

| Activity - Emphasis on Inquiry Learning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|---------------------|--|
| Technology for data collection, inquiry based instruction, and reflection, analysis and dialogue about data. | Direct Instruction | 09/03/2013 | 06/06/2014 | \$0 | No Funding Required | Travis Harrall, Megan Merrill, Pat Henne, Lisa Overweg |
| Activity - Extended learning opportunities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Summer school, afterschool programs, credit recovery, e2020 and carnegie learning | Academic Support Program | 09/03/2013 | 06/06/2014 | \$5503 | Section 31a | Tanya Overweg |
| Activity - At-risk counselor, parapros, police | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Provide Support | Behavioral Support Program | 09/03/2013 | 06/06/2014 | \$17443 | Section 31a | Tanya Overweg, Chris Kregel |
| Activity - Co-Teaching | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Special education Tier 3 support with co-teaching | Academic Support Program | 09/03/2013 | 06/06/2014 | \$0 | Other | Tanya Overweg, Co-teaching Staff |
| Activity - Community Involvement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Parent support, involvement and communication | Community Engagement | 09/03/2013 | 06/06/2014 | \$0 | Other | Chris Kregel |

Strategy 2:

Effective Instruction - Implement lesson structure, evaluation system, and professional development, and disciplinary literacy.

Research Cited: Research Item 43 - Coaching: The New Leadership Skill Pages 64-68. October 2011. Volume 69. Number 2. Educational Leadership magazine about how collaborative, teacher-led on-going lesson study broadens educators learning.

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| Activity - Implement disciplinary literacy in science | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|--|
| Utilize technology and resources to implement disciplinary literacy in science. | Direct Instruction | 09/03/2013 | 06/06/2014 | \$0 | No Funding Required | Travis Harrall, Megan Merrill, Lisa Overweg, Pat Henne |

| Activity - DII | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|----------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|-----------------------|------------|------------|-------|-----------------|-----------|
| Implementation of appropriate lesson structure and sequence, proactive classroom management, student engagement feedback and correctives, coaching and use of data. | Professional Learning | 09/03/2013 | 06/06/2014 | \$160 | Title II Part A | All Staff |
|---|-----------------------|------------|------------|-------|-----------------|-----------|

| Activity - Evaluation Systems | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|-------------------|--------------------------------|
| Implementation of evaluation system-PD, and walkthroughs | Other | 09/03/2013 | 06/06/2014 | \$0 | General Fund | Chris Kregel and Tanya Overweg |

| Activity - CCSS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|--------------------------------|-------------------|
| Professional Development in the use of standards and objectives that support Common Core in Math, ELA and Disciplinary Literacy in Science and Social Studies. | Professional Learning | 09/03/2013 | 06/06/2014 | \$21600 | School Improvement Grant (SIG) | All Staff/Admin |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|--|-----------------------|------------|------------|-------------------|----------------------------------|
| Evaluation Systems | Implementation of evaluation system-PD, and walkthroughs | Other | 09/03/2013 | 06/06/2014 | \$0 | Chris Kregel, Tanya Overweg |
| Mathematical Practices | We will focus on implementing one mathematics practice standard every month through PLT | Professional Learning | 09/03/2013 | 06/06/2014 | \$0 | All Mathematics Department Staff |
| Technology Implementation Support | Once a month in PLT we will demo a technology and then go back to our classrooms and try it. | Professional Learning | 09/03/2013 | 06/06/2014 | \$0 | Math Department Staff |
| Clarify Expectations for Missing Students | Develop and teach a Absent/Don't Understand expectations flow chart process and teach students what to do if they don't understand something or missed a day of class. | Policy and Process | 09/03/2013 | 06/06/2014 | \$0 | Math Department Staff |
| Parent Communication | Develop more effective ways to communicate with parents, practice these methods and report on them to PLT each month. | Professional Learning | 09/03/2013 | 06/06/2014 | \$0 | Math Department Staff |
| Practice Standardized Test in Classroom | Teachers will use ACT type questions 1-2 times a week in Math classes. This is based on student feedback from ACT prep class. | Direct Instruction | 09/03/2013 | 06/06/2014 | \$0 | Math Department Staff |
| MAISA Conference | MAISA Conference on the reading units in June 2014 | Direct Instruction | 06/23/2014 | 06/27/2014 | \$2000 | All ELA Staff |
| Study Skills Instruction | Create and Teach a studying process to help students study for tests/quizzes at home. | Direct Instruction | 09/03/2013 | 06/06/2014 | \$0 | All Mathematics Department Staff |
| Evaluation Systems | Implementation of evaluation system-PD, and walkthroughs | Other | 09/03/2013 | 06/06/2014 | \$0 | Chris Kregel and Tanya Overweg |
| Evaluation Systems | Implementation of evaluation system-PD, and walkthroughs | Other | 09/03/2013 | 06/06/2014 | \$0 | Chris Kregel, Tanya Overweg |
| Total | | | | | \$2000 | |

Title II Part A

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| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|--|-----------------------|------------|------------|-------------------|-------------------|
| DII | Coaching support and Implementation of appropriate lesson structure and sequence, proactive classroom management, student engagement feedback and correctives, coaching and use of data. | Professional Learning | 09/03/2013 | 06/10/2016 | \$160 | all |
| DII | Coaching support and Implementation of appropriate lesson structure and sequence, proactive classroom management, student engagement feedback and correctives, coaching and use of data. | Professional Learning | 09/03/2013 | 06/06/2014 | \$2610 | All Staff |
| DII | Implementation of appropriate lesson structure and sequence, proactive classroom management, student engagement feedback and correctives, coaching and use of data. | Professional Learning | 09/03/2013 | 06/06/2014 | \$160 | All Staff |
| DII | Coaching support and implementation of appropriate lesson structure and sequence, proactive classroom management, student engagement feedback and correctives, coaching and use of data. | Professional Learning | 09/03/2013 | 06/10/2016 | \$160 | all staff |
| Total | | | | | \$3090 | |

School Improvement Grant (SIG)

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------------|--|-----------------------|------------|------------|-------------------|-------------------|
| CCSS | Professional Development in the use of standards and objectives that support Common Core in Math, ELA and Disciplinary Literacy in Science and Social Studies | Professional Learning | 09/03/2013 | 09/30/2013 | \$21600 | all staff |
| CCSS | Professional Development in the use of standards and objectives that support Common Core in Math, ELA and Disciplinary Literacy in Science and Social Studies. | Professional Learning | 09/03/2013 | 06/06/2014 | \$21600 | All Staff/Admin |
| Oakland/MAISA Writing Unit Training | Training with Sandra White, Jackson ISD | Professional Learning | 08/14/2013 | 08/14/2013 | \$0 | Sandra White |
| CCSS | Professional Development in the use of standards and objectives that support Common Core in Math, ELA and Disciplinary Literacy in Science and Social Studies. | Professional Learning | 09/03/2013 | 09/30/2013 | \$21600 | all |
| CCSS | Professional Development in the use of standards and objectives that support Common Core in Math, ELA and Disciplinary Literacy in Science and Social Studies. | Professional Learning | 09/03/2013 | 06/06/2014 | \$21600 | All Staff/Admin |
| Penny Kittle Workshop | Attend a workshop by Penny Kittle on the reading/writing workshop model. | Direct Instruction | 08/22/2013 | 09/27/2013 | \$500 | All ELA Staff |
| CCSS | Professional Development in the use of standards and objectives that support Common Core in Math, ELA and Disciplinary Literacy in Science and Social Studies. | Professional Learning | 09/03/2013 | 09/30/2013 | \$21600 | All Staff/Admin |
| Total | | | | | \$108500 | |

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Section 31a

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|----------------------------|------------|------------|-------------------|-----------------------------|
| At-risk counselor, paraprofessionals, police | Provide support | Behavioral Support Program | 09/03/2013 | 06/06/2014 | \$17443 | Tanya Overweg, Chris Kregel |
| Extended learning opportunities | Summer school, afterschool programs, credit recovery, e2020 and Carnegie Learning | Academic Support Program | 09/03/2013 | 06/06/2014 | \$5503 | Tanya Overweg |
| At Risk counselor, paraprofessionals, police | provide support | Behavioral Support Program | 09/03/2013 | 06/10/2016 | \$17443 | Principals |
| At-risk counselor, paraprofessionals, police | Provide Support | Behavioral Support Program | 09/03/2013 | 06/06/2014 | \$17443 | Tanya Overweg, Chris Kregel |
| Extended Learning Opportunities | Summer school, afterschool programs, credit recovery, e2020 | Academic Support Program | 09/03/2013 | 06/10/2016 | \$5503 | Principal |
| At-risk counselor, paraprofessionals, police | Provide support | Behavioral Support Program | 09/03/2013 | 06/06/2014 | \$17443 | Tanya Overweg, Chris Kregel |
| Extended learning opportunities | Summer school, afterschool programs, credit recovery, e2020 and Carnegie Learning | Academic Support Program | 09/03/2013 | 06/06/2014 | \$5503 | Tanya Overweg |
| Extended learning opportunities | Summer school, afterschool programs, credit recovery, e2020 and Carnegie Learning | Academic Support Program | 09/03/2013 | 06/06/2014 | \$5503 | Tanya Overweg |
| At Risk counselor, paraprofessionals, police | provide support | Behavioral Support Program | 09/03/2013 | 06/10/2016 | \$17443 | Principals |
| Extended Learning Opportunities | Summer school, afterschool programs, credit recovery, e2020 | Academic Support Program | 09/03/2013 | 06/10/2016 | \$5503 | Principals |
| Total | | | | | \$114730 | |

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------|---|--------------------------|------------|------------|-------------------|----------------------------------|
| Co-Teaching | Special education Tier 3 support with co-teaching | Academic Support Program | 09/03/2013 | 06/06/2014 | \$0 | Tanya Overweg, Co-teaching Staff |
| Community Involvement | Parent support, involvement and communication | Community Engagement | 09/03/2013 | 06/06/2014 | \$0 | Chris Kregel |

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|-----------------------|---|--------------------------|------------|------------|-----|----------------------------------|
| Community Involvement | Parent support, involvement and communication | Community Engagement | 09/03/2013 | 06/06/2014 | \$0 | Chris Kregel |
| Community Involvement | Parent support, involvement and communication | Community Engagement | 09/03/2013 | 06/06/2014 | \$0 | Chris Kregel |
| Co-Teaching | Special education Tier 3 support with co-teaching | Academic Support Program | 09/03/2013 | 06/06/2014 | \$0 | Tanya Overweg, Co-teaching staff |
| Co-Teaching | Special education Tier 3 support with co-teaching | Academic Support Program | 09/03/2013 | 06/06/2014 | \$0 | Tanya Overweg, Co-teaching Staff |
| Total | | | | | \$0 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|-----------------------|------------|------------|-------------------|--|
| Implement disciplinary literacy in science | Utilize technology and resources to implement disciplinary literacy in science. | Direct Instruction | 09/03/2013 | 06/06/2014 | \$0 | Travis Harrall, Megan Merrill, Lisa Overweg, Pat Henne |
| Direct Interactive Instruction | Social Studies teachers and DII coaches will work together to develop lesson plans based on research that exhibits best teaching practices. Coaching support and Implementation of appropriate lesson structure and sequence, proactive classroom management, student engagement feedback and correctives, coaching and use of data. | Professional Learning | 09/03/2013 | 06/06/2014 | \$0 | DII coaches and social studies instructors |
| Grade Progression Outline | Develop a skeleton structure outlining what is taught in each grade, at what time, and at what depth by independently working on a shared Google document and then meeting to discuss any discrepancies or gaps. | Direct Instruction | 08/06/2013 | 01/15/2014 | \$0 | All ELA Staff |
| Emphasis on Inquiry Learning | Technology for data collection, inquiry based instruction, and reflection, analysis and dialogue about data. | Direct Instruction | 09/03/2013 | 06/06/2014 | \$0 | Travis Harrall, Megan Merrill, Pat Henne, Lisa Overweg |
| team teaching/planning | General Ed. and Special Ed. instructors will continue to have collaborative meetings to ensure all students needs are met in social studies courses. | Professional Learning | 09/03/2013 | 06/06/2014 | \$0 | special education and social studies teachers |
| Monitoring and Evaluation | Evaluate what was actually done and how well it worked in order to make changes to next year's curriculum. | Direct Instruction | 05/21/2014 | 05/21/2014 | \$0 | All ELA teachers |
| Develop Grade Progression Outline | Develop a skeleton structure outlining what is taught in each grade, at what time, and at what depth by independently working on a shared Google document and then meeting to discuss any discrepancies or gaps. | Direct Instruction | 08/06/2013 | 01/15/2014 | \$0 | all ELA staff |

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| | | | | | | |
|---------------------------|---|-----------------------|------------|------------|------------|--------------------------------------|
| PLT meetings | Social Studies instructors will meet regularly to ensure that courses are covering the HSCE's as well as reading and writing skills in line with the common core. | Professional Learning | 09/03/2013 | 06/06/2014 | \$0 | social studies instructors |
| Monitoring and Evaluation | Evaluate what was actually done and how well it worked in order to make changes to next year's curriculum. | Direct Instruction | 09/02/2013 | 05/21/2014 | \$0 | All ELA Staff |
| data analysis | social studies instructors will use PLAN/EXPLORE/ACT, MME, and pre/post test data to guide curriculum modification and lesson planning. | Professional Learning | 09/03/2013 | 06/06/2014 | \$0 | social studies instructors principal |
| Total | | | | | \$0 | |