



District Improvement Plan

Centreville Public Schools

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Introduction

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

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Centreville Public School district is located in St. Joseph County in southwest Michigan.

Centreville Public Schools is a very special place for students. We have a long standing commitment to continuous improvement, through systematic collaboration. All teachers, support staff, and administrators share a common focus and a common goal of improving student learning. Our goal is to provide an excellent education in a safe and secure environment for all our students. We are committed to providing students with the opportunity to obtain a quality education and to access the variety of programs that all students deserve. Our core curriculum provides learning experiences that give students a solid foundation of skills, knowledge, and understanding that are necessary for continuous growth and development. Centreville Schools is proud of our community, parents, staff, and students who make our school district committed to and deserving of excellence. Centreville Public Schools is the place to receive an "Education of Excellence".

Our school is a small district with approximately 900 students K - 12. Our Spring 2013 Count Day report indicated the following demographic information for Centreville Public Schools:

American Indian / Alaska Native	<1%
Asian American	<1%
Black or African American	3%
Native Hawaiian / Other Pacific Islander	0%
White	94%
Hispanic or Latino	1%
Multi-Racial	2%

Percentage of students receiving free or reduced lunch. 45.6%

Homeless: 2%

Our teaching staff currently consists of fifty-two teachers, which includes experienced teachers as well as nine hired during the last two years. Our average years of experience is 11.5. Our teachers are all Highly Qualified, as defined by the No Child Left Behind requirements.

During the last three years we have experienced a decline in student enrollment and finances. In addition, our junior high and high school were consolidated into a Jr/Sr high school with one principal.

Our challenge is to continue our excellence in education despite the decline in enrollment and revenue.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

Vision, Mission and Beliefs

Vision Statement

Centreville Public Schools:

- A school with high standards and expectations where all students learn and achieve, utilizing critical thinking skills
- A school where students are physically, emotionally, and psychologically safe
- A school where learning is a shared responsibility between students, parents, staff, and the community
- A school which prepares students for the changing social, technological, economic, and cultural times

Mission Statement

Our mission at Centreville Public Schools is to educate all students to succeed as productive citizens in a global community.

Beliefs Statement

We believe:

- High achievement is attainable for all students.
- Hard work, high standards, and clear goals are critical to success.
- Physical, emotional, and psychological safety is a fundamental human need and right.
- Learning is a shared responsibility between students, parents, staff, and community.
- Quality education is responsive to the changing social, technological, economic, and cultural times.
- Healthy, respectful relationships are essential for a strong community

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Our district recently received several outstanding accolades. In 2012, Centreville was the number one school of choice in southwest Michigan. The Class of 2013 was ranked number one in St. Joseph County in five of the six core subject areas of the ACT/MME. The high school has been named a "Rewards School" in the State of Michigan. This recognition means that Centreville High School ranks in the top 5% of Michigan high schools in the state's top to bottom ranking, based on academic progress over the previous four years. These positive acknowledgements are further evidence of the dedication of our staff and their commitment in the pursuit of educational excellence.

In addition, our elementary, junior high/high school, and Covered Bridge Schools received AYP for the 2011-2012 school year.

Areas of improvement for the next three years include the following:

- + Ongoing curriculum alignment activities, including the Common Core State Standards and Next Generation Science Standards.
- + Expansion and refinement of standards-based grading
- + Increased Integration of technology into core subjects
- + Continued implementation and refinement of our multi-tiered systems of support for all students.

In addition, we are currently preparing for a bond proposal which would enhance technology, repair and upgrade facilities, and increase student safety.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Centreville Public Schools includes Centreville Elementary, Centreville Jr/Sr High School, and our Covered Bridge School.

Centreville Public Schools offers an alternative high school, adult education, and provides GED preparation for both students and adults at the St. Joseph County Jail.

Centreville High School offers students a variety of online classes. These classes range from credit recovery to advanced placement classes.

Centreville High School students participate in our County Career Technical Education (CTE) Program as well as dual enrollment at Glen Oaks Community College.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The District Curriculum Coordinating Council and members of our building level school improvement teams serve as the School Improvement Team. The Curriculum Coordinating Council consists of parents, students, community members, Board of Education members, school administration, and teachers. School Improvement Team/Curriculum Coordinating Council members are selected by the administration and Board of Education.

Curriculum

Coordinating Council members, who meet on a monthly basis, were involved in the planning and design of this school improvement plan. During the 2012 - 2013 school year, committee members will monitor the plan and assist with the evaluation.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The stakeholder groups represent parents from each of our buildings, teachers and administrators from all buildings, community members, and Board of Education members. In addition, the vice-presidents of each of the high school classes serve on the committee, when available. Committee members are involved with the planning and design of the school improvement plan. In addition, curriculum, assessment, and instruction are regular agenda items of our meetings, which are held on a monthly basis.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan is communicated to all stakeholders through our Web site, parent meetings, and a presentation at a Board of Education meeting. Information regarding progress made on our school improvement goals is made through committee meetings, Board of Education meetings, staff meetings, our school Web site, as well as school and district newsletters. School newsletters are mailed on a monthly basis, district newsletters are mailed three times a year.

District Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

District Additional Requirements Diagnostic

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

Assurance	Response	Comment	Attachment
The District School Improvement Team reviews the CIMS data.	Yes	The District School Improvement Team / Curriculum Coordinating Council reviews the CIMS data twice a year. CIMS data is presented and discussed. Any necessary corrective action is also reviewed and discussed.	

Assurance	Response	Comment	Attachment
CIMS data is used to prepare our District Improvement Plan.	Yes	CIMS data would be reflected in the District Improvement Plan through strategies and activities which address student curriculum, instruction, and assessment.	

Assurance	Response	Comment	Attachment
The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes	The St. Joseph County ISD Technology Department provides our technology system support and monitoring. Filters block adult and student internet access to inappropriate materials.	Student Network and Internet Acceptable Use Policy and Safety

Assurance	Response	Comment	Attachment
The district has a process to monitor adult and student use of the internet.	Yes	Our building principals as well as technology manager, network and systems analysts have access to adult and student browsing history.	Policy 7540.01 Technology Privacy

Assurance	Response	Comment	Attachment
The district has an Internet Safety Policy in place.	Yes	This policy has recently been updated. Please see attached as well as Policy 7540.03 Student Network and Internet Acceptable Use and Safety, previously attached.	Policy 7540.04 Staff Network and Internet Acceptable Use and Safety

Assurance	Response	Comment	Attachment
The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes	Yes -- Our Internet Safety Policy meets the requirements as outlined in the State Technology Planning and CIPA requirements.	Student Network and In

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Assurance	Response	Comment	Attachment
The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes	Our technology team has recently completed a school-wide assessment to determine the telecommunication services and hardware support that are needed to support the teaching and learning in all schools. This assessment was made in preparation for Smarter Balanced Assessments.	

Assurance	Response	Comment	Attachment
The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	Yes	Our school-wide assessment results indicate a need for additional and updated infrastructure - wiring and wireless internet connections, etc. in classrooms, offices, labs, and libraries. Other identified needs include the following: + Additional student computers and personal computing devices. + Classroom LCD Projectors, document cameras, sound systems, and apple TV + Professional development for teachers in use of computer programs and instructional strategies.	

Assurance	Response	Comment	Attachment
The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes	Teachers and administrators are working together to integrate technology into the areas of instruction and assessment. For example: - students are assessed using Delta Math, STAR, and on-line classroom assessments. - classroom instruction includes presentations which include document cameras, LCD projectors, and "pencasts" - classroom learning goals and notes posted on the school Website - some textbooks available on CDs - classroom assessments completed on computers, shared drives for student/teacher collaboration - credit recovery and many electives are offered as on-line classes.	

Assurance	Response	Comment	Attachment
The district adjusts its curriculum to include technology literacy for all students.	Yes	As we align our curriculum to the Common Core, Next Generation Science, etc., we are in the process of including technology in our unit plans and curriculum maps.	

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Assurance	Response	Comment	Attachment
The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	Adjustments in the instructional program to promote technology include inclusion of technology in curriculum maps and curriculum unit plans. Common Core State Standards serve as a guide.	

Assurance	Response	Comment	Attachment
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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Our District Policy states that no person will be subjected to discrimination on the basis of race, color, religion, national origin or ancestry, gender height, weight, marital status, or disability in any program, service, or activity for which the district is responsible, or for which it receives financial assistance from the U.S. Department of Education See attached policy.	Policy 1422 Nondiscrimination and Equal Employment Opportunity

Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	Robert Kuhlman, Superintendent Centreville Public Schools 190 Hogan Street PO Box 158 Centreville, MI 49032 Phone: 269-467-5220	

Assurance	Response	Comment	Attachment
The District has a District Board Policy that is related to Parent Involvement.	Yes	Yes - see attached	Policy 2261.01 Parent Participation in Title I Programs

Assurance	Response	Comment	Attachment
The District has additional information necessary to support your improvement plan.	Yes	Attached is our Title I Parent Involvement Policy.	Centreville Title I School-Wide Parent Involvement Policy

District School Improvement Plan

Overview

Plan Name

District School Improvement Plan

Plan Description

2013-2016

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	All students at Centreville Public Schools will be proficient readers.	Objectives: 1 Strategies: 4 Activities: 15	Academic	\$49500
2	All students at Centreville Public Schools will be proficient in mathematics.	Objectives: 1 Strategies: 3 Activities: 12	Academic	\$45100
3	All students at Centreville Public Schools will be proficient in science.	Objectives: 1 Strategies: 3 Activities: 15	Academic	\$51000
4	All students at Centreville Public Schools will be proficient writers.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$44500
5	All students at Centreville Public Schools will be proficient in social studies.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$41600

Goal 1: All students at Centreville Public Schools will be proficient readers.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency and show growth in reading as demonstrated by achieving a Level 1, Level 2, or a college ready score in English Language Arts by 06/10/2016 as measured by the MEAP/MME/ACT Reading Tests and district assessments. .

Strategy 1:

Instruction - Elementary teachers will revisit and utilize research-based instructional strategies (common graphic organizers, literary elements organizers, and identification of key vocabulary to improve reading instruction.) These initiatives will continue to be supported with the tools being implemented from the Rewiring the Brain, Differentiated Instruction, and Dr. Robert Marzano vocabulary instruction techniques. Teachers will also utilize center-based learning and differentiation to meet the instructional needs of a multi-tiered system for reinforcement, intervention, and enrichment of all students.

At the junior high/high school, students will practice reading fluency through timed oral readings each week for a given number of weeks. Data collected will be monitored by the ELA department to assess student growth and determine intervention.

Research Cited: Marzano, Robert J. "The Art and Science of Teaching." Alexandria, Virginia: ASCD. July, 2007.

Marzano, Robert J. "Building Background Knowledge for Academic Achievement: Research on What Works in Schools," Alexandria, Virginia: ASCD. August 2004

Marzano, Robert J. "Classroom Instruction that Works." Alexandria, Virginia: ASCD. 2001.

Common Core National Standards. July 2010

Bloom's Taxonomy (1956, 1990, etc.)

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development in Differentiated Learning and Instruction for all K-12 Teachers. Training will include instruction in how to offer support for those students needing remediation and also how to provide extended learning at higher levels to all students. Schools: All Schools	Professional Learning	08/28/2013	06/13/2014	\$2500	General Fund, Title II Part A	Curriculum Director Principals Teachers

Activity - Instructional Strategies: Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue ongoing implementation and coaching of Marzano's 6-Step Method of teaching vocabulary to new staff and staff not fully implemented. Schools: All Schools	Direct Instruction	08/23/2010	06/06/2014	\$0	No Funding Required	All instructional staff, administration, and curriculum director.

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Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I support in classrooms with guided instruction and co-teaching. Title I support in a pull-out setting with guided instruction, Corrective Reading, Reading Mastery, Rode to the Code, and Rewiring Phonics. Special Education resource Room Intervention Meetings. Hands-On-Learning and Technology Integration. MEAP Review unit. Literature circles. Schools: Centreville Elementary School	Direct Instruction	09/10/2012	06/04/2015	\$38000	Title I Part A	Title I Staff, Administration, Title I Director ***Additional funding needed for implementation will be covered by general funds.
Activity - Increased Use of Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to effectively use technology in the classroom with with demonstration and applications on i Pad and Chrome books. Teachers will also be trained in how to utilize individual devices with students to prepare for on-line assessments. Schools: Centreville Elementary School	Professional Learning	08/12/2013	08/10/2016	\$2000	Title II Part A	Administration, curriculum director, teaching staff
Activity - 6-Minute Solution	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 7-10 will begin English class with the 6-Minute Solution for the given time period of the program and record their data daily. Teachers will compile all data (initial, CWPM, averages) to collect and move with the student through the grade levels. Schools: Centreville Jr/Sr High School	Academic Support Program	09/16/2013	05/02/2014	\$0	No Funding Required	ELA department staff.
Activity - Rewiring the Brain	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue ongoing training of Rewiring the Brain, a phonics instructional program. The training and implementation will include the next phase - spelling and grammar. Teachers will implement strategies learned in the Rewiring the Brain training. The evaluation of the instruction will be based on student data Schools: Centreville Elementary School	Professional Learning	10/10/2011	06/06/2014	\$1000	Title II Part A	Early elementary ELA staff and administration

Strategy 2:

Curriculum - Teachers will align the reading curriculum to create a guaranteed and viable curriculum which aligns with the Common Core using existing resources and initiatives while also incorporating additional resources. The reading curriculum will be sequenced and organized into curriculum maps which will direct instruction and improve student achievement..

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Current resources and initiatives at the elementary school include : Harcourt Basal Series, Curriculum Crafter, MAISA units.

Research Cited: Ainsworth, Larry, Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment. Advanced Learning Press, 2011.

Wiggins, Grant. "Understanding by Design Guide to Creating High-Quality Units." Alexandria, Virginia: ASCD, 2013.

Common Core State Standards, July 2010.

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level/ELA teachers will meet with ISD support staff to create ELA curriculum maps, including scope and sequence, aligned to Common Core ELA standards. Curriculum will include unit plans with learning goals, essential questions, scales, and assessments. Curriculum will be evaluated by correlating local data with state assessment data.. Schools: All Schools	Professional Learning	09/06/2011	06/11/2015	\$2000	General Fund	All ELA staff, administration , and curriculum director, ISD support staff
Activity - On-Line Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting. Schools: All Schools	Technology	05/01/2013	06/30/2016	\$0	No Funding Required	Building and district administrators

Strategy 3:

Assessment - Elementary - Teachers will implement and utilize universal and diagnostic screeners to target all students in reading for multi-tiered levels of support. Data from local assessments and screeners will determine the instructional strategies needed to meet the needs of students in our multi-tiered levels of support.

In addition, selected staff will be trained in and pilot the process of utilizing the 4.0 proficiency scales as designed by Dr. Robert Marzano as part of the assessment system. Scales and assessments will be written to CCSS and incorporated into curriculum maps by all grade level teams.

Research Cited: Buffum, Austin, et al. " Pyramid Response to Intervention. RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn. Bloomington, IN: Solution Tree, 2009.

Buffum, Austin, et al. "Simplifying Response to Intervention: Four Essential Guiding Principles." Bloomington, IN: Solution Tree, 2011.

Marzano, Robert J. "Formative Assessment & Standards-Based Grading." Bloomington, IN: Solution Tree, 2010.

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Wahlstrom, Deborah. "Using Data to Improve Student Achievement." Suffolk, Virginia: Successline Inc. 1999

National Common Core Standards, 2010.

Activity - Assessment Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All core reading teachers (general ed, special ed, and Title staff) will be trained to implement and analyze the results of DIBELS Next, which will be administered at least three times a year. In addition to a standardized assessment, teachers will use developed assessments aligned to CCSS.</p> <p>Both Assessment tools will be utilized by all staff to determine the needs of all students whether the needs be enrichment, reinforcement, or intervention strategies as a multi-tiered approach.</p> <p>Schools: Centreville Elementary School</p>	Monitor	08/22/2011	06/06/2014	\$1200	General Fund	Administration , curriculum director, all reading teachers, school improvement team members.
Activity - Parent Communication and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will share student data with parents at conferences by explaining parent reports (Dibels, Star, 4.0 Marzano Scales written to CCSS). Additional information including training in how parents can help their children will be shared at conferences, through written communication, Web site, and through informational parent meetings and Family Reading Nights.</p> <p>Schools: Centreville Elementary School</p>	Parent Involvement	09/19/2011	06/06/2014	\$0	No Funding Required	All ELA staff and administration .
Activity - Use of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All ELA staff will be trained in utilizing the Dibels data. Teachers have been given access to Dibels data Web site and trained in how to retrieve and utilize the data.</p> <p>Schools: Centreville Elementary School</p>	Monitor	09/19/2011	06/06/2014	\$0	No Funding Required	All ELA staff and administration .
Activity - Marzano Scales	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Selected staff (grade level leaders) will be trained in and pilot the process of utilizing proficiency scales as designed by Dr. Robert Marzano as part of the assessment system. By end date, all staff will be trained and supported in building scales to CCSS that support summative assessments. Schools: Centreville Elementary School	Professional Learning	08/10/2011	06/06/2014	\$600	Title II Part A	Marzano team leaders to initiate, instructional staff and administration to sustain.
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Strategy 4:

Assessment - JH/HS - ELA teachers will collaborate to ensure alignment of assessments to the Common Core and the use of Marzano's 4-point mastery scales. In addition, teachers will implement a common record/grading system to assess and help align CCSS addressed in PowerSchool.

Research Cited: Buffum, Austin, et al. "Pyramid Response to Intervention. RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn. Bloomington, IN: Solution Tree, 2009.

Buffum, Austin, et al. "Simplifying Response to Intervention: Four Essential Guiding Principles." Bloomington, IN: Solution Tree, 2011.

Marzano, Robert J. "Formative Assessment & Standards-Based Grading." Bloomington, IN: Solution Tree, 2010.

Wahlstrom, Deborah. "Using Data to Improve Student Achievement." Suffolk, Virginia: Successline Inc. 1999

National Common Core Standards, 2010.

Activity - Assessment Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7th and 8th grade reading teachers will be trained to implement and analyze the results of DIBELS Next, which will be administered at least three times a year. In addition to a standardized assessment, teachers will use developed assessments aligned to CCSS. Both Assessment tools will be utilized by staff to determine the needs of all students whether the needs be enrichment, reinforcement, or intervention strategies as a multi-tiered approach. Schools: Centreville Jr/Sr High School	Monitor	12/04/2012	06/06/2014	\$200	General Fund	Administration, curriculum director, 7th and 8th grade reading teachers.

Activity - Professional Development - Grading Consistency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All ELA teachers will assess and implement best practice for consistent teacher records in the implementation of CCSS assessment alignment. Additional professional development will be focused on the development of effective grading strategies. All ELA teachers will assess and implement best practices for consistent grading format in PowerSchool, aligning components of assignments to specific content-area, grade-specific CCSS. Schools: Centreville Jr/Sr High School	Professional Learning	09/02/2013	05/29/2015	\$1000	Title II Part A	ELA department staff, ISD consultant
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Activity - Marzano Scales	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected staff will be trained in and pilot the process of utilizing proficiency scales as designed by Dr. Robert Marzano as part of the assessment system. By end date, all staff will be trained and supported in building scales to CCSS that support summative assessments. Schools: Centreville Jr/Sr High School	Professional Learning	08/10/2011	06/06/2014	\$1000	Title II Part A	Marzano team leaders, teachers, administration

Goal 2: All students at Centreville Public Schools will be proficient in mathematics.**Measurable Objective 1:**

A 16% increase of All Students will demonstrate a proficiency and show growth in mathematics as demonstrated by achieving a Level 1, Level 2, or college ready score in Mathematics by 06/30/2016 as measured by the MEAP/MME/ACT Mathematics Tests and district assessments..

Strategy 1:

Curriculum Alignment - Teachers will work to align approved textbooks and additional resources with Common Core to create a guaranteed and viable curriculum. The curriculum will be sequenced and organized into curriculum maps which will direct instruction and improve student achievement.

Research Cited: Ainsworth, Larry, Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment. Advanced Learning Press, 2011.

Wiggins, Grant. "Understanding by Design Guide to Creating High-Quality Units." Alexandria, Virginia: ASCD, 2013.

Common Core State Standards, July 2010.

Common Core State Standards, July 2010.

Activity - Align Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will meet with regional instructional leader to be trained in aligning curriculum to CCSS. Training will include the rigor of CCSS, the creation of curriculum maps, scope and sequence, and the vertical alignment across grade levels. Schools: All Schools	Professional Learning	08/23/2010	06/06/2014	\$2500	Title II Part A	All kindergarten through third grade teachers, math teachers in grades 4-12, administration, and curriculum director
Activity - Parent/Stakeholders Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate classroom learning goals that are embedded in the CCSS aligned curriculum with all stakeholders. Communication will occur by teachers including learning goals in weekly newsletters that are posted to the Web site, e-mailed, and provided as a hard copy. In addition, curriculum will be shared at Family Math Night Schools: Centreville Elementary School	Parent Involvement	08/28/2012	06/30/2016	\$500	Title I Part A	All staff and administration
Activity - On-Line Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting. Schools: All Schools	Technology	05/01/2013	06/30/2016	\$0	No Funding Required	Building and district administrators

Strategy 2:

Instruction - Teachers will use instructional strategies (vocabulary, writing, and incorporating more higher order thinking and real world applications) to improve mathematics instruction.

Research Cited: Marzano, Robert J. "The Art and Science of Teaching." Alexandria, Virginia: ASCD. July, 2007.

Marzano, Robert J. "Building Background Knowledge for Academic Achievement: Research on What Works in Schools," Alexandria, Virginia: ASCD. August 2004

Marzano, Robert J. "Classroom Instruction that Works." Alexandria, Virginia: ASCD. 2001.

Common Core National Standards. July 2010

Bloom's Taxonomy (1956, 1990, etc.)

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Activity - Increased Use of Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to effectively use technology in the classroom with demonstration and applications on i Pad and Chrome books. Teachers will also be trained in how to utilize individual devices with students to prepare for on-line assessments. Schools: Centreville Elementary School	Technology	08/12/2013	06/10/2016	\$2000	Title II Part A	Administration , curriculum director, all teaching staff.
Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will receive training on how to differentiate classroom instruction. The training will include how to offer support for those students needing remediation and how to provide extended learning at higher levels for all students. Schools: All Schools	Professional Learning	08/13/2012	06/30/2015	\$2000	Title II Part A	Principals, curriculum director, all staff
Activity - Marzano Vocabulary instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue ongoing implementation and coaching of Marzano's 6-Step Method of teaching vocabulary to new staff and staff not fully implemented At the Jr./Sr. High, teachers will continue implementation of Marzano's vocabulary strategies for vocabulary for each unit of instruction. Implementation will include vocabulary journals, flip-folds, quizzes, and games. Schools: All Schools	Professional Learning	08/15/2011	06/30/2015	\$0	No Funding Required	All elementary staff, math teachers in grades 7-12, administration , and curriculum director
Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be supported by additional services: Title 1 support in classrooms with guided instruction and co-teaching. Title 1 support in pull-out setting with Number Worlds including hands-on instruction Special Education Resource Room Intervention Meetings Hands-on learning and use of technology MEAP review units Schools: Centreville Elementary School	Direct Instruction	01/09/2012	06/05/2015	\$34000	Title I Part A	Title I teacher, Title I aides, principal

Strategy 3:

Assessment - At the elementary school, Delta Math will be utilized to determine strengths and weaknesses of all students in grades 1-6, and to determine effectiveness of instruction, curriculum, and local assessments as aligned to CCSS. State assessment item analysis will be utilized to target standards of weakness to inform

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instruction and the validity of local assessments. In addition, Marzano's 4.0 proficiency scales will be written and utilized to determine the level of understanding of CCSS content for all students and to further support instructional needs, such as enrichment, reinforcement, and intervention.

At the junior high/high school, all local assessments, including mid-term and final exams will be common and aligned to the Common Core. Teachers will be trained in the development and use of Marzano's 4-point proficiency scales. In addition, Delta Math and Star Math will be utilized to determine strengths and weaknesses of all students in grades 7 -8 and to further support instructional needs such as enrichment, reinforcement, and intervention.

Research Cited: Buffum, Austin, et al. "Pyramid Response to Intervention. RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn. Bloomington, IN: Solution Tree, 2009.

Buffum, Austin, et al. "Simplifying Response to Intervention: Four Essential Guiding Principles." Bloomington, IN: Solution Tree, 2011.

Marzano, Robert J. "Formative Assessment & Standards-Based Grading." Bloomington, IN: Solution Tree, 2010.

Wahlstrom, Deborah. "Using Data to Improve Student Achievement." Suffolk, Virginia: Successline Inc. 1999

National Common Core Standards, 2010.

Activity - Marzano Scales	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected staff will be trained in and pilot the process of utilizing the 4.0 proficiency scales as designed by Dr. Robert Marzano as part of the assessment system. Schools: All Schools	Professional Learning	08/10/2011	06/05/2015	\$1600	Title II Part A	Marzano team leaders, staff, administration
Activity - Align Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate and be trained to align local mathematics assessments and create common assessments within the department. Schools: Centreville Jr/Sr High School	Professional Learning	08/15/2013	06/06/2014	\$1000	Title II Part A	Math Teachers, ISD Staff
Activity - Use of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will be trained in how to retrieve, utilize, and communicate Delta Math data to inform instruction, support student specific needs, and share information with parents and stakeholders. Schools: Centreville Elementary School	Monitor	01/27/2012	06/06/2014	\$500	General Fund	All K-3 teachers, math teachers in grades 4-6, administration, curriculum director
Activity - Use of Data - JH	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in how to retrieve, utilize, and communicate Delta Math and Star Math data to inform instruction, support student specific needs, and share information with parents and stakeholders. Schools: Centreville Jr/Sr High School	Professional Learning	01/27/2012	06/06/2014	\$500	Title II Part A	7th & 8th grade math teachers, principal, curriculum director
Activity - Parent Communication and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share student data with parents by explaining parent reports (Delta Math) and scales written to CCSS at conferences and with on-going written communication. Additional information, including training in how parents can help their child, will be shared at parent workshops, conferences, and during Math Game Night. Schools: Centreville Elementary School	Parent Involvement	08/28/2012	06/30/2016	\$500	Title I Part A	All mathematics staff and administration

Goal 3: All students at Centreville Public Schools will be proficient in science.

Measurable Objective 1:

A 12% increase of All Students will demonstrate a proficiency and show growth in science as demonstrated by achieving a Level 1, Level 2, or college ready score in Science by 06/30/2016 as measured by the MEAP/MME/ACT Science Tests and district assessments..

Strategy 1:

Assessment - At the elementary, teachers will build, implement, and utilize authentic, common, standards-based science assessments within grade levels. Assessment data will be used to inform instruction, drive Rtl, and communicate with parents.

At the junior high/high school, teachers will continue to develop rigorous, standards-based, local assessments to improve achievement scores based on data collection/analysis.

Research Cited: Buffum, Austin, et al. " Pyramid Rresponse to Intervention. RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn. Bloomington, IN: Solution Tree, 2009.

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Buffum, Austin, et al. "Simplifying Response to Intervention: Four Essential Guiding Principles." Bloomington, IN: Solution Tree, 2011.

Marzano, Robert J. "Formative Assessment & Standards-Based Grading." Bloomington, IN: Solution Tree, 2010.

Wahlstrom, Deborah. "Using Data to Improve Student Achievement." Suffolk, Virginia: Successline Inc. 1999

National Common Core Standards, 2010.

Activity - Parent Communication and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share data with parents by utilizing the 4.0 Marzano scales written and aligned to GLCEs to be able to communicate the student's level of learning. In addition, parents will receive training in how they can help their child succeed. Training will occur at conferences, through written communication, and informational parent meetings. (We will begin phasing in scales written to the Next Generation Science Standards.) Schools: Centreville Elementary School	Parent Involvement	08/22/2011	06/10/2016	\$500	Title I Part A	All science staff and administration
Activity - Assessment Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in creating authentic, standards-based common science assessments. In addition, selected staff will be trained in and pilot the process of utilizing proficiency scales as designed by Robert Marzano as part of standards-based grading. Schools: Centreville Elementary School	Professional Learning	08/10/2011	06/10/2016	\$2000	Title II Part A	All staff, administration, and Marzano Training lead teachers
Activity - Use of Data - JH/HS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in how to retrieve, utilize, and communicate assessment data to inform instruction, support student specific needs, and share information with parents and stakeholders. Schools: Centreville Jr/Sr High School	Professional Learning	09/03/2013	06/06/2014	\$500	Title II Part A	Science Teachers, principal
Activity - Use of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All teachers will analyze data from authentic, standards-based common science assessments to inform instruction and identify individual interventions, reinforcement, and/or enrichment. Schools: Centreville Elementary School	Implementation	08/22/2011	06/10/2016	\$1000	General Fund	All science instructional staff, administration, and curriculum director.
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Activity - Development of Assessments and Use of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive additional training in the development and use of standards-based assessments, use of Exam View, or on-network testing to facilitate assessment data collection, interpretation, and use. Schools: Centreville Jr/Sr High School	Professional Learning	09/02/2013	06/06/2014	\$500	Title II Part A	Science teachers and building principal

Strategy 2:

Curriculum - Teachers will begin the process of aligning the curriculum to the Next Generation Science Standards. Curriculum will utilize Curriculum Crafter and local text resources to create a guaranteed and viable curriculum. The curriculum will be sequenced and organized into curriculum maps and a scope and sequence to improve student achievement.

This strategy is based on the approval of the Next Generation Science Standards. If NGSS are not approved, we will continue the review and revision of our curriculum to GLCEs and HSCEs.

Research Cited: Ainsworth, Larry, Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment. Advanced Learning Press, 2011.

Wiggins, Grant. "Understanding by Design Guide to Creating High-Quality Units." Alexandria, Virginia: ASCD, 2013.

Common Core State Standards, July 2010.

Activity - Identify Key Content Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to identify the key content vocabulary for science from MDE Companion Documents and Curriculum Crafter. Schools: Centreville Elementary School	Implementation	08/23/2010	06/10/2016	\$1000	General Fund	All science teachers, administration, and curriculum director

Activity - Re-align Science Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Science teachers will re-align units of instruction and assessments to the Next Generation Science Standards. Units will be organized to emphasize inquiry and reflection. Schools: Centreville Jr/Sr High School	Professional Learning	09/02/2013	06/01/2016	\$2000	General Fund	Science teachers,
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Activity - Participation in Science PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected elementary and all junior high/high school science teachers will participate in a county Professional Learning Community to receive instruction in the development of a curriculum aligned with the Next Generation Science Standards. Schools: All Schools	Professional Learning	09/09/2013	06/30/2015	\$3000	General Fund, Title II Part A	Science teachers, principals, curriculum director, PLC facilitator

Activity - On-Line Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting. Schools: All Schools	Technology	05/01/2013	06/30/2016	\$0	No Funding Required	Building and district administrators

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with an instructional leader to align curriculum and revise current curriculum to GLCEs and reading Common Core (that pertains to science) and continue to explore/utilize Curriculum Crafter and MDE Companion Documents. Next Generation Science Standards will be utilized once they have been approved. Schools: Centreville Elementary School	Professional Learning	08/23/2010	06/10/2016	\$1000	General Fund	All science instructional staff, administration, and curriculum director

Strategy 3:

Instruction - Teachers will use instructional strategies to improve science instruction. At the elementary, strategies will include the following: Marzano 6-Step Vocabulary, writing within science, hands-on, differentiation, and higher order learning. At the junior high/high school, teachers will continue to integrate Marzano's 6-Step Vocabulary, CCSS reading and writing goals, and differentiation into the science curriculum.

Research Cited: Marzano, Robert J. "The Art and Science of Teaching." Alexandria, Virginia: ASCD. July, 2007.

Marzano, Robert J. "Building Background Knowledge for Academic Achievement: Research on What Works in Schools," Alexandria, Virginia: ASCD. August 2004

Marzano, Robert J. "Classroom Instruction that Works." Alexandria, Virginia: ASCD. 2001.

Common Core National Standards. July 2010

Bloom's Taxonomy (1956, 1990, etc.)

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Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will receive training on differentiating classroom instruction to offer support for those students needing remediation, but also to provide extended learning a higher level for all students. Schools: All Schools	Professional Learning	08/28/2013	06/30/2016	\$1000	Title II Part A	All staff, administration , curriculum director
Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be supported by additional Strategies: Title I support in classrooms with guided instruction and co-teaching. Title I support in pull-out setting with guided instruction. Special Education Resource Room, intervention meetings, hands-on learning, technology, and MEAP review unit. Schools: Centreville Elementary School	Academic Support Program	09/04/2012	06/10/2016	\$38000	Title I Part A	Title I Staff, administration , curriculum director. ** Remaining cost for implementation will be covered by General Fund for special education teaching support, etc.
Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to receive training in and reinforcement of instructional strategies such as vocabulary instruction and non-linguistic representations. Schools: Centreville Elementary School	Professional Learning	08/22/2011	06/11/2015	\$500	Title II Part A	All teaching staff, administration , and curriculum director.
Activity - Marzano Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue the implementation of Marzano's 6-Step Vocabulary Instruction for each unit of instruction. Schools: Centreville Jr/Sr High School	Implementation	09/03/2013	06/06/2014	\$0	No Funding Required	Science teachers, administration
Activity - Reading and Writing in Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will integrate reading and writing goals into the science curriculum, including units and assessments. Schools: Centreville Jr/Sr High School	Academic Support Program	09/03/2013	06/06/2014	\$0	No Funding Required	Science teachers
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Goal 4: All students at Centreville Public Schools will be proficient writers.**Measurable Objective 1:**

A 16% increase of All Students will demonstrate a proficiency and show growth in reading as demonstrated by achieving a Level 1, Level 2, or college reading score in English Language Arts by 06/30/2016 as measured by on the MME/MEAP/ACT Writing Tests and district assessments..

Strategy 1:

Assessment - At the elementary, all ELA teachers will implement CCSS aligned rubrics that assess student achievement in narrative, persuasive, and informative writing. Data from rubrics will guide the writing curriculum and instructional strategies to meet the needs of students in our multi-tiered system of support. In addition, selected staff will be trained in an pilot the process of utilizing the 4.0 proficiency scales as designed by Dr. Robert Marzano as part of the assessment system. Scales and assessments will be written to CCSS and incorporated into curriculum maps by all grade level teams.

At the junior high/high school, teachers will continue the development and utilization of local writing assessments which will use common assessment format aligned to the writing CCSS. The development and utilization will be monitored by the ELA department and administration to ensure alignment to the CCSS. Each assessment will utilize a four-point mastery scale for student performance in each targeted Common Core writing standard.

Research Cited: Buffum, Austin, et al. "Pyramid Response to Intervention. RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn. Bloomington, IN: Solution Tree, 2009.

Buffum, Austin, et al. "Simplifying Response to Intervention: Four Essential Guiding Principles." Bloomington, IN: Solution Tree, 2011.

Marzano, Robert J. "Formative Assessment & Standards-Based Grading." Bloomington, IN: Solution Tree, 2010.

Wahlstrom, Deborah. "Using Data to Improve Student Achievement." Suffolk, Virginia: Successline Inc. 1999

National Common Core Standards, 2010.

Activity - Writing Assessments - JH/HS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The ELA department will develop and utilize CCSS-aligned writing assessments in grades 7-12 which use a four-point mastery scale for student performance. Data will be collected from these local assessments to determine areas of intervention and success to better inform subsequent instructional and assessment needs. Schools: Centreville Jr/Sr High School	Professional Learning	09/02/2013	06/06/2014	\$0	No Funding Required	ELA department staff, principal
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Activity - Parent Communication and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share student data with parents by explaining writing rubrics, MEAP reports, and writing scales. Additional information including training in how parents can help their children will be shared at conferences, through written communications, and through the Web site. Schools: Centreville Elementary School	Parent Involvement	10/01/2013	06/10/2016	\$1500	General Fund	All ELA staff

Activity - Use of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Staff will be trained to utilize data from writing with universal prompts three times a year. Teachers will work in teams to score rubrics and gather data. Teachers will utilize data from aligned assessments and writing rubrics to inform instruction and identify individual needs of all students in a multi-tiered system of support. Schools: Centreville Elementary School	Monitor	09/10/2012	06/12/2015	\$0	No Funding Required	All ELA staff and administration

Strategy 2:

Curriculum - Teachers will align the writing curriculum to create a guaranteed and viable curriculum which aligns with the Common Core. Existing resources and initiatives, such as Curriculum Crafter, Write Well, and 6-Traits will be used. Additional resources will also be incorporated. Write Weill with give framework to the writing curriculum in upper elementary. The writing curriculum will be sequenced, organized, and embedded into ELA curriculum maps that include reading standards. The curriculum will direct instruction to improve student achievement.

Research Cited: Ainsworth, Larry, Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment. Advanced Learning Press, 2011.

Wiggins, Grant. "Understanding by Design Guide to Creating High-Quality Units." Alexandria, Virginia: ASCD, 2013.

Common Core State Standards, July 2010.

Activity - Curriculum Alignment, Revision, and Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Grade level teachers and JH/HS ELA teachers will meet with ISD support staff to create ELA curriculum maps, including scope and sequence, aligned to the Common Core ELA Standards. ELA staff will also create/modify narrative and persuasive rubrics to inform and drive writing instruction. Curriculum will be evaluated by correlating local data with state assessment data. Schools: All Schools	Implementation	09/06/2011	06/12/2015	\$2000	General Fund	Administrator s, ELA teachers, and curriculum director
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Activity - Write Well	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 4-6 will be trained in the implementation of the Write Well Curriculum to improve instruction and assessment and evaluate the effectiveness of the program, determine what components should be incorporated into the curriculum, and what additional grade levels will be included in the program. Schools: Centreville Elementary School	Professional Learning	08/22/2011	06/06/2014	\$2000	Title II Part A	Administrator s, ELA teachers, and curriculum director.

Activity - On-Line Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting. Schools: All Schools	Technology	05/01/2013	06/30/2016	\$0	No Funding Required	Building and district administrators

Strategy 3:

Instruction - Teachers will revisit and utilize research-based instructional strategies to improve writing instruction. (Strategies include common graphic organizers, literary elements organizers, and identification of key vocabulary to support writing instruction.) These initiatives will continue to be supported with the tools being implemented from the John Collins Model, 6-Traits Writing, Write Well, and Dr. Robert Marzano's vocabulary instruction techniques.

Research Cited: Marzano, Robert J. "The Art and Science of Teaching." Alexandria, Virginia: ASCD. July, 2007.

Marzano, Robert J. "Building Background Knowledge for Academic Achievement: Research on What Works in Schools," Alexandria, Virginia: ASCD. August 2004

Marzano, Robert J. "Classroom Instruction that Works." Alexandria, Virginia: ASCD. 2001.

Common Core National Standards. July 2010

Bloom's Taxonomy (1956, 1990, etc.)

Activity - Development of Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ISD instructional staff will instruct teachers how to develop, utilize, and evaluate authentic rubrics aligned to CCSS to inform instruction and focus multi-tiered levels of support. Schools: All Schools	Implementation	09/07/2012	06/12/2015	\$1000	Title II Part A	All ELA Staff, administration, and curriculum director.
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Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be supported by additional strategies: Title I support in classrooms with guided instruction and co-teaching; Title I support in pull-out setting with guided instruction, graphic organizers, and rubrics; Special Education Resource Room; Intervention Meetings; Hands-on learning and technology; Write Well rubrics to guide instruction, Grades 4-6; MEAP review unit. Schools: Centreville Elementary School	Direct Instruction	09/04/2012	06/10/2016	\$38000	Title I Part A	Title I staff, administration, and Title I director. ** Additional funding for SE and general ed staff will be general funds.

Goal 5: All students at Centreville Public Schools will be proficient in social studies.

Measurable Objective 1:

A 12% increase of All Students will demonstrate a proficiency and show growth in social studies as demonstrated by achieving a Level 1 or Level 2 score in Social Studies by 06/30/2016 as measured by the MEAP/MME Social Studies Test and district assessments..

Strategy 1:

Instruction - Teachers will use best practices in instructional strategies to improve social studies instruction. Best practices will include: vocabulary instruction, differentiation, writing in social studies, and high order learning.

Research Cited: Marzano, Robert J. "The Art and Science of Teaching." Alexandria, Virginia: ASCD. July, 2007.

Marzano, Robert J. "Building Background Knowledge for Academic Achievement: Research on What Works in Schools," Alexandria, Virginia: ASCD. August 2004

Marzano, Robert J. "Classroom Instruction that Works." Alexandria, Virginia: ASCD. 2001.

Common Core National Standards. July 2010

Bloom's Taxonomy (1956, 1990, etc.)

Activity - 6-Step Marzano Vocabulary Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Elementary teachers will continue ongoing implementation and coaching of Marzano's 6-Step Vocabulary Method of Teaching Vocabulary to new staff and staff not fully implemented. Junior high/high school teachers will continue the implementation of Marzano's 6-Step Vocabulary Method for each unit of instruction, Schools: All Schools	Implementation	08/20/2012	06/10/2016	\$500	General Fund	All social studies teachers, administration, and curriculum director.
Activity - Differentiation: Encourage Higher Level Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will receive training on differentiating classroom instruction, including center-based learning, to offer support for those students needing remediation, and to provide extended learning at higher levels to all students. Schools: All Schools	Professional Learning	08/19/2013	06/10/2016	\$1000	Title II Part A	Social studies teachers, administration, and curriculum director.
Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be supported by additional strategies: Title I support in classrooms with guided instruction and co-teaching, Title I support in pull-out setting with guided instruction, Special Education Resource Room, intervention meetings, hands-on learning, technology, and MEAP review unit. Schools: Centreville Elementary School	Direct Instruction	01/09/2012	06/05/2015	\$34000	Title I Part A	Title I teacher, Title I aide, principal *** Additional funding needed for implementation will be covered by general funds.

Strategy 2:

Assessment - At the elementary, teachers will build, implement, and utilize authentic common, standards-based social studies assessments within grade levels. Assessment data will be used to inform instruction, drive RtI, and communicate to parents.

At the junior high/high school. teachers will develop high level assessments across social studies disciplines. Data from these assessments will be analyzed to target proficiency and under-performing areas of achievement, using this information to inform further instruction and assessment.

Research Cited: Buffum, Austin, et al. "Pyramid Response to Intervention. RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn. Bloomington, IN: Solution Tree, 2009.

Buffum, Austin, et al. "Simplifying Response to Intervention: Four Essential Guiding Principles." Bloomington, IN: Solution Tree, 2011.

Marzano, Robert J. "Formative Assessment & Standards-Based Grading." Bloomington, IN: Solution Tree, 2010.

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Wahlstrom, Deborah. "Using Data to Improve Student Achievement." Suffolk, Virginia: Successline Inc. 1999

National Common Core Standards, 2010.

Activity - Assessment Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in creating common authentic, standards-based social studies assessments. Resources used will be Curriculum Crafter, MC3, and local resources. K-3 teachers may embed the social studies standards within the ELA assessments aligned to the CCSS. In addition, selected staff will be trained in and pilot the process of utilizing proficiency scales as designed by Robert Marzano as part of standards-based grading. Schools: Centreville Elementary School	Professional Learning	08/22/2011	06/10/2016	\$2000	Title II Part A	Social studies teachers, administration, and curriculum director.
Activity - Parent Communication and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share data with parents by utilizing the 4.0 Marzano scales written and aligned to GLCEs to be able to communicate the student's level of learning. In addition, parents will receive training in how they can help their child succeed. Training will occur at conferences, through written communication, and informational parent meetings. Schools: Centreville Elementary School	Parent Involvement	10/10/2011	06/10/2016	\$500	General Fund	Social studies teachers and administration.
Activity - Use of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will analyze and utilize data from authentic, standards-based, common social studies assessments to inform instruction and identify individual student needs. Data will be utilized in a multi-tiered system of support for intervention, reinforcement, and/or enrichment. Schools: Centreville Elementary School	Professional Learning	09/04/2012	06/10/2016	\$1000	General Fund	Social studies teachers and administration.
Activity - Data Analysis - JH/HS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies department will analyze EPAS data and local assessment data to identify under performing areas, creating focused practice activities on ACT-type reading passages, Schools: Centreville Jr/Sr High School	Professional Learning	09/02/2013	06/06/2014	\$0	No Funding Required	Social studies department staff

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Activity - Creating Assessments - JH/HS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The social studies department will be trained in the creation of common standards-based assessments for social studies units which require higher-order thinking. Schools: Centreville Jr/Sr High School	Professional Learning	09/03/2013	06/02/2014	\$600	Title II Part A	Social studies department

Strategy 3:

Curriculum - Teachers will continue to modify and align curriculum to Michigan GLCEs with Curriculum Crafter, Michigan Citizenship Curriculum, and local text resources to create a guaranteed and viable curriculum. The curriculum will be sequenced and organized into curriculum maps and a scope and sequence to improve student achievement.

Research Cited: Ainsworth, Larry, Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment. Advanced Learning Press, 2011.

Wiggins, Grant. "Understanding by Design Guide to Creating High-Quality Units." Alexandria, Virginia: ASCD, 2013.

MDE Social Studies Documents

Activity - Curriculum Alignment, Revision, and Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 teachers will work with an instructional leader to align and revise current curriculum to GLCEs and Reading Common Core. Teachers will continue to explore/utilize aligned curriculum such as Curriculum Crafter, MC3, and MDE Companion Documents. Schools: All Schools	Implementation	08/22/2011	06/10/2016	\$1000	General Fund	Social studies teachers, administration, and curriculum director.

Activity - Identify Key Content Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to identify the key content vocabulary for social studies from MDE Companion Documents, MC3, and Curriculum Crafter. Schools: Centreville Elementary School	Implementation	08/22/2011	06/10/2016	\$1000	General Fund	Social studies teachers, administration, and curriculum director.

Activity - On-Line Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting. Schools: All Schools	Technology	05/01/2013	06/30/2016	\$0	No Funding Required	Building and district administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development - Grading Consistency	All ELA teachers will assess and implement best practice for consistent teacher records in the implementation of CCSS assessment alignment. Additional professional development will be focused on the development of effective grading strategies. All ELA teachers will assess and implement best practices for consistent grading format in PowerSchool, aligning components of assignments to specific content-area, grade-specific CCSS.	Professional Learning	09/02/2013	05/29/2015	\$1000	ELA department staff, ISD consultant
Use of Data - JH	Teachers will be trained in how to retrieve, utilize, and communicate Delta Math and Star Math data to inform instruction, support student specific needs, and share information with parents and stakeholders.	Professional Learning	01/27/2012	06/06/2014	\$500	7th & 8th grade math teachers, principal, curriculum director
Marzano Scales	Selected staff will be trained in and pilot the process of utilizing the 4.0 proficiency scales as designed by Dr. Robert Marzano as part of the assessment system.	Professional Learning	08/10/2011	06/05/2015	\$1600	Marzano team leaders, staff, administration
Assessment Tools	Teachers will be trained in creating common authentic, standards-based social studies assessments. Resources used will be Curriculum Crafter, MC3, and local resources. K-3 teachers may embed the social studies standards within the ELA assessments aligned to the CCSS. In addition, selected staff will be trained in and pilot the process of utilizing proficiency scales as designed by Robert Marzano as part of standards-based grading.	Professional Learning	08/22/2011	06/10/2016	\$2000	Social studies teachers, administration, and curriculum director.
Instructional Strategies	Teachers will continue to receive training in and reinforcement of instructional strategies such as vocabulary instruction and non-linguistic representations.	Professional Learning	08/22/2011	06/11/2015	\$500	All teaching staff, administration, and curriculum director.
Creating Assessments - JH/HS	The social studies department will be trained in the creation of common standards-based assessments for social studies units which require higher-order thinking.	Professional Learning	09/03/2013	06/02/2014	\$600	Social studies department

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Marzano Scales	Selected staff (grade level leaders) will be trained in and pilot the process of utilizing proficiency scales as designed by Dr. Robert Marzano as part of the assessment system. By end date, all staff will be trained and supported in building scales to CCSS that support summative assessments.	Professional Learning	08/10/2011	06/06/2014	\$600	Marzano team leaders to initiate, instructional staff and administration to sustain.
Differentiation	Instructional staff will receive training on how to differentiate classroom instruction. The training will include how to offer support for those students needing remediation and how to provide extended learning at higher levels for all students.	Professional Learning	08/13/2012	06/30/2015	\$2000	Principals, curriculum director, all staff
Differentiation: Encourage Higher Level Thinking	Instructional staff will receive training on differentiating classroom instruction, including center-based learning, to offer support for those students needing remediation, and to provide extended learning at higher levels to all students.	Professional Learning	08/19/2013	06/10/2016	\$1000	Social studies teachers, administration , and curriculum director.
Align Curriculum	Teachers will meet with regional instructional leader to be trained in aligning curriculum to CCSS. Training will include the rigor of CCSS, the creation of curriculum maps, scope and sequence, and the vertical alignment across grade levels.	Professional Learning	08/23/2010	06/06/2014	\$2500	All kindergarten through third grade teachers, math teachers in grades 4-12, administration , and curriculum director
Participation in Science PLC	Selected elementary and all junior high/high school science teachers will participate in a county Professional Learning Community to receive instruction in the development of a curriculum aligned with the Next Generation Science Standards.	Professional Learning	09/09/2013	06/30/2015	\$2000	Science teachers, principals, curriculum director, PLC facilitator
Increased Use of Technology	Teachers will be trained on how to effectively use technology in the classroom with with demonstration and applications on i Pad and Chrome books. Teachers will also be trained in how to utilize individual devices with students to prepare for on-line assessments.	Professional Learning	08/12/2013	08/10/2016	\$2000	Administration , curriculum director, teaching staff
Marzano Scales	Selected staff will be trained in and pilot the process of utilizing proficiency scales as designed by Dr. Robert Marzano as part of the assessment system. By end date, all staff will be trained and supported in building scales to CCSS that support summative assessments.	Professional Learning	08/10/2011	06/06/2014	\$1000	Marzano team leaders, teachers, administration .

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Write Well	Teachers in grades 4-6 will be trained in the implementation of the Write Well Curriculum to improve instruction and assessment and evaluate the effectiveness of the program, determine what components should be incorporated into the curriculum, and what additional grade levels will be included in the program.	Professional Learning	08/22/2011	06/06/2014	\$2000	Administrator s, ELA teachers, and curriculum director.
Assessment Tools	Teachers will be trained in creating authentic, standards-based common science assessments. In addition, selected staff will be trained in and pilot the process of utilizing proficiency scales as designed by Robert Marzano as part of standards-based grading.	Professional Learning	08/10/2011	06/10/2016	\$2000	All staff, administration , and Marzano Training lead teachers
Use of Data - JH/HS	Teachers will be trained in how to retrieve, utilize, and communicate assessment data to inform instruction, support student specific needs, and share information with parents and stakeholders.	Professional Learning	09/03/2013	06/06/2014	\$500	Science Teachers, principal
Rewiring the Brain	Teachers will continue ongoing training of Rewiring the Brain, a phonics instructional program. The training and implementation will include the next phase - spelling and grammar. Teachers will implement strategies learned in the Rewiring the Brain training. The evaluation of the instruction will be based on student data	Professional Learning	10/10/2011	06/06/2014	\$1000	Early elementary ELA staff and administration
Increased Use of Technology	Teachers will be trained on how to effectively use technology in the classroom with demonstration and applications on i Pad and Chrome books. Teachers will also be trained in how to utilize individual devices with students to prepare for on-line assessments.	Technology	08/12/2013	06/10/2016	\$2000	Administration , curriculum director, all teaching staff.
Align Assessments	Teachers will collaborate and be trained to align local mathematics assessments and create common assessments within the department.	Professional Learning	08/15/2013	06/06/2014	\$1000	Math Teachers, ISD Staff
Development of Rubrics	ISD instructional staff will instruct teachers how to develop, utilize, and evaluate authentic rubrics aligned to CCSS to inform instruction and focus multi-tiered levels of support.	Implementation	09/07/2012	06/12/2015	\$1000	All ELA Staff, administration , and curriculum director.
Development of Assessments and Use of Data	Teachers will receive additional training in the development and use of standards-based assessments, use of Exam View, or on-network testing to facilitate assessment data collection, interpretation, and use.	Professional Learning	09/02/2013	06/06/2014	\$500	Science teachers and building principal
Differentiated Instruction	Instructional staff will receive training on differentiating classroom instruction to offer support for those students needing remediation, but also to provide extended learning a higher level for all students.	Professional Learning	08/28/2013	06/30/2016	\$1000	All staff, administration , curriculum director
Differentiated Instruction	Professional Development in Differentiated Learning and Instruction for all K-12 Teachers. Training will include instruction in how to offer support for those students needing remediation and also how to provide extended learning at higher levels to all students.	Professional Learning	08/28/2013	06/13/2014	\$2000	Curriculum Director Principals Teachers

Total

\$30300

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis - JH/HS	Social studies department will analyze EPAS data and local assessment data to identify under performing areas, creating focused practice activities on ACT-type reading passages,	Professional Learning	09/02/2013	06/06/2014	\$0	Social studies department staff
On-Line Curriculum	Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting.	Technology	05/01/2013	06/30/2016	\$0	Building and district administrators
Parent Communication and Training	Teachers will share student data with parents at conferences by explaining parent reports (Dibels, Star, 4.0 Marzano Scales written to CCSS). Additional information including training in how parents can help their children will be shared at conferences, through written communication, Web site, and through informational parent meetings and Family Reading Nights.	Parent Involvement	09/19/2011	06/06/2014	\$0	All ELA staff and administration
Marzano Vocabulary Instruction	Teachers will continue the implementation of Marzano's 6-Step Vocabulary Instruction for each unit of instruction.	Implementation	09/03/2013	06/06/2014	\$0	Science teachers, administration
Instructional Strategies: Vocabulary	Teachers will continue ongoing implementation and coaching of Marzano's 6-Step Method of teaching vocabulary to new staff and staff not fully implemented.	Direct Instruction	08/23/2010	06/06/2014	\$0	All instructional staff, administration, and curriculum director.
On-Line Curriculum	Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting.	Technology	05/01/2013	06/30/2016	\$0	Building and district administrators
6-Minute Solution	Students in grades 7-10 will begin English class with the 6-Minute Solution for the given time period of the program and record their data daily. Teachers will compile all data (initial, CWPM, averages) to collect and move with the student through the grade levels.	Academic Support Program	09/16/2013	05/02/2014	\$0	ELA department staff.

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Writing Assessments - JH/HS	The ELA department will develop and utilize CCSS-aligned writing assessments in grades 7-12 which use a four-point mastery scale for student performance. Data will be collected from these local assessments to determine areas of intervention and success to better inform subsequent instructional and assessment needs.	Professional Learning	09/02/2013	06/06/2014	\$0	ELA department staff, principal
Marzano Vocabulary instruction	Teachers will continue ongoing implementation and coaching of Marzano's 6-Step Method of teaching vocabulary to new staff and staff not fully implemented At the Jr./Sr. High, teachers will continue implementation of Marzano's vocabulary strategies for vocabulary for each unit of instruction. Implementation will include vocabulary journals, flip-folds, quizzes, and games.	Professional Learning	08/15/2011	06/30/2015	\$0	All elementary staff, math teachers in grades 7-12, administration, and curriculum director
Use of Data	ELA Staff will be trained to utilize data from writing with universal prompts three times a year. Teachers will work in teams to score rubrics and gather data. Teachers will utilize data from aligned assessments and writing rubrics to inform instruction and identify individual needs of all students in a multi-tiered system of support.	Monitor	09/10/2012	06/12/2015	\$0	All ELA staff and administration
Use of Data	All ELA staff will be trained in utilizing the Dibels data. Teachers have been given access to Dibels data Web site and trained in how to retrieve and utilize the data.	Monitor	09/19/2011	06/06/2014	\$0	All ELA staff and administration
Reading and Writing in Science	Teachers will integrate reading and writing goals into the science curriculum, including units and assessments.	Academic Support Program	09/03/2013	06/06/2014	\$0	Science teachers
On-Line Curriculum	Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting.	Technology	05/01/2013	06/30/2016	\$0	Building and district administrators
On-Line Curriculum	Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting.	Technology	05/01/2013	06/30/2016	\$0	Building and district administrators
On-Line Curriculum	Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting.	Technology	05/01/2013	06/30/2016	\$0	Building and district administrators
Total					\$0	

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Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Communication and Training	Teachers will share student data with parents by explaining parent reports (Delta Math) and scales written to CCSS at conferences and with on-going written communication. Additional information, including training in how parents can help their child, will be shared at parent workshops, conferences, and during Math Game Night.	Parent Involvement	08/28/2012	06/30/2016	\$500	All mathematics staff and administration .
Targeted Instruction	Students will be supported by additional Strategies: Title I support in classrooms with guided instruction and co-teaching. Title I support in pull-out setting with guided instruction. Special Education Resource Room, intervention meetings, hands-on learning, technology, and MEAP review unit.	Academic Support Program	09/04/2012	06/10/2016	\$38000	Title I Staff, administration , curriculum director. ** Remaining cost for implementation will be covered by General Fund for special education teaching support, etc.
Targeted Instruction	Title I support in classrooms with guided instruction and co-teaching. Title I support in a pull-out setting with guided instruction, Corrective Reading, Reading Mastery, Rode to the Code, and Rewiring Phonics. Special Education resource Room Intervention Meetings. Hands-On-Learning and Technology Integration. MEAP Review unit. Literature circles.	Direct Instruction	09/10/2012	06/04/2015	\$38000	Title I Staff, Administration , Title I Director ***Additional funding needed for implementation will be covered by general funds.
Parent/Stakeholders Communication	Teachers will communicate classroom learning goals that are embedded in the CCSS aligned curriculum with all stakeholders. Communication will occur by teachers including learning goals in weekly newsletters that are posted to the Web site, e-mailed, and provided as a hard copy. In addition, curriculum will be shared at Family Math Night	Parent Involvement	08/28/2012	06/30/2016	\$500	All staff and administration
Parent Communication and Training	Teachers will share data with parents by utilizing the 4.0 Marzano scales written and aligned to GLCEs to be able to communicate the student's level of learning. In addition, parents will receive training in how they can help their child succeed. Training will occur at conferences, through written communication, and informational parent meetings. (We will begin phasing in scales written to the Next Generation Science Standards.)	Parent Involvement	08/22/2011	06/10/2016	\$500	All science staff and administration .

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Targeted Instruction	Students will be supported by additional services: Title 1 support in classrooms with guided instruction and co-teaching. Title 1 support in pull-out setting with Number Worlds including hands-on instruction Special Education Resource Room Intervention Meetings Hands-on learning and use of technology MEAP review units	Direct Instruction	01/09/2012	06/05/2015	\$34000	Title I teacher, Title I aides, principal
Targeted Instruction	Students will be supported by additional strategies: Title I support in classrooms with guided instruction and co-teaching, Title I support in pull-out setting with guided instruction, Special Education Resource Room, intervention meetings, hands-on learning, technology, and MEAP review unit.	Direct Instruction	01/09/2012	06/05/2015	\$34000	Title I teacher, Title I aide, principal *** Additional funding needed for implementation will be covered by general funds.
Targeted Instruction	Students will be supported by additional strategies: Title I support in classrooms with guided instruction and co-teaching; Title I support in pull-out setting with guided instruction, graphic organizers, and rubrics; Special Education Resource Room; Intervention Meetings; Hands-on learning and technology; Write Well rubrics to guide instruction, Grades 4-6; MEAP review unit.	Direct Instruction	09/04/2012	06/10/2016	\$38000	Title I staff, administration, and Title I director. ** Additional funding for SE and general ed staff will be general funds.
Total					\$183500	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of Data	Teachers will be trained in how to retrieve, utilize, and communicate Delta Math data to inform instruction, support student specific needs, and share information with parents and stakeholders.	Monitor	01/27/2012	06/06/2014	\$500	All K-3 teachers, math teachers in grades 4-6, administration, curriculum director
Differentiated Instruction	Professional Development in Differentiated Learning and Instruction for all K-12 Teachers. Training will include instruction in how to offer support for those students needing remediation and also how to provide extended learning at higher levels to all students.	Professional Learning	08/28/2013	06/13/2014	\$500	Curriculum Director Principals Teachers

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Assessment Tools	<p>7th and 8th grade reading teachers will be trained to implement and analyze the results of DIBELS Next, which will be administered at least three times a year. In addition to a standardized assessment, teachers will use developed assessments aligned to CCSS.</p> <p>Both Assessment tools will be utilized by staff to determine the needs of all students whether the needs be enrichment, reinforcement, or intervention strategies as a multi-tiered approach.</p>	Monitor	12/04/2012	06/06/2014	\$200	Administration , curriculum director, 7th and 8th grade reading teachers.
Curriculum Alignment, Revision, and Evaluation	K-8 teachers will work with an instructional leader to align and revise current curriculum to GLCEs and Reading Common Core. Teachers will continue to explore/utilize aligned curriculum such as Curriculum Crafter, MC3, and MDE Companion Documents.	Implementation	08/22/2011	06/10/2016	\$1000	Social studies teachers, administration , and curriculum director.
Curriculum Alignment, Revision, and Evaluation	Grade level teachers and JH/HS ELA teachers will meet with ISD support staff to create ELA curriculum maps, including scope and sequence, aligned to the Common Core ELA Standards. ELA staff will also create/modify narrative and persuasive rubrics to inform and drive writing instruction. Curriculum will be evaluated by correlating local data with state assessment data.	Implementation	09/06/2011	06/12/2015	\$2000	Administrators, ELA teachers, and curriculum director
Identify Key Content Vocabulary	Teachers will continue to identify the key content vocabulary for social studies from MDE Companion Documents, MC3, and Curriculum Crafter.	Implementation	08/22/2011	06/10/2016	\$1000	Social studies teachers, administration , and curriculum director.
Curriculum Alignment	Grade level/ELA teachers will meet with ISD support staff to create ELA curriculum maps, including scope and sequence, aligned to Common Core ELA standards. Curriculum will include unit plans with learning goals, essential questions, scales, and assessments. Curriculum will be evaluated by correlating local data with state assessment data..	Professional Learning	09/06/2011	06/11/2015	\$2000	All ELA staff, administration , and curriculum director, ISD support staff
Use of Data	All teachers will analyze data from authentic, standards-based common science assessments to inform instruction and identify individual interventions, reinforcement, and/or enrichment.	Implementation	08/22/2011	06/10/2016	\$1000	All science instructional staff, administration , and curriculum director.
Curriculum Alignment	Teachers will work with an instructional leader to align curriculum and revise current curriculum to GLCEs and reading Common Core (that pertains to science) and continue to explore/utilize Curriculum Crafter and MDE Companion Documents. Next Generation Science Standards will be utilized once they have been approved.	Professional Learning	08/23/2010	06/10/2016	\$1000	All science instructional staff, administration , and curriculum director

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Use of Data	All teachers will analyze and utilize data from authentic, standards-based, common social studies assessments to inform instruction and identify individual student needs. Data will be utilized in a multi-tiered system of support for intervention, reinforcement, and/or enrichment.	Professional Learning	09/04/2012	06/10/2016	\$1000	Social studies teachers and administration .
6-Step Marzano Vocabulary Training	Elementary teachers will continue ongoing implementation and coaching of Marzano's 6-Step Vocabulary Method of Teaching Vocabulary to new staff and staff not fully implemented. Junior high/high school teachers will continue the implementation of Marzano's 6-Step Vocabulary Method for each unit of instruction,	Implementation	08/20/2012	06/10/2016	\$500	All social studies teachers, administration , and curriculum director.
Parent Communication and Training	Teachers will share student data with parents by explaining writing rubrics, MEAP reports, and writing scales. Additional information including training in how parents can help their children will be shared at conferences, through written communications, and through the Web site.	Parent Involvement	10/01/2013	06/10/2016	\$1500	All ELA staff
Parent Communication and Training	Teachers will share data with parents by utilizing the 4.0 Marzano scales written and aligned to GLCEs to be able to communicate the student's level of learning. In addition, parents will receive training in how they can help their child succeed. Training will occur at conferences, through written communication, and informational parent meetings.	Parent Involvement	10/10/2011	06/10/2016	\$500	Social studies teachers and administration .
Participation in Science PLC	Selected elementary and all junior high/high school science teachers will participate in a county Professional Learning Community to receive instruction in the development of a curriculum aligned with the Next Generation Science Standards.	Professional Learning	09/09/2013	06/30/2015	\$1000	Science teachers, principals, curriculum director, PLC facilitator
Assessment Tools	All core reading teachers (general ed, special ed, and Title staff) will be trained to implement and analyze the results of DIBELS Next, which will be administered at least three times a year. In addition to a standardized assessment, teachers will use developed assessments aligned to CCSS. Both Assessment tools will be utilized by all staff to determine the needs of all students whether the needs be enrichment, reinforcement, or intervention strategies as a multi-tiered approach.	Monitor	08/22/2011	06/06/2014	\$1200	Administration , curriculum director, all reading teachers, school improvement team members.
Re-align Science Curriculum	Science teachers will re-align units of instruction and assessments to the Next Generation Science Standards. Units will be organized to emphasize inquiry and reflection.	Professional Learning	09/02/2013	06/01/2016	\$2000	Science teachers,
Identify Key Content Vocabulary	Teachers will continue to identify the key content vocabulary for science from MDE Companion Documents and Curriculum Crafter.	Implementation	08/23/2010	06/10/2016	\$1000	All science teachers, administration , and curriculum director

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Total

\$17900

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction	Professional Development in Differentiated Learning and Instruction for all K-12 Teachers. Training will include instruction in how to offer support for those students needing remediation and also how to provide extended learning at higher levels to all students.	Professional Learning	08/28/2013	06/13/2014	\$2500	Curriculum Director Principals Teachers
Instructional Strategies: Vocabulary	Teachers will continue ongoing implementation and coaching of Marzano's 6-Step Method of teaching vocabulary to new staff and staff not fully implemented.	Direct Instruction	08/23/2010	06/06/2014	\$0	All instructional staff, administration, and curriculum director.
Differentiation	Instructional staff will receive training on how to differentiate classroom instruction. The training will include how to offer support for those students needing remediation and how to provide extended learning at higher levels for all students.	Professional Learning	08/13/2012	06/30/2015	\$2000	Principals, curriculum director, all staff
Marzano Vocabulary instruction	Teachers will continue ongoing implementation and coaching of Marzano's 6-Step Method of teaching vocabulary to new staff and staff not fully implemented At the Jr./Sr. High, teachers will continue implementation of Marzano's vocabulary strategies for vocabulary for each unit of instruction. Implementation will include vocabulary journals, flip-folds, quizzes, and games.	Professional Learning	08/15/2011	06/30/2015	\$0	All elementary staff, math teachers in grades 7-12, administration, and curriculum director
Curriculum Alignment	Grade level/ELA teachers will meet with ISD support staff to create ELA curriculum maps, including scope and sequence, aligned to Common Core ELA standards. Curriculum will include unit plans with learning goals, essential questions, scales, and assessments. Curriculum will be evaluated by correlating local data with state assessment data..	Professional Learning	09/06/2011	06/11/2015	\$2000	All ELA staff, administration, and curriculum director, ISD support staff
Differentiated Instruction	Instructional staff will receive training on differentiating classroom instruction to offer support for those students needing remediation, but also to provide extended learning a higher level for all students.	Professional Learning	08/28/2013	06/30/2016	\$1000	All staff, administration, curriculum director

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Curriculum Alignment, Revision, and Evaluation	Grade level teachers and JH/HS ELA teachers will meet with ISD support staff to create ELA curriculum maps, including scope and sequence, aligned to the Common Core ELA Standards. ELA staff will also create/modify narrative and persuasive rubrics to inform and drive writing instruction. Curriculum will be evaluated by correlating local data with state assessment data.	Implementation	09/06/2011	06/12/2015	\$2000	Administrator s, ELA teachers, and curriculum director
Development of Rubrics	ISD instructional staff will instruct teachers how to develop, utilize, and evaluate authentic rubrics aligned to CCSS to inform instruction and focus multi-tiered levels of support.	Implementation	09/07/2012	06/12/2015	\$1000	All ELA Staff, administration , and curriculum director.
6-Step Marzano Vocabulary Training	Elementary teachers will continue ongoing implementation and coaching of Marzano's 6-Step Vocabulary Method of Teaching Vocabulary to new staff and staff not fully implemented. Junior high/high school teachers will continue the implementation of Marzano's 6-Step Vocabulary Method for each unit of instruction,	Implementation	08/20/2012	06/10/2016	\$500	All social studies teachers, administration , and curriculum director.
Differentiation: Encourage Higher Level Thinking	Instructional staff will receive training on differentiating classroom instruction, including center-based learning, to offer support for those students needing remediation, and to provide extended learning at higher levels to all students.	Professional Learning	08/19/2013	06/10/2016	\$1000	Social studies teachers, administration , and curriculum director.
Curriculum Alignment, Revision, and Evaluation	K-8 teachers will work with an instructional leader to align and revise current curriculum to GLCEs and Reading Common Core. Teachers will continue to explore/utilize aligned curriculum such as Curriculum Crafter, MC3, and MDE Companion Documents.	Implementation	08/22/2011	06/10/2016	\$1000	Social studies teachers, administration , and curriculum director.
Participation in Science PLC	Selected elementary and all junior high/high school science teachers will participate in a county Professional Learning Community to receive instruction in the development of a curriculum aligned with the Next Generation Science Standards.	Professional Learning	09/09/2013	06/30/2015	\$3000	Science teachers, principals, curriculum director, PLC facilitator
Marzano Scales	Selected staff will be trained in and pilot the process of utilizing the 4.0 proficiency scales as designed by Dr. Robert Marzano as part of the assessment system.	Professional Learning	08/10/2011	06/05/2015	\$1600	Marzano team leaders, staff, administration

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Align Curriculum	Teachers will meet with regional instructional leader to be trained in aligning curriculum to CCSS. Training will include the rigor of CCSS, the creation of curriculum maps, scope and sequence, and the vertical alignment across grade levels.	Professional Learning	08/23/2010	06/06/2014	\$2500	All kindergarten through third grade teachers, math teachers in grades 4-12, administration, and curriculum director
On-Line Curriculum	Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting.	Technology	05/01/2013	06/30/2016	\$0	Building and district administrators
On-Line Curriculum	Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting.	Technology	05/01/2013	06/30/2016	\$0	Building and district administrators
On-Line Curriculum	Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting.	Technology	05/01/2013	06/30/2016	\$0	Building and district administrators
On-Line Curriculum	Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting.	Technology	05/01/2013	06/30/2016	\$0	Building and district administrators
On-Line Curriculum	Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting.	Technology	05/01/2013	06/30/2016	\$0	Building and district administrators
On-Line Curriculum	Administrators will explore available on-line curriculum and resources that may be used to enhance, reinforce, and extend instruction. In addition, we will also explore curriculum that may be used for credit recovery or on-line instruction for those students seeking courses not currently offered at our school and/or are learning in a non-traditional setting.	Technology	05/01/2013	06/30/2016	\$0	Building and district administrators
Total					\$20100	

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Centreville Jr/Sr High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Assessments - JH/HS	The ELA department will develop and utilize CCSS-aligned writing assessments in grades 7-12 which use a four-point mastery scale for student performance. Data will be collected from these local assessments to determine areas of intervention and success to better inform subsequent instructional and assessment needs.	Professional Learning	09/02/2013	06/06/2014	\$0	ELA department staff, principal
Data Analysis - JH/HS	Social studies department will analyze EPAS data and local assessment data to identify under performing areas, creating focused practice activities on ACT-type reading passages,	Professional Learning	09/02/2013	06/06/2014	\$0	Social studies department staff
Re-align Science Curriculum	Science teachers will re-align units of instruction and assessments to the Next Generation Science Standards. Units will be organized to emphasize inquiry and reflection.	Professional Learning	09/02/2013	06/01/2016	\$2000	Science teachers,
Assessment Tools	7th and 8th grade reading teachers will be trained to implement and analyze the results of DIBELS Next, which will be administered at least three times a year. In addition to a standardized assessment, teachers will use developed assessments aligned to CCSS. Both Assessment tools will be utilized by staff to determine the needs of all students whether the needs be enrichment, reinforcement, or intervention strategies as a multi-tiered approach.	Monitor	12/04/2012	06/06/2014	\$200	Administration , curriculum director, 7th and 8th grade reading teachers.
Professional Development - Grading Consistency	All ELA teachers will assess and implement best practice for consistent teacher records in the implementation of CCSS assessment alignment. Additional professional development will be focused on the development of effective grading strategies. All ELA teachers will assess and implement best practices for consistent grading format in PowerSchool, aligning components of assignments to specific content-area, grade-specific CCSS.	Professional Learning	09/02/2013	05/29/2015	\$1000	ELA department staff, ISD consultant
Marzano Scales	Selected staff will be trained in and pilot the process of utilizing proficiency scales as designed by Dr. Robert Marzano as part of the assessment system. By end date, all staff will be trained and supported in building scales to CCSS that support summative assessments.	Professional Learning	08/10/2011	06/06/2014	\$1000	Marzano team leaders, teachers, administration .
6-Minute Solution	Students in grades 7-10 will begin English class with the 6-Minute Solution for the given time period of the program and record their data daily. Teachers will compile all data (initial, CWPM, averages) to collect and move with the student through the grade levels.	Academic Support Program	09/16/2013	05/02/2014	\$0	ELA department staff.

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Align Assessments	Teachers will collaborate and be trained to align local mathematics assessments and create common assessments within the department.	Professional Learning	08/15/2013	06/06/2014	\$1000	Math Teachers, ISD Staff
Use of Data - JH	Teachers will be trained in how to retrieve, utilize, and communicate Delta Math and Star Math data to inform instruction, support student specific needs, and share information with parents and stakeholders.	Professional Learning	01/27/2012	06/06/2014	\$500	7th & 8th grade math teachers, principal, curriculum director
Use of Data - JH/HS	Teachers will be trained in how to retrieve, utilize, and communicate assessment data to inform instruction, support student specific needs, and share information with parents and stakeholders.	Professional Learning	09/03/2013	06/06/2014	\$500	Science Teachers, principal
Marzano Vocabulary Instruction	Teachers will continue the implementation of Marzano's 6-Step Vocabulary Instruction for each unit of instruction.	Implementation	09/03/2013	06/06/2014	\$0	Science teachers, administration
Reading and Writing in Science	Teachers will integrate reading and writing goals into the science curriculum, including units and assessments.	Academic Support Program	09/03/2013	06/06/2014	\$0	Science teachers
Creating Assessments - JH/HS	The social studies department will be trained in the creation of common standards-based assessments for social studies units which require higher-order thinking.	Professional Learning	09/03/2013	06/02/2014	\$600	Social studies department
Development of Assessments and Use of Data	Teachers will receive additional training in the development and use of standards-based assessments, use of Exam View, or on-network testing to facilitate assessment data collection, interpretation, and use.	Professional Learning	09/02/2013	06/06/2014	\$500	Science teachers and building principal
Total					\$7300	

Centreville Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increased Use of Technology	Teachers will be trained on how to effectively use technology in the classroom with demonstration and applications on i Pad and Chrome books. Teachers will also be trained in how to utilize individual devices with students to prepare for on-line assessments.	Technology	08/12/2013	06/10/2016	\$2000	Administration, curriculum director, all teaching staff.
Parent Communication and Training	Teachers will share data with parents by utilizing the 4.0 Marzano scales written and aligned to GLCEs to be able to communicate the student's level of learning. In addition, parents will receive training in how they can help their child succeed. Training will occur at conferences, through written communication, and informational parent meetings. (We will begin phasing in scales written to the Next Generation Science Standards.)	Parent Involvement	08/22/2011	06/10/2016	\$500	All science staff and administration

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Assessment Tools	Teachers will be trained in creating authentic, standards-based common science assessments. In addition, selected staff will be trained in and pilot the process of utilizing proficiency scales as designed by Robert Marzano as part of standards-based grading.	Professional Learning	08/10/2011	06/10/2016	\$2000	All staff, administration, and Marzano Training lead teachers
Identify Key Content Vocabulary	Teachers will continue to identify the key content vocabulary for science from MDE Companion Documents and Curriculum Crafter.	Implementation	08/23/2010	06/10/2016	\$1000	All science teachers, administration, and curriculum director
Targeted Instruction	Students will be supported by additional Strategies: Title I support in classrooms with guided instruction and co-teaching. Title I support in pull-out setting with guided instruction. Special Education Resource Room, intervention meetings, hands-on learning, technology, and MEAP review unit.	Academic Support Program	09/04/2012	06/10/2016	\$38000	Title I Staff, administration, curriculum director. ** Remaining cost for implementation will be covered by General Fund for special education teaching support, etc.
Instructional Strategies	Teachers will continue to receive training in and reinforcement of instructional strategies such as vocabulary instruction and non-linguistic representations.	Professional Learning	08/22/2011	06/11/2015	\$500	All teaching staff, administration, and curriculum director.
Write Well	Teachers in grades 4-6 will be trained in the implementation of the Write Well Curriculum to improve instruction and assessment and evaluate the effectiveness of the program, determine what components should be incorporated into the curriculum, and what additional grade levels will be included in the program.	Professional Learning	08/22/2011	06/06/2014	\$2000	Administrators, ELA teachers, and curriculum director.
Targeted Instruction	Students will be supported by additional strategies: Title I support in classrooms with guided instruction and co-teaching; Title I support in pull-out setting with guided instruction, graphic organizers, and rubrics; Special Education Resource Room; Intervention Meetings; Hands-on learning and technology; Write Well rubrics to guide instruction, Grades 4-6; MEAP review unit.	Direct Instruction	09/04/2012	06/10/2016	\$38000	Title I staff, administration, and Title I director. ** Additional funding for SE and general ed staff will be general funds.

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Assessment Tools	Teachers will be trained in creating common authentic, standards-based social studies assessments. Resources used will be Curriculum Crafter, MC3, and local resources. K-3 teachers may embed the social studies standards within the ELA assessments aligned to the CCSS. In addition, selected staff will be trained in and pilot the process of utilizing proficiency scales as designed by Robert Marzano as part of standards-based grading.	Professional Learning	08/22/2011	06/10/2016	\$2000	Social studies teachers, administration, and curriculum director.
Parent Communication and Training	Teachers will share data with parents by utilizing the 4.0 Marzano scales written and aligned to GLCEs to be able to communicate the student's level of learning. In addition, parents will receive training in how they can help their child succeed. Training will occur at conferences, through written communication, and informational parent meetings.	Parent Involvement	10/10/2011	06/10/2016	\$500	Social studies teachers and administration.
Use of Data	All teachers will analyze and utilize data from authentic, standards-based, common social studies assessments to inform instruction and identify individual student needs. Data will be utilized in a multi-tiered system of support for intervention, reinforcement, and/or enrichment.	Professional Learning	09/04/2012	06/10/2016	\$1000	Social studies teachers and administration.
Identify Key Content Vocabulary	Teachers will continue to identify the key content vocabulary for social studies from MDE Companion Documents, MC3, and Curriculum Crafter.	Implementation	08/22/2011	06/10/2016	\$1000	Social studies teachers, administration, and curriculum director.
Targeted Instruction	Title I support in classrooms with guided instruction and co-teaching. Title I support in a pull-out setting with guided instruction, Corrective Reading, Reading Mastery, Rode to the Code, and Rewiring Phonics. Special Education resource Room Intervention Meetings. Hands-On-Learning and Technology Integration. MEAP Review unit. Literature circles.	Direct Instruction	09/10/2012	06/04/2015	\$38000	Title I Staff, Administration, Title I Director ***Additional funding needed for implementation will be covered by general funds.
Increased Use of Technology	Teachers will be trained on how to effectively use technology in the classroom with demonstration and applications on iPad and Chrome books. Teachers will also be trained in how to utilize individual devices with students to prepare for on-line assessments.	Professional Learning	08/12/2013	08/10/2016	\$2000	Administration, curriculum director, teaching staff

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Assessment Tools	All core reading teachers (general ed, special ed, and Title staff) will be trained to implement and analyze the results of DIBELS Next, which will be administered at least three times a year. In addition to a standardized assessment, teachers will use developed assessments aligned to CCSS. Both Assessment tools will be utilized by all staff to determine the needs of all students whether the needs be enrichment, reinforcement, or intervention strategies as a multi-tiered approach.	Monitor	08/22/2011	06/06/2014	\$1200	Administration , curriculum director, all reading teachers, school improvement team members.
Parent Communication and Training	Teachers will share student data with parents at conferences by explaining parent reports (Dibels, Star, 4.0 Marzano Scales written to CCSS). Additional information including training in how parents can help their children will be shared at conferences, through written communication, Web site, and through informational parent meetings and Family Reading Nights.	Parent Involvement	09/19/2011	06/06/2014	\$0	All ELA staff and administration .
Use of Data	All ELA staff will be trained in utilizing the Dibels data. Teachers have been given access to Dibels data Web site and trained in how to retrieve and utilize the data.	Monitor	09/19/2011	06/06/2014	\$0	All ELA staff and administration .
Marzano Scales	Selected staff (grade level leaders) will be trained in and pilot the process of utilizing proficiency scales as designed by Dr. Robert Marzano as part of the assessment system. By end date, all staff will be trained and supported in building scales to CCSS that support summative assessments.	Professional Learning	08/10/2011	06/06/2014	\$600	Marzano team leaders to initiate, instructional staff and administration to sustain.
Use of Data	Teachers will be trained in how to retrieve, utilize, and communicate Delta Math data to inform instruction, support student specific needs, and share information with parents and stakeholders.	Monitor	01/27/2012	06/06/2014	\$500	All K-3 teachers, math teachers in grades 4-6, administration , curriculum director
Targeted Instruction	Students will be supported by additional services: Title 1 support in classrooms with guided instruction and co-teaching. Title 1 support in pull-out setting with Number Worlds including hands-on instruction Special Education Resource Room Intervention Meetings Hands-on learning and use of technology MEAP review units	Direct Instruction	01/09/2012	06/05/2015	\$34000	Title I teacher, Title I aides, principal
Parent Communication and Training	Teachers will share student data with parents by explaining parent reports (Delta Math) and scales written to CCSS at conferences and with on-going written communication. Additional information, including training in how parents can help their child, will be shared at parent workshops, conferences, and during Math Game Night.	Parent Involvement	08/28/2012	06/30/2016	\$500	All mathematics staff and administration .

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Parent/Stakeholders Communication	Teachers will communicate classroom learning goals that are embedded in the CCSS aligned curriculum with all stakeholders. Communication will occur by teachers including learning goals in weekly newsletters that are posted to the Web site, e-mailed, and provided as a hard copy. In addition, curriculum will be shared at Family Math Night	Parent Involvement	08/28/2012	06/30/2016	\$500	All staff and administration
Parent Communication and Training	Teachers will share student data with parents by explaining writing rubrics, MEAP reports, and writing scales. Additional information including training in how parents can help their children will be shared at conferences, through written communications, and through the Web site.	Parent Involvement	10/01/2013	06/10/2016	\$1500	All ELA staff
Use of Data	ELA Staff will be trained to utilize data from writing with universal prompts three times a year. Teachers will work in teams to score rubrics and gather data. Teachers will utilize data from aligned assessments and writing rubrics to inform instruction and identify individual needs of all students in a multi-tiered system of support.	Monitor	09/10/2012	06/12/2015	\$0	All ELA staff and administration
Targeted Instruction	Students will be supported by additional strategies: Title I support in classrooms with guided instruction and co-teaching, Title I support in pull-out setting with guided instruction, Special Education Resource Room, intervention meetings, hands-on learning, technology, and MEAP review unit.	Direct Instruction	01/09/2012	06/05/2015	\$34000	Title I teacher, Title I aide, principal *** Additional funding needed for implementation will be covered by general funds.
Rewiring the Brain	Teachers will continue ongoing training of Rewiring the Brain, a phonics instructional program. The training and implementation will include the next phase - spelling and grammar. Teachers will implement strategies learned in the Rewiring the Brain training. The evaluation of the instruction will be based on student data	Professional Learning	10/10/2011	06/06/2014	\$1000	Early elementary ELA staff and administration
Curriculum Alignment	Teachers will work with an instructional leader to align curriculum and revise current curriculum to GLCEs and reading Common Core (that pertains to science) and continue to explore/utilize Curriculum Crafter and MDE Companion Documents. Next Generation Science Standards will be utilized once they have been approved.	Professional Learning	08/23/2010	06/10/2016	\$1000	All science instructional staff, administration, and curriculum director
Use of Data	All teachers will analyze data from authentic, standards-based common science assessments to inform instruction and identify individual interventions, reinforcement, and/or enrichment.	Implementation	08/22/2011	06/10/2016	\$1000	All science instructional staff, administration, and curriculum director.
Total					\$204300	