

District Improvement Plan

School Year: 2011 - 2012

District Name: Centreville Public Schools

ISD/RESA: St. Joseph County ISD

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

Superintendent: Mr. Robert Kuhlman

Building Code: 75030

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

District Improvement Plan

Contents

Introduction 3

District Information 5

Vision, Mission and Beliefs 6

Goals 7

 Goal 1: Mathematics 7

 Goal 2: Reading 14

 Goal 3: Science 22

 Goal 4: Social Studies 29

 Goal 5: Writing 36

Resource Profile 44

Assurances 45

Stakeholders 48

Statement of Non-Discrimination 50

Conclusion 51

Introduction

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

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

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

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

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

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

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

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

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

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

District Information

District:	Centreville Public Schools
ISD/RESA:	St. Joseph County ISD
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	75030
City:	Centreville
State/Province:	Michigan
Country:	United States

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.

Goals

Name	Development Status	Progress Status
Mathematics	Complete	In Progress
Reading	Complete	In Progress
Science	Complete	In Progress
Social Studies	Complete	In Progress
Writing	Complete	In Progress

Goal 1: Mathematics

Content Area: Math

Development Status: Complete

Student Goal Statement: All students at Centreville Public Schools will be proficient in mathematics.

Gap Statement: Our goal is to have 90% of students score at the proficient levels on the MEAP / MME Tests. The percentage of students who received proficient scores in mathematics on the 2010-2011 MME / MEAP Tests ranges from 53% in grade 11 to 96% in grade 4, with grade 3, 4,5 and 7 students meeting the goal of 90% proficient.

The percent of students correctly answering 80% or more of the questions on the MEAP test is 18% or lower at all grade levels.

There is a significant gap between disabled and non-disabled students at all levels tested.

In 2009-10 there was also a significant gap between economically disadvantaged students and non-economically disadvantaged students at grades 5 and 7. In 2010-2011 the gap was not significant at grade 6, and had reduced at grade 8.

Cause for Gap: The mathematics curriculum has not been closely aligned at the elementary school. A new mathematics program was initiated in the 2009-2010 school year in kindergarten through grade 6. Special education students had received mathematics instruction in the special education classroom rather than in the regular classroom. As a result, special education students may not have received the same curriculum as the regular education students. All students will receive a common and viable curriculum taught with appropriate interventions and teaching strategies.

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

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Our goal is to have 90% of Centreville students earn proficient scores on the MME, MEAP, Explore, Plan, and ACT Tests. In addition, it is our goal that students will answer 80% of the items correctly on the MME, MEAP, and district assessments.

Contact Name: Barbara Lester

List of Objectives:

Name	Objective
Mathematics	90% of Centreville Public Schools will earn proficient scores on the MME, MEAP, ACT, and EXPLORE Mathematics Tests. In addition, there will be an increase each year in the percentage of students correctly answering 80% of test items on the MEAP Tests.

1.1. Objective: Mathematics

Measurable Objective Statement to Support Goal: 90% of Centreville Public Schools will earn proficient scores on the MME, MEAP, ACT, and EXPLORE Mathematics Tests. In addition, there will be an increase each year in the percentage of students correctly answering 80% of test items on the MEAP Tests.

List of Strategies:

Name	Strategy
Assessment, Data, and Interventions	Teachers will implement effective aligned assessments. Assessment data will be used to determine effective intervention strategies such as direct instruction, learning groups, skills and processes.
Curriculum Alignment	Teachers and administrators will develop a guaranteed and viable curriculum which aligns with the Common Core Curriculum. The curriculum will be sequenced and organized into a curriculum map which will direct instruction and improve student achievement. Also included in the curriculum map will be aligned assessments which will be used to provide appropriate student learning interventions.
Instructional Strategies	Teachers will implement effective mathematics instructional strategies. Strategies to be implemented will include: direct instruction, re-teaching, learning groups, vocabulary, skills and processes. Effective instructional strategies will be implemented and reinforced through interventions in the regular classroom and through Title I staff support.

1.1.1. Strategy: Assessment, Data, and Interventions

Strategy Statement: Teachers will implement effective aligned assessments. Assessment data will be used to determine effective intervention strategies such as direct instruction, learning groups, skills and processes.

Selected Target Areas

Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Indicator 5 The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

Other Required Information for Strategy

Marzano's Classroom Instruction that Works

Marzano's The Art and Science of Teaching

Mattos, Pyramid Response to Intervention

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Effective Assessments	2010-08-30	2012-06-30	Principals, Teachers, Curriculum Director
Use of Data	2010-08-30	2012-06-30	Teachers, Principals

1.1.1.1. Activity: Effective Assessments

Activity Type: Professional Development

Activity Description: Teachers will receive training in identifying and creating effective assessments. Teachers will create assessments using models from Curriculum Crafter, MDE, and other aligned assessments. During the 2011-2012 school year, selected teachers will be trained in and pilot the process of utilizing proficiency scales, as designed by Dr. Robert Marzano, as a part of the assessment system.

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

Actual staff responsible for implementing activity: Principals,

Teachers,
Curriculum Director

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

Actual Timeline: Begin Date - 08/30/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development in Effective Assessments / Grading	Title II Part A	2,000.00	0.00
Released time for teachers to develop common, standards based assessments.	General Funds	1,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/22/2011	Barbara Lester	In Progress	Middle school and high school mathematics teachers received training from Ed Roeber in writing appropriate assessments.

1.1.1.2. Activity: Use of Data

Activity Type: Professional Development

Activity Description: Teachers will be trained in the use of assessment data to plan effective intervention strategies. Training and implementation will continue in 2011-2012. Delta Math will be evaluated as a possible tool.

Planned staff responsible for implementing activity: Teachers, Principals

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

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

Actual Timeline: Begin Date - 08/30/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development in Use of Data	Title II Part A	2,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/22/2011	Barbara Lester	In Progress	Key teachers were trained as data coaches. This training needs to be extended to all teachers to begin implementation.

1.1.2. Strategy: Curriculum Alignment

Strategy Statement: Teachers and administrators will develop a guaranteed and viable curriculum which aligns with the Common Core Curriculum. The curriculum will be sequenced and organized into a curriculum map which will direct instruction and improve student achievement. Also included in the curriculum map will be aligned assessments which will be used to provide appropriate student learning interventions.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Other Required Information for Strategy

- Marzano's Classroom Instruction that Works
- Marzano's The Art and Science of Teaching
- Core Curriculum
- Mooney's Align the Design
- McTighe & Wiggins' Understanding the Design

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Alignment	2010-08-30	2012-06-30	Teachers Principals Curriculum Director

1.1.2.1. Activity: Curriculum Alignment

Activity Description: Teachers and administrators will work to review and align our mathematics curriculum with the Common Core Curriculum. Curriculum maps will also be completed.

Planned staff responsible for implementing activity: Teachers
Principals
Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

Actual Timeline: Begin Date - 08/30/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development in the Alignment of Mathematics Curriculum	Title II Part A	3,000.00	0.00
Released time to allow teachers to develop aligned curriculum maps.	General Funds	1,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2011	Barbara Lester	In Progress	Curriculum alignment activities began during the 2010-2011 school year. Alignment activities will continue in 2011-2012.

1.1.3. Strategy: Instructional Strategies

Strategy Statement: Teachers will implement effective mathematics instructional strategies. Strategies to be implemented will include: direct instruction, re-teaching, learning groups, vocabulary, skills and processes. Effective instructional strategies will be implemented and reinforced through interventions in the regular classroom and through Title I staff support.

Selected Target Areas

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 13 The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Other Required Information for Strategy

Marzano's Classroom Instruction that Works
 Marzano's The Art and Science of Teaching

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instructional Interventions	2010-09-01	2012-06-30	Title I and general education staff.
Instructional Strategies	2010-08-30	2012-06-30	Principals, Teachers

1.1.3.1. Activity: Instructional Interventions

Activity Description: Teachers will progress-monitor students at least twice a year on grade level standards using universal screeners. Students will be selected for strategic and intensive intervention / instruction as a result of the screeners. Title I and general education staff will implement interventions.

Interventions will include direct instruction, homework assistance, and small group mathematics skill remediation. Title I Aide and Title I staff will provide small group instruction and/or extra time to eligible, identified Title I students.

Planned staff responsible for implementing activity: Title I and general education staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2012-06-30

Actual Timeline: Begin Date - 09/01/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Homework Tutor	Section 31 a	350.00	
Title I Mathematics Aide	Title I Part A	16,825.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2011	Barbara Lester	In Progress	Implementation of mathematics interventions began in the elementary during the 2010-2011 school year. Implementation will continue and be extended during the 2011-2012 school year.

1.1.3.2. Activity: Instructional Strategies

Activity Type: Professional Development

Activity Description: Teachers will be trained in the use of effective instructional and intervention strategies.

Planned staff responsible for implementing activity: Principals, Teachers

Actual staff responsible for implementing activity: Principals, Teachers, ISD Consultant

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

Actual Timeline: Begin Date - 08/30/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development in Effective Instructional Strategies and Interventions	Title II Part A	1,000.00	0.00

Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

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

Gap Statement: Average percentage of students proficient in reading on the 2010/2011 MME and MEAP: 87.4%
 Average percentage of students with disabilities proficient in reading on the MME and MEAP: 46%

There is a gap of at least 30% at all grade levels between the proficiency percentages of students with disabilities and non-disabled students as measured by MEAP tests.

Additional analysis identifies curriculum alignment and higher order skills such as comprehension, narrative, and informational text as areas of weakness on the MME / MEAP Tests.

Cause for Gap: 1. Our number of special education students is relatively small. As a result, one or two special education students can have a great impact on the average scores.

2. Our special education population tends to be mobile.

3. Our curriculum needs to be more closely aligned with the GLCEs, HSCEs and the new common core. Staff will receive training in curriculum alignment. Staff will implement Marzano's strategies including: similarities and differences, cooperative learning and learning groups, vocabulary instruction, homework and practice, and reinforcing effort and providing recognition.

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

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? 90% of Centreville Public Schools students will receive proficient scores in reading as measured by the MME, MEAP, ACT, EXPLORE, and Dibels Tests. In addition, there will be an increase each year in the percentage of students answering 80% of test items correctly on the MEAP Test.

Contact Name: Barb Lester

List of Objectives:

Name	Objective
Reading Achievement	90% of Centreville Public Schools students will earn proficient scores in reading as measured by the MME, MEAP, ACT, EXPLORE, and Dibels Tests. In addition, there will be an increase each year in the percentage of students answering 80% of test items correctly on the MEAP Test.

2.1. Objective: Reading Achievement

Measurable Objective Statement to Support Goal: 90% of Centreville Public Schools students will earn proficient scores in reading as measured by the MME, MEAP, ACT, EXPLORE, and Dibels Tests. In addition, there will be an increase each year in the percentage of students answering 80% of test items correctly on the MEAP Test.

List of Strategies:

Name	Strategy
Assessment, Data, and Interventions	Teachers will research and implement effective reading assessments and use of data to implement effective intervention strategies. Teachers will progress-monitor students at least twice a year on grade level standards using universal screeners. Students will be selected for strategic and intensive intervention / instruction as a result of the screeners. Title I and general education staff will implement interventions. Interventions will include direct reading instruction, phonics instruction, and vocabulary instruction.
Curriculum Alignment	Teachers and administrators will design and implement a guaranteed and viable curriculum which is aligned with the Common Core Curriculum. The revised curriculum will be sequenced and organized into a curriculum map that will drive instruction and will improve student reading achievement. Also included in the curriculum map will be aligned assessments which will be used to provide appropriate student learning interventions.
Reading Instruction	Teachers will research and implement effective instructional strategies to improve reading instruction. Teachers will be trained in and implement Marzano's 6-Step Method of teaching vocabulary. In addition, students will participate in teacher directed intervention strategies to improve reading achievement. Teacher directed intervention strategies will be implemented by regular classroom teachers and Title I staff, where appropriate.

2.1.1. Strategy: Assessment, Data, and Interventions

Strategy Statement: Teachers will research and implement effective reading assessments and use of data to implement effective intervention strategies.

Teachers will progress-monitor students at least twice a year on grade level standards using universal screeners. Students will be selected for strategic and intensive intervention / instruction as a result of the screeners. Title I and general education staff will implement interventions.

Interventions will include direct reading instruction, phonics instruction, and vocabulary instruction.

Selected Target Areas

Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Indicator 5 The district is committed to the use of multiple measures to inform decisions at both the school

and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

Other Required Information for Strategy

Marzano: Classroom Instruction that Works.
 Marzano: The Art and Science of Teaching
 Buffum / Mattos / Weber: Pyramid Response to Intervention

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data, Teaching Strategies, and Interventions	2010-08-30	2012-06-30	K-12 Teachers, Building Principals
Effective Assessments	2010-08-30	2012-06-30	Teachers, Principals, Curriculum Director

2.1.1.1. Activity: Data, Teaching Strategies, and Interventions

Activity Type: Professional Development

Activity Description: Teachers will be trained in how to gather data and how to implement effective reading strategies.

Planned staff responsible for implementing activity: K-12 Teachers, Building Principals

Actual staff responsible for implementing activity: K-12 Teachers trained as data coaches, Building Principals, Curriculum Director

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

Actual Timeline: Begin Date - 08/30/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development in use of data, strategies, and interventions.	Title II Part A	2,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2011	Barbara Lester	In Progress	Training in data, teaching strategies, and effective assessments has begun, but is not complete. Training has not been fully implemented.

2.1.1.2. Activity: Effective Assessments

Activity Type: Professional Development

Activity Description: Teachers will receive training in effective assessments. Teachers will develop and implement effective common assessments with the use of existing aligned assessments and available resources. During the 2011-2012 school year, selected staff will receive training in writing common assessments and in developing a standards based grading system.

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

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

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

Actual Timeline: Begin Date - 08/30/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development in effective assessments.	Title II Part A	2,000.00	0.00
Release time to write effective assessments.	General Funds	2,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2011	Barbara Lester	In Progress	Training in effective assessments was initiated in the 2010-2011 school year. Training will be continued during the 2011-2012 school year.

2.1.2. Strategy: Curriculum Alignment

Strategy Statement: Teachers and administrators will design and implement a guaranteed and viable curriculum which is aligned with the Common Core Curriculum. The revised curriculum will be sequenced and organized into a curriculum map that will drive instruction and will improve student reading achievement. Also included in the curriculum map will be aligned assessments which will be used to provide appropriate student learning interventions.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Other Required Information for Strategy

Marzano: Classroom Instruction that Works
 Marzano: The Art and Science of Teaching
 Core Curriculum Documents
 McTighe, Wiggins: Understanding by Design
 Mooney: Align the Design

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Alignment	2010-08-30	2012-06-30	Building Administrators Curriculum Director Teachers

2.1.2.1. Activity: Curriculum Alignment

Activity Description: Teachers and administrators will meet to review the Common Core and to create a reading curriculum and curriculum maps aligned with the Common Core Curriculum.

Planned staff responsible for implementing activity: Building Administrators
Curriculum Director
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development in the Implementation of the Common Core Curriculum	Title II Part A	1,000.00	0.00
Release time for teachers on how to implement and create curriculum maps for the Common Core.	Title II Part A	1,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2011	Barbara Lester	In Progress	Curriculum Alignment: the process of aligning our curriculum to the common core began in 2010-2011. Curriculum alignment will be completed during the 2011-2012 school year.

2.1.3. Strategy: Reading Instruction

Strategy Statement: Teachers will research and implement effective instructional strategies to improve reading instruction. Teachers will be trained in and implement Marzano's 6-Step Method of teaching vocabulary. In addition, students will participate in teacher directed intervention strategies to improve reading achievement. Teacher directed intervention strategies will be implemented by regular classroom teachers and Title I staff, where appropriate.

Selected Target Areas

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 13 The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and

implement new skills system-wide emphasizing their application in the classroom.

Other Required Information for Strategy

Marzano's, Classroom Instruction that Works
 Marzano's, The Art and Science of Teaching

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instructional Strategies -	2010-08-30	2012-06-30	Principals, Teachers

2.1.3.1. Activity: Instructional Strategies -

Activity Type: Professional Development

Activity Description: Teachers will be trained in and implement effective teaching strategies.

Instructional staff will implement effective teaching strategies. Title I teacher and Title I aides will provide small group instruction, extra time, and appropriate interventions to eligible identified Title I students.

Planned staff responsible for implementing activity: Principals, Teachers

Actual staff responsible for implementing activity: Principals, Teachers

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

Actual Timeline: Begin Date - 08/30/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Homework Tutor	Section 31 a	350.00	
Instructional Aide	Title I Part A	3,960.00	
Professional Development in the use of effective teaching strategies.	Title II Part A	2,000.00	0.00
Reading Teacher	Title I Part A	30,994.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2011	Barbara Lester	In Progress	Training and implementation of effective teaching strategies began in the 2010-2011 school year. Activity will continue in 2011-2012.

Goal 3: Science

Content Area: Science

Development Status: Complete

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

Gap Statement: 60% of Centreville students in grade 11 were proficient on the 2011 MME Test. This compares with 96% and 85% proficient at grades 5 and 8. Additionally, only 1% of grade 5 students and 0% of grade 8 students correctly answered more than 80% of the questions on the 2010 MEAP Science Test.

Students with disabilities scored significantly lower at grades 8 and 11.

Cause for Gap: There is a small number of disabled students at each of the grade levels: 2 at grade 5, 3 at grade 8, and 5 at grade 11.

Students at grades 5 and 8 scored lower in Physical Science and Science Processes Students at grade 8 scored lower in Physical and Earth Science.

Scoring at proficient levels on the MEAP, MME and ACT Tests requires adequate reading comprehension skills.

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

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? 90% of Centreville students will score at proficient levels at all grade levels. In addition, there will be an increase each year in the percentage of students correctly answering 80% of test items at grades 5 and 8.

Contact Name: Barbara Lester

List of Objectives:

Name	Objective
Science	90% of Centreville students will score at proficient levels at all grade levels. In addition, there will be an increase each year in the percentage of students answering 80% of test items correctly at grades 5 and 8.

3.1. Objective: Science

Measurable Objective Statement to Support Goal: 90% of Centreville students will score at proficient levels at all grade levels. In addition, there will be an increase each year in the percentage of students answering 80% of test items correctly at grades 5 and 8.

List of Strategies:

Name	Strategy
Assessments and Use of Assessment Data	Teachers and principals will be trained in developing common standards-based assessments. Teachers will also be trained in the use of assessment data to plan effective and appropriate interventions.
Curriculum Alignment	Teachers and principals will align the science curriculum with the GLCEs and the HSCEs. Curriculum Crafter and MDE resources will be used to align the curriculum and develop curriculum maps.
Instructional Strategies	Teachers will receive training in and implement effective instructional strategies.

3.1.1. Strategy: Assessments and Use of Assessment Data

Strategy Statement: Teachers and principals will be trained in developing common standards-based assessments. Teachers will also be trained in the use of assessment data to plan effective and appropriate interventions.

Selected Target Areas

Indicator 18 District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.
Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.
Indicator 5 The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

Other Required Information for Strategy

Marzano's Classroom Instruction that Works
 Marzano's The Art and Science of Teaching

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Assessments and Use of Data	2010-08-30	2012-06-30	Principals Teachers Curriculum Director
Use of Data	2010-08-30	2012-06-30	Teachers, Principals

3.1.1.1. Activity: Common Assessments and Use of Data

Activity Type: Professional Development

Activity Description: Teachers will receive training in identifying and creating effective standards-based assessments. Teachers will create assessments using models from Curriculum Crafter, MDE, and other aligned assessments. In 2011-2012, selected teachers will be trained in and pilot the process of utilizing proficiency scales, as designed by Dr. Robert Marzano, as part of the assessment system.

Planned staff responsible for implementing activity: Principals
Teachers
Curriculum Director

Actual staff responsible for implementing activity: Principals
Teachers
Curriculum Director

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

Actual Timeline: Begin Date - 08/30/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional development in Effective Assessments	Title II Part A	1,700.00	0.00
Released time for teachers to develop common, standards based assessments.	General Funds	1,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2011	Barbara Lester	In Progress	Training in common assessments began in 2010-2011. This training will be continued and enhanced during the 2011-2012 school year.

3.1.1.2. Activity: Use of Data

Activity Type: Professional Development

Activity Description: Teachers will be trained in the use of assessment data to plan effective intervention strategies.

Planned staff responsible for implementing activity: Teachers, Principals

Actual staff responsible for implementing activity: Teachers, Principals

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

Actual Timeline: Begin Date - 08/30/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development in the Use of Data	Title II Part A	1,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2011	Barbara Lester	In Progress	Key teachers were trained as data coaches in 2010-2011. This training will be extended to all teachers in 2011-2012.

3.1.2. Strategy: Curriculum Alignment

Strategy Statement: Teachers and principals will align the science curriculum with the GLCEs and the HSCEs. Curriculum Crafter and MDE resources will be used to align the curriculum and develop curriculum maps.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication

techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Other Required Information for Strategy

Marzano's Classroom Instruction that Works
 Marzano's the Art and Science of Teaching
 GLCEs / HSCEs
 Mooney's Align the Design
 McTighe & Wiggins Understanding the Design

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Alignment	2010-08-30	2012-06-30	Teachers, Principals, Curriculum Director
Curriculum Alignment - Common Core	2011-08-30	2013-06-30	Principals, ISD ELA Consultant, Teachers, Curriculum Director

3.1.2.1. Activity: Curriculum Alignment

Activity Description: Teachers and principals will work to align the district curriculum with the GLCEs and HSCEs. Curriculum Crafter and MDE resources will be used to align the curriculum and develop curriculum maps.

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

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

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

Actual Timeline: Begin Date - 08/30/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional development in curriculum alignment and curriculum mapping.	Title II Part A	1,000.00	0.00
Science - Common Core ELA Training	Title II Part A	1,000.00	

3.1.2.2. Activity: Curriculum Alignment - Common Core

Activity Type: Professional Development

Activity Description: Teachers will receive training in the Content Area portion of the Common Core Reading and Writing Curriculum. Teachers will be trained in appropriate reading, writing, and assessment strategies which align with the common core.

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-30, End Date - 2013-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development in Common Core Language Arts Subject Area Standar	Title II Part A	500.00	
Released time for teachers to work on implementation of Common Core	General Funds	1,000.00	

3.1.3. Strategy: Instructional Strategies

Strategy Statement: Teachers will receive training in and implement effective instructional strategies.

Selected Target Areas

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 13 The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Other Required Information for Strategy

Marzano's Classroom Instruction that Works
 Marzano's The Art and Science of Teaching

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implement Instructional Strategies	2011-09-01	2013-06-30	Principals, Teachers
Instructional Strategies	2010-08-30	2012-06-30	Teachers, Principals

3.1.3.1. Activity: Implement Instructional Strategies

Activity Description: Teachers will implement effective teaching strategies and common core reading standards in science. Title I staff will provide small group instruction and/or extra time for qualified and identified students.

Planned staff responsible for implementing activity: Principals, Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2013-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Homework Tutor	Section 31 a	300.00	
Instructional Aide	Title I Part A	2,640.00	
Reading Teacher	Title I Part A	20,600.00	

3.1.3.2. Activity: Instructional Strategies

Activity Type: Professional Development

Activity Description: Teachers will be trained in the use of effective instructional strategies and interventions.

Planned staff responsible for implementing activity: Teachers, Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

Actual Timeline: Begin Date - 08/30/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional development in Effective Instructional Strategies and Interventions	Title II Part A	1,000.00	0.00

Goal 4: Social Studies

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students at Centreville Public Schools will be proficient in Social Studies.

Gap Statement: The percent of students proficient in Social Studies at grades 6, 9, and 11 is 79%, 86%, and 84%. There is a gap of 67% at grade 11 between disabled and non-disabled students who received proficient scores in social studies. The gap at grades 6 and 9 was 21% and 31%. In the fall of 2010, 0% of grade six students and 14% of grade nine students answered at least 80% of test items correctly.

Cause for Gap: The low number of disabled students increases the impact that one or two students have on the percentage of students proficient. Further examination of the scores indicated that disabled students scored lower than non-disabled students on the four strands of the test: geography, civics, economics, and inquiry. The MEAP / MME Social Studies Test is essentially a reading test. Low test scores, in most cases, reflect struggling readers with low informational reading skills.

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

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? At all grade levels, at least 90% of Centreville students will score at proficient levels on the MME / MEAP, and district assessments. In addition, there will be an increase each year in

the percentage of students correctly answering 80% of the assessment items.

Contact Name: Barbara Lester

List of Objectives:

Name	Objective
Social Studies Achievement	At all grade levels, at least 90% of Centreville students will score at proficient levels on the MME/MEAP, and district assessments. In addition, there will be an increase each year in the percentage of students correctly answering 80% of the assessment items.

4.1. Objective: Social Studies Achievement

Measurable Objective Statement to Support Goal: At all grade levels, at least 90% of Centreville students will score at proficient levels on the MME/MEAP, and district assessments. In addition, there will be an increase each year in the percentage of students correctly answering 80% of the assessment items.

List of Strategies:

Name	Strategy
Assessment, Data, and Interventions	Teachers will be trained in effective assessment design and in the use of assessment data to implement effective intervention strategies.
Curriculum Alignment	Teachers and principals will work to complete the alignment of district curriculum with the GLCEs and HSCEs and to develop effective curriculum maps.
Instructional Strategies	Teachers will be trained in the use of effective instructional strategies.

4.1.1. Strategy: Assessment, Data, and Interventions

Strategy Statement: Teachers will be trained in effective assessment design and in the use of assessment data to implement effective intervention strategies.

Selected Target Areas

Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Indicator 5 The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

Other Required Information for Strategy

Marzano's Classroom Assessments that Work
 Marzano's Classroom Instruction that Works
 Marzano's The Art and Science of Teaching
 Deb Wahlstrom

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Assessment Design	2010-08-30	2012-06-30	Teachers, Principals
Use of Data and Interventions	2010-08-30	2012-06-30	Teachers, Principals

4.1.1.1. Activity: Assessment Design

Activity Description: Teachers will be trained in writing effective common standards-based assessments. ExamView, Curriculum Crafter, MC3, and MDE will be used as resources. During the 2011-2012 school year, 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.

Planned staff responsible for implementing activity: Teachers, Principals

Actual staff responsible for implementing activity: Teachers, Principals

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

Actual Timeline: Begin Date - 08/30/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional development in how to write effective common assessments.	Title II Part A	2,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2011	Barbara Lester	In Progress	Training in assessments began in the 2010-2011 school year. This training will be strengthened and continued during the 2011-2012 school year.

4.1.1.2. Activity: Use of Data and Interventions

Activity Description: Teachers will be trained in the use of assessment data in planning effective interventions.

Planned staff responsible for implementing activity: Teachers, Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development in Use of Data	Title II Part A	1,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/28/2011	Barbara Lester	In Progress	Selected teachers were trained as data coaches in 2010-2011. This training will be extended to additional teachers in 2011-2012

4.1.2. Strategy: Curriculum Alignment

Strategy Statement: Teachers and principals will work to complete the alignment of district curriculum with the GLCEs and HSCEs and to develop effective curriculum maps.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Other Required Information for Strategy

Marzano's Classroom Instruction that Works
 Marzano's The Art and Science of Teaching
 Mooney: Align the Design
 McTighe, Wiggins: Understanding the Design

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Alignment	2010-08-30	2012-06-30	Principals, Teachers, ISD ELA Consultant
Curriculum Mapping	2010-08-30	2012-06-30	Teachers, Principals, Curriculum Director

4.1.2.1. Activity: Curriculum Alignment

Activity Description: Teachers and principals will be trained in how to align social studies curriculum with GLCEs and HSCEs. Curriculum Crafter, MC3, and MDE resources will be used. Social studies teachers will be trained in the Common Core reading and writing standards.

Planned staff responsible for implementing activity: Principals,
 Teachers,
 ISD ELA Consultant

Actual staff responsible for implementing activity: Principals,
Teachers,
ISD ELA Consultant

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional development in curriculum alignment and mapping.	Title II Part A	1,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2011	Barbara Lester	In Progress	Middle school and high school teachers received initial training in the Common Core content area reading standards. Training will continue in 2012 with the writing portion of the common core.

4.1.2.2. Activity: Curriculum Mapping

Activity Description: Teachers will be given released time to develop curriculum maps for social studies. Curriculum Crafter, MC3, and MDE resources will be used.

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

Actual Timeline: Begin Date - 08/30/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Released time for teachers to develop curriculum maps	General Funds	1,000.00	0.00

4.1.3. Strategy: Instructional Strategies

Strategy Statement: Teachers will be trained in the use of effective instructional strategies.

Selected Target Areas

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 13 The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Other Required Information for Strategy

Marzano's What Works in Schools

Marzano's The Art and Science of Teaching

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implementation of Instructional Strategies	2011-09-01	2013-06-30	Teachers, Principals
Instructional Strategies	2010-08-30	2012-06-30	Teachers, Principals

4.1.3.1. Activity: Implementation of Instructional Strategies

Activity Description: Teachers will implement effective instructional and intervention strategies to improve achievement in social studies. Title I Staff will provide small group instruction and extra time for eligible identified Title I students.

Planned staff responsible for implementing activity: Teachers, Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2013-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Homework Tutor	Section 31 a	300.00	
Instructional Aide to provide intervention strategies and assistance	Title I Part A	2,640.00	
Title I teacher to implement intervention strategies	Title I Part A	20,660.00	

4.1.3.2. Activity: Instructional Strategies

Activity Description: Teachers will be trained in the implementation of effective instructional strategies.

Planned staff responsible for implementing activity: Teachers, Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development in effective instructional strategies.	Title II Part A	1,000.00	0.00

Goal 5: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students at Centreville Public Schools will be proficient writers.

Gap Statement: The percentage of students proficient on the 2010 MEAP and 2011 MME Writing Tests ranged from 18% in grade 4 to 47% in grade 11. Centreville Public Schools students scored below the state average at grades 4 and 7. (MME State scores not yet available for 2011.)

There is a gap between the performance of our sub groups. The gap between disabled and non-disabled students was 30% at grade 4, 41% at grade 7, and 51% at grade 11. (No disabled students were proficient in writing on 2010-20122 MEAP / MME Tests.) The gap between economically and non-economically disadvantaged students was 19% at grade 4.

A further examination of the data indicates that Centreville students scored lower in the areas of writing process

and writing genre at grades 4 and 7.

Cause for Gap: 1. The number of disabled students is relatively low at grades 4,7 and 11. One or two students may have a great impact on the average scores.

2. We need to make adjustments in our curriculum and include interventions to meet the needs of all students.

3. We need a comprehensive writing curriculum that addresses the writing process at all grade levels.

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

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? 90% of Centreville Public Schools students will receive proficient scores in writing as measured by the MME, MEAP, and ACT Tests. In addition, there will be an increase in the percentage of students answering 80% of test items correctly on the MEAP Writing Tests.

Contact Name: Barbara Lester

List of Objectives:

Name	Objective
Writing Improvement	90% of Centreville Public Schools students will earn proficient in writing as measured by the MME / MEAP. In addition there will be an increase in the percentage of students answering 80% of test items correctly on the MEAP / MME Writing Tests.

5.1. Objective: Writing Improvement

Measurable Objective Statement to Support Goal: 90% of Centreville Public Schools students will earn proficient in writing as measured by the MME / MEAP. In addition there will be an increase in the percentage of students answering 80% of test items correctly on the MEAP / MME Writing Tests.

List of Strategies:

Name	Strategy
Assessments and Use of Data	Teachers will develop rubrics that align to the Common Core to assess students at least twice a year. Teachers will use data from the assessments to implement effective intervention strategies.
Curriculum Alignment	Teachers and administrators will design a comprehensive guaranteed and viable writing curriculum that aligns with the Common Core. Curriculum maps will be developed to provide a sequenced and organized curriculum that will direct instruction, implement the curriculum, and improve student writing achievement. Also included in the curriculum map will be aligned assessments which will be used to provide appropriate student learning interventions. Teachers will develop writing prompts and activities that align with common core and meet the GLCEs. 3rd grade will develop compare and contrast prompts and 6th grade will develop cause and

	effect prompts that align with the common core. In addition, all grades will develop personal narrative prompts.
Writing Instruction	Teachers will research and use effective instructional strategies to improve writing instruction. John Collins and 6-Traits strategies such as focus correction areas, organization, voice, sentence fluency, word choice, writing conventions, details, and writing rubrics will be implemented. Teachers will progress-monitor students at least twice a year on grade level standards using writing rubrics which align with the common core curriculum. Students will be selected for strategic and intensive intervention / instruction as a result of the screeners. Title I and general education staff will implement interventions. Title I staff will provide small group instruction and/or extra time for identified, eligible students.

5.1.1. Strategy: Assessments and Use of Data

Strategy Statement: Teachers will develop rubrics that align to the Common Core to assess students at least twice a year. Teachers will use data from the assessments to implement effective intervention strategies.

Selected Target Areas

Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Indicator 5 The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

Other Required Information for Strategy

Marzano's The Art and Science of Teaching
 Deb Wahlstrom "Classroom Assessment and Writing Rubrics"

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data, Teaching Strategies, and Interventions	2010-08-30	2012-06-30	Principals, Teachers
Writing Assessments	2010-08-30	2012-06-30	Principals, Teachers

5.1.1.1. Activity: Data, Teaching Strategies, and Interventions

Activity Type: Professional Development

Activity Description: Teachers will receive training in the use of data to improve teaching strategies and writing interventions.

Planned staff responsible for implementing activity: Principals, Teachers

Actual staff responsible for implementing activity: Principals, Teachers, ISD Staff

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

Actual Timeline: Begin Date - 08/30/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development in use of data to improve writing instruction	Title II Part A	1,000.00	0.00

5.1.1.2. Activity: Writing Assessments

Activity Description: Teachers will receive training in effective writing assessments. Teachers will develop effective common writing assessments and rubrics. Existing aligned assessments and available resources will be used. During the 2011-2012 school year, selected teachers will receive training in writing common assessments and in developing a standards-based grading system.

Planned staff responsible for implementing activity: Principals, Teachers

Actual staff responsible for implementing activity: Principals, Teachers, ISD Instructional Staff

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

Actual Timeline: Begin Date - 08/30/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development in Effective Writing Assessment.	Title II Part A	2,000.00	0.00
Release time to allow staff to write common writing assessments and rubrics.	General Funds	1,000.00	0.00

5.1.2. Strategy: Curriculum Alignment

Strategy Statement: Teachers and administrators will design a comprehensive guaranteed and viable writing curriculum that aligns with the Common Core. Curriculum maps will be developed to provide a sequenced and organized curriculum that will direct instruction, implement the curriculum, and improve student writing achievement.

Also included in the curriculum map will be aligned assessments which will be used to provide appropriate student learning interventions.

Teachers will develop writing prompts and activities that align with common core and meet the GLCEs. 3rd grade will develop compare and contrast prompts and 6th grade will develop cause and effect prompts that align with the common core. In addition, all grades will develop personal narrative prompts.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Other Required Information for Strategy

- Marzano's Classroom Instruction that Works
- Marzano's The Art of Science of Teaching
- Core Curriculum Documents
- 6-Traits Writing
- Mooney: Align the Design

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Alignment	2010-08-30	2012-06-30	Teachers, Building Principals, Curriculum Director

5.1.2.1. Activity: Curriculum Alignment

Activity Description: Teachers and administrators will work to review and align our writing curriculum with the common core.

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

Actual staff responsible for implementing activity: Teachers, Building Principals, Curriculum Director, ISD Instructional Staff

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

Actual Timeline: Begin Date - 08/30/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development in the Implementation of the Common Core Curriculum	Title II Part A	750.00	0.00
Release time to allow teachers to develop curriculum maps.	General Funds	1,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/27/2011	Barbara Lester	In Progress	Work on aligning our writing curriculum to the Common Core Curriculum began during the 2010-2011 school year. Alignment activities will continue in 2012.

5.1.3. Strategy: Writing Instruction

Strategy Statement: Teachers will research and use effective instructional strategies to improve writing instruction. John Collins and 6-Traits strategies such as focus correction areas, organization, voice, sentence fluency, word choice, writing conventions, details, and writing rubrics will be implemented.

Teachers will progress-monitor students at least twice a year on grade level standards using writing rubrics which align with the common core curriculum. Students will be selected for strategic and intensive intervention / instruction as a result of the screeners. Title I and general education staff will implement interventions. Title I staff will provide small group instruction and/or extra time for identified, eligible students.

Selected Target Areas

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.
Indicator 13 The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes considered in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.
Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Other Required Information for Strategy

Marzano's The Art and Science of Teaching
 Marzano's Classroom Instruction that Works

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing - Implementation of Instructional Strategies	2011-09-01	2013-06-30	Principals, Teachers
Writing - Instructional Strategies	2010-08-30	2012-06-30	Principals, Teachers, ISD Language Arts Consultant

5.1.3.1. Activity: Writing - Implementation of Instructional Strategies

Activity Description: Teachers will implement effective strategies to improve writing instruction. Instruction will be provided by general education and Title I staff. Title I staff will provide small group instruction and assistance for qualified, identified Title I students.

Planned staff responsible for implementing activity: Principals, Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2013-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I instructional aide	Title I Part A	2,640.00	
Title I teacher	Title I Part A	20,660.00	

5.1.3.2. Activity: Writing - Instructional Strategies

Activity Description: Teachers will be trained in effective strategies to improve writing instruction.

Planned staff responsible for implementing activity: Principals,
Teachers,
ISD Language Arts Consultant

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development in Effective Teaching Strategies for Writing	Title II Part A	1,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Part A	\$121,619.00	\$0.00
Section 31 a	\$1,300.00	\$0.00
General Funds	\$9,000.00	\$0.00
Title II Part A	\$31,950.00	\$0.00

Assurances

Special Education

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

Response: *Yes*

Comments: *Report shared with Curriculum Coordinating Council / District School Improvement Team*

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

Response: *Yes*

Comments:

Technology

1. The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).

Response: *Yes*

Comments:

2. The district has a process to monitor adult and student use of the internet.

Response: *Yes*

Comments:

3. The district has an Internet Safety Policy in place.

Response: *Yes*

Comments:

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.

Response: *Yes*

Comments:

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

Response: *Yes*

Comments: *The internet safety policy is printed in the student handbook. Student handbooks are posted on the school web site.*

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

Response: *Yes*

Comments: *Our Technology Coordinator in conjunction with the administrative team, assesses the services and hardware supports that are needed. Staff and students were also surveyed during the 2010-2011 school year. LCD Projectors and document cameras were added in many classrooms as the result of the assessments.*

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

Response: *Yes*

Comments: *Our Technology Coordinator, in conjunction with the administrative team assess the needs for infrastructure, software, and professional development to support the curriculum. LCD Projectors, teacher work stations, and document cameras were recently added to many classrooms. An additional computer lab was also added to meet the needs of on-line learning at the high school level.*

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

Response: *Yes*

Comments: *Professional development in teaching strategies, use of assessment data to determine appropriate student interventions, participation in RDI grant. Improved teacher computers, LCD projectors, and document cameras added to many classrooms.*

9. The district adjusts its curriculum to include technology literacy for all students.

Response: *Yes*

Comments: *Technology integration is included in our curriculum maps for all subject areas. All students in kindergarten through 6th grade receive 80 minutes of computer literacy activities each week.*

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

Response: *Yes*

Comments: *Integration of technology is addressed in all curriculum maps. LCD projectors and document cameras were added to many classrooms. On-line learning is encouraged and supported at the high school level.*

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mr.	Mike	Borkholder	Science Teacher	mborkholder@cpschools.org
Mrs.	Cathy	Carpenter	Title I Teacher	ccarpenter@cpschools.org
Mrs.	Barb	Eash	Community Member	beash@cpschools.org
Ms.	Juanita	Miller	Community Education Direc	jmiller@cpschools.org
Mrs.	Amy	Drake	Spanish Teacher	adrake@cpschools.org
Mrs.	Becky	Stauffer	Elementary Principal	bstauffer@cpschools.org
Mr.	Dennis	Kirby	Elementary Teacher	dkirby@cpschools.org
Mr.	Jeff	Terpening	High School Teacher	jterpening@cpschools.org
Ms.	Marcy	Emmendorfer	Elementary Teacher	memmendorfer@cpschools.org
Mr.	Matt	VanDussen	Elementary Teacher	mvandussen@cpschools.org
Mr.	Michael	Morris	High School Principal	mmorris@cpschools.org
Mr.	Rob	Collins	High School Teacher	rcollins@cpschools.org
Mrs.	Sarah	Dickman	High School Counselor	sdickman@cpschools.org
Mr.	Terry	Miller	Junior High Teacher	tmiller@cpschools.org
Ms.	Valerie	Roe	Science Teacher	vroe@cpschools.org
Mr.	Rodney	Chupp	Parent	rodney@chuppllc.com
Mr.	Brian	Petoskey	Parent, Board Member	brian5643@aol.com
Mr.	Dave	Peterson	Parent, Board Member	davepet@voyager.net
Mrs.	Margaret	Miller	Parent	devonandmeg@juno.com
Mrs.	Barbara	Lester	Curriculum Director	blester@cpschools.org
Mr.	Robert	Kuhlman	Superintendent	rkuhlman@cpschools.org

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

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. Curriculum Coordinating Council members, who meet on a monthly basis, were involved in the planning and design of this school improvement plan. During the 2011-2012 school year, committee members will monitor the plan and assist with the evaluation.

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

Decisions regarding curriculum, instruction, and assessment are made at the building level and/or at subject area committee meetings. Recommendations from the buildings and/or subject area committee are then considered by the Curriculum Coordinating Council. Members of the Curriculum Coordinating Council discuss the recommendation and make a consensus decision to approve or disapprove the recommendation. All members of the Curriculum Coordinating Council have equal roles in the decision making process. When appropriate, the decision of the Curriculum Coordinating Council, is forwarded to the Board of Education for approval. Concerns from all stakeholders are considered and if necessary, the Curriculum Coordinating Council will consider the concerns and re-evaluate a decision regarding curriculum, instruction, and assessment.

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

Institution and student information and progress will be shared through building level parent newsletters, student announcements, district level newsletters, and postings on our school website. Information is also shared at the Curriculum Coordinating Council, staff meetings, and Board of Education Meetings. Every effort is made to present the information in a language and manner that will be easily understood.

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Robert Kuhlman
Address:	190 Hogan, PO Box 158, Centreville, MI 49032
Telephone Number:	2269-467-5220

References

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

Conclusion

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

Professional Learning is needed in the following areas:

- Common Core Curriculum
- Curriculum Alignment
- Curriculum Mapping
- Use of Data in Decision Making
- Writing Standards Based Common Assessments
- Response to Intervention
- Use of Effective and Appropriate Teaching Strategies
- Standards-based assessments and grading

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

Centreville Public Schools will use General Funds, Title I, and Title IIA funds to support this school improvement plan.

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

Technology is a key element of this school improvement plan. Centreville Public Schools is a participant in a ARRA Regional Data Initiative Grant. This grant allows us to establish a "data warehouse" for student / assessment data. The grant also provides training for staff in the use of data in curriculum and instructional decision making.