District Improvement Plan

School Year: 2012 - 2013

District Name: Lansing Public School District

ISD/RESA: Ingham ISD

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

Superintendent: Mrs. Yvonne Caamal Canul

Building Code: 33020

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

District Improvement Plan

Contents

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: | **Lansing Public School District**

ISD/RESA: | **Ingham ISD**

Public/Non-Public: | **Public**

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

District Code Number: | **33020**

City: | **Lansing**

State/Province: | **Michigan**

Country: | **United States**

Vision, Mission and Beliefs

Vision Statement

The Lansing School District Educational Framework

Our mission is to focus on creating a Culture of Caring where children, families, and the community are welcome in a safe and nurturing environment; a Culture of Collaboration where extensive partnerships with a wide variety of stakeholders invigorates and energizes our school community; and a Culture of Excellence where each student is provided a quality education in order to be competitive in a global economy.

Mission Statement

The Lansing School District will focus on three environmental domains that will serve as the areas within which district objectives, strategies, and activities will be directed. The purpose of identifying these domains is to enable district administration to set the standards for the cultural behaviors that research indicates can lead to improved instructional leadership, teaching for learning, and student achievement. Fundamentally, the three domains will provide the entire district - the Board of Education, administration, teachers, students, and the community - with a framework for organizing, implementing, and evaluating our work. These domains will provide the structure for the district's efforts in collecting data, providing professional development that addresses the data and targeting support in the schools for both teachers and students.

Beliefs Statement

The values that serve our foundation are:
- Each student is worthy of a quality education.
- Learning is essential for success in today's world.
- All adults and students in our district can succeed as learners.
- The district is continuously improving as a system.
- Relationships are based on respect for self and for one another.
- Partnerships among the district, families of students, and the community members of the Lansing School District are essential.
- Diversity is celebrated and supported.
- Each student is entitled to a Personalized Educational Plan.
- Continuous and frequent data-based decision-making guides all stakeholders.
- Lansing School District values its responsibility to deliver quality programs and high achieving graduates to the community.
- It is the right of management to ensure program and product quality.

Goals

Name	Development Status	Progress Status
A Culture of Caring	Complete	Open
A Culture of Collaboration	Complete	Open
A Culture of Excellence	Complete	Open

Goal 1: A Culture of Caring

Content Area: Other
Development Status: Complete

Student Goal Statement: In order for educators to do their best work, they need to know that the organization in which they work cares about their well-being. This is also true for students. In order for students to do their best work, they need to know that their teachers and principals care about their safety, trials and tribulations, and need for positive role models. The community needs to know that the children they give to us are in good care. In establishing a Culture of Caring, it is imperative that the district implement initiatives that are proactively engaged in preventing unhealthy student behavior and make every effort to keep students in school.

Gap Statement: Trend data show the number of students absent 0-10 days increased 5.15 percentage points from 2010 to 2011 and the number of students absent 11+ days decreased 5.15 percentage points from 2010-2011. This would indicate a positive relationship between the two. Attendance rates went up between the two academic years showing fewer students with long-term absences.
Trend data show the District suspension rates have remained relatively stable from AY 2006-2007 through AY 2010-2011 at an average rate of 22.7%; suspension rates for grades 9-12 have remained relatively stable from AY 2006-2007 through AY 2010-2011 at an average rate of 35.2%; suspension rates for grades 6-8 have remained relatively stable from AY 2006-2007 through AY 2010-2011 at an average rate of 43.8%; suspension rates for elementary students have remained relatively stable from AY 2006-2007 through AY 2010-2011 at an average rate of 9.8%. Fluctuation in rates across the board have been within one to two percentage points either up or down over this span of time. This indicates a need for new interventions to lower suspension rates, as current interventions are not working.

Cause for Gap: Students, Parents, and Community members have become disaffected in their experiences both with schooling and with the Lansing School District. There is a general feeling that schooling does not affect positive change in the lives of Lansing's most needy students. The problems with attendance and suspension are also caused by a culture of poverty which includes high student mobility and a lack of parental capacity to fully support their children's academic needs.

Multiple measures/sources of data you used to identify this gap in student achievement: Absence and attendance rates, student suspension rates, free and reduced lunch counts, number of homeless students served and building-level improvement plans were studied and analyzed to identify the need for a district-wide culture of caring.

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? This goal will be deemed successful if student attendance rates continue to improve and student suspensions begin to decline. In addition, this goal will be considered a success with

increased parent involvement and self report student, parent, and community data that indicate an improved sense of well-being and a positive view of experiences with the Lansing School District.

Contact Name: Yvonne Caamal Canul

List of Objectives:

Name	Objective
Increase Student Capacity for Academic Success	Increase student attendance in grades K-12 by 20%. Decrease the amount of student suspensions in grades K-12 by 5% each year to 15% over a three year period.

1.1. Objective: Increase Student Capacity for Academic Success

Measurable Objective Statement to Support Goal: Increase student attendance in grades K-12 by 20%. Decrease the amount of student suspensions in grades K-12 by 5% each year to 15% over a three year period.

List of Strategies:

Name	Strategy
Behavior Intervention Coordinator	Provide a Behavior Intervention Coordinator that meets with Behavior Intervention Monitors and Student Assistance Providers to guide professional dialogue and development as well as serve as the district's liaison to community based organizations that support student engagement.
Behavior Monitoring	Provide 5 schools (Eastern, Sexton, Everett, Pattengill, and Gardner with Behavior Intervention Monitors to focus on students whose behavior indicates a pattern of absenteeism, suspensions, and disengagement in school.
Professional Development	Provide professional development that targets prevention strategies in the areas of positive behavior, instructional design and delivery that increases student engagement and community outreach.
Professional Learning Communities	Meet with Principals on a regular basis to share information and solicit feedback on activities at the building level that lead to an increase in student engagement.
Provide Support to Special Student Populations	Provide supplemental academic support for students in special populations such as homeless students, students with disabilities, English language learners, and neglected and delinquent youth.
Public Safety	Allocate public safety staff in strategic locations throughout the district where data indicates a higher incidence of suspensions and absenteeism.
Student Assistance Providers	Utilize Student Assistance Providers at the elementary level to support the identification of At-Risk students and design prevention programs.

1.1.1. Strategy: Behavior Intervention Coordinator

Strategy Statement: Provide a Behavior Intervention Coordinator that meets with Behavior Intervention Monitors and Student Assistance Providers to guide professional dialogue and development as well as serve as the district's liaison to community based organizations that support student engagement.

Selected Target Areas

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.
Indicator 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.
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.
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 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.
Indicator 15 The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.
Indicator 16 The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.
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.

What research did you review to support the use of this strategy and action plan?

DPR(19)
Building-Level SPR(40)s, SDP/As, and improvement plans
Barnes, A. & Harlacher, J.E. (2008) Clearing the confusion: Response to intervention as a set of principles. Education and the Treatment of Children. 31(3). ProQuest Psychology Journals. 417
Barnes & Harlacher lay out the principles of RtI: a proactive and preventative approach to education; ensuring an instructional match between student skills curriculum, and instruction; a problem-solving orientation and data-based decision making; use of effective practices; and a systems-level approach. The

authors insist that the RtI model is flexible as long as these 5 principles are used in concert with each other.

Canter, L. (1997) Behavior management: Keeping up with the times. Learning. 25(4). ProQuest Research Library. 28

Canter discusses the statistics facing teachers regarding discipline problems today and lays out the bones of his Assertive Discipline plan: be realistic about your students' expectations, teach students how to behave, and collaborate.

Canter, L. (2009) Assertive discipline: A positive behavior management for today's classroom, 4th ed.

Cantor outlines a three-step positive behavior management model for use in the classroom, explaining how to give explicit directions, positively recognize students who follow directions, and take corrective actions when students do not follow them. This resource incorporates a coaching model and explains how to establish a school-wide program.

Eber, L., Sugai, G., Smith, C.R., & Scott, T.M. (2002) Wraparound and positive behavioral interventions and supports in the schools. Journal of Emotional and Behavioral Disorders. 10(3). ProQuest Research Library. 171

Eber, Sugai, Smith, & Scott discuss the need for a three-tiered approach to positive behavior intervention: primary prevention, secondary prevention, and tertiary prevention. They also discuss the importance of family, school, and community involvement to the success of behavior intervention programs and advocate for a facilitator to make these intervention programs successful.

Institute for Education Sciences, National Center for Education Evaluation and Regional Assistance. Reducing behavior problems in the elementary school classroom. NCEE 2008-012, U.S. Department of Education. What Works Clearinghouse.

Recommends the following steps be taken in designing behavior interventions: identify the specifics of the problem behavior and the conditions that prompt and reinforce it; modify the classroom learning environment to decrease problem behavior; teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate; draw on relationships with professional colleagues and students' families for continued guidance and support.

Mandelbaurn, L.H., et al. (1983) Assertive discipline: An effective behavior management program. Behavioral Disorders Journal. Vol. 8

The effects of an Assertive Discipline program on reducing out of seat and inappropriate talking among third-grade students were investigated. Results showed the program had positive results in reducing said behaviors.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Coordination of Intervention Specialized Staff	2012-09-03	2013-06-28	Behavior Intervention Coordinator

1.1.1.1. Activity: Coordination of Intervention Specialized Staff

Activity Type: Other

Activity Description: Behavior Intervention Coordinator will meet with Behavior Intervention Monitors and Student Assistance providers to coordinate and monitor activities related to interventions designed to increase student engagement and decrease academically unproductive behaviors.

Planned staff responsible for implementing activity: Behavior Intervention Coordinator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Behavior Intervetion Coordinator	Section 31 a	102,071.00	

1.1.2. Strategy: Behavior Monitoring

Strategy Statement: Provide 5 schools (Eastern, Sexton, Everett, Pattengill, and Gardner with Behavior Intervention Monitors to focus on students whose behavior indicates a pattern of absenteeism, suspensions, and disengagement in school.

Selected Target Areas

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

Indicator 6 There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

Indicator 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.

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.

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 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.

What research did you review to support the use of this strategy and action plan?

DPR (19)-2011-12
Building-Level SPR(40)s, SDP/As and improvement plans
Barnes, A. & Harlacher, J.E. (2008) Clearing the confusion: Response to intervention as a set of principles. Education and the Treatment of Children. 31(3). ProQuest Psychology Journals. 417
Barnes & Harlacher lay out the principles of RtI: a proactive and preventative approach to education; ensuring an instructional match between student skills curriculum, and instruction; a problem-solving orientation and data-based decision making; use of effective practices; and a systems-level approach. The authors insist that the RtI model is flexible as long as these 5 principles are used in concert with each other.
Canter, L. (1997) Behavior management: Keeping up with the times. Learning. 25(4). ProQuest Research Library. 28
Canter discusses the statistics facing teachers regarding discipline problems today and lays out the bones of his Assertive Discipline plan: be realistic about your students' expectations, teach students how to behave, and collaborate.
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Eber, Sugai, Smith, & Scott discuss the need for a three-tiered approach to positive behavior intervention: primary prevention, secondary prevention, and tertiary prevention. They also discuss the importance of family, school, and community involvement to the success of behavior intervention programs and advocate for a facilitator to make these intervention programs successful.
Institute for Education Sciences, National Center for Education Evaluation and Regional Assistance. Reducing behavior problems in the elementary school classroom. NCEE 2008-012, U.S. Department of Education. What Works Clearinghouse.
Recommends the following steps be taken in designing behavior interventions: identify the specifics of the problem behavior and the conditions that prompt and reinforce it; modify the classroom learning environment to decrease problem behavior; teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate; draw on relationships with professional colleagues and students' families for continued guidance and support.
Mandelbaurn, L.H., et al. (1983) Assertive discipline: An effective behavior management program. Behavioral Disorders Journal. Vol. 8
The effects of an Assertive Discipline program on reducing out of seat and inappropriate talking among third-grade students were investigated. Results showed the program had positive results in reducing said behaviors.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Behavior Intervention Monitors	2012-09-03	2013-06-28	Behavior Intervention Monitors

1.1.2.1. Activity: Behavior Intervention Monitors

Activity Type: Other

Activity Description: Behavior Intervention Monitors will work with students directly to provide alternative ways in which students can deal with life situations so that they may decrease their number of tardies, absences, and suspensions, spend more time in school, and increase academic achievement.

Planned staff responsible for implementing activity: Behavior Intervention Monitors

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Behavior Intervention Monitors	Section 31 a	456,161.00	

1.1.3. Strategy: Professional Development

Strategy Statement: Provide professional development that targets prevention strategies in the areas of positive behavior, instructional design and delivery that increases student engagement and community outreach.

Selected Target Areas

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

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

with staff to provide context- and research-based professional development.

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 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.

What research did you review to support the use of this strategy and action plan?

DPR (19)

Building-level SPR(40)s, SDP/As,and improvement plans

Barnes, A. & Harlacher, J.E. (2008) Clearing the confusion: Response to intervention as a set of principles. Education and the Treatment of Children. 31(3). ProQuest Psychology Journals. 417

Barnes & Harlacher lay out the principles of RtI: a proactive and preventative approach to education; ensuring an instructional match between student skills curriculum, and instruction; a problem-solving orientation and data-based decision making; use of effective practices; and a systems-level approach. The authors insist that the RtI model is flexible as long as these 5 principles are used in concert with each other.

Canter, L. (1997) Behavior management: Keeping up with the times. Learning. 25(4). ProQuest Research Library. 28

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The effects of an Assertive Discipline program on reducing out of seat and inappropriate talking among third-grade students were investigated. Results showed the program had positive results in reducing said

behaviors.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development	2012-09-03	2013-06-28	Administration

1.1.3.1. Activity: Professional Development

Activity Type: Professional Development

Activity Description: Provide professional development to all staff that targets prevention strategies for academically unproductive student behaviors and builds capacity for community outreach.

Planned staff responsible for implementing activity: Administration

Actual staff responsible for implementing activity: Individuals from the Ingham Intermediate School District

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Title II Part A		

1.1.4. Strategy: Professional Learning Communities

Strategy Statement: Meet with Principals on a regular basis to share information and solicit feedback on activities at the building level that lead to an increase in student engagement.

Selected Target Areas

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 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning

Communities exist at all levels of the organization.

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.

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 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 16 The district has developed on-going, system-wide strategies to listen to and communicate with its stakeholders. It has created and mobilized collaborative networks of these stakeholders to support the schools. They are given meaningful roles in the decision-making process thereby promoting a culture of participation, responsibility and ownership.

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.

What research did you review to support the use of this strategy and action plan?

DPR (19)

Building-Level SPR(40)s, SDP/As, and improvement plans

Louis, K.S., Kruse, S., & Raywid, M.A. (1996) Putting teachers at the center of reform: Learning schools and professional communities. National Association of Secondary School Principals, NASSP Bulletin. 80(580). 9

Louis, Kruse, & Raywid define professional communities as having: shared norms and values; reflective dialogue; de-privatization of practice; collective focus on student learning; and collaboration. They also argue that for increased change/improvement in schools, the school itself must be a learning organization and that school leaders play a central role in the development of school communities.

Riveros, A., Newton, P., & Burgess, D. (2012) A situated account of teacher agency and learning: Critical reflections on professional learning communities. Canadian Journal of Education. 35(1). 202

Riveros, Newton, & Burgess put forth the idea that current models for teacher professional learning communities (also referred to in the article as teacher collaboration) do not clearly characterized the type of leadership required to make the collaboration successful. They also argue that past initiatives for peer collaboration overlooked the fact that teachers' capacity for creating meaningful and supportive relationships is an essential component of their professional practices. Finally they argue that teacher agency and the act of viewing professional collaboration in the context of teachers' practices is the best/most effective way in which to organize professional collaboration for reflective teaching.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Learning Communities	2012-09-03	2013-06-28	Administration

1.1.4.1. Activity: Professional Learning Communities

Activity Type: Professional Development

Activity Description: Provide opportunities for collaboration between Central Administration and Building Administration regarding the success of interventions designed to decrease academically unproductive student behaviors.

Planned staff responsible for implementing activity: Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.5. Strategy: Provide Support to Special Student Populations

Strategy Statement: Provide supplemental academic support for students in special populations such as homeless students, students with disabilities, English language learners, and neglected and delinquent youth.

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 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.

Indicator 6 There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

Indicator 12 The district's long range strategic plan allocates resources in an equitable manner to assure adequate support for its educational programs and to meet the diverse needs of its schools. Decisions are made in a transparent manner to assure accountability and equity in the allocation of resources.

What research did you review to support the use of this strategy and action plan?

DPR(19)
Homeless Students Needs Assessment
Building Level SPR(40s), SDP/As, and improvement plans
Duffield, B. & Lovell, P. (2008) The economic crisis hits home: The unfolding increase in child & youth homelessness. NAEHCY & First Focus
Duffield and Lovell discuss the increasing need for homeless services in schools due to the rise in homeless children and youth due to the nationÃ¢??s current economic climate. They also suggest there is a need in school districts for more coordination with community partners (although these institutions have dwindling resources again due to the economy) and greater support for district homeless programs and liaisons.
Julianelle, P. (2008) Using what we know: Supporting the education of unaccompanied homeless youth. The National Association for the Education of Homeless Children and Youth.
Julianelle's basic argument can be laid out in her seven bullet points: young people's basic needs must be met if they are to achieve their educational goals; if young people feel that school is a safe and supportive place for them, they will be much more likely to enroll, attend, and succeed; more consistent implementation of the McKinney-Vento Act, through increased personnel and uniform procedures, will facilitate the education attendance and success of youth on their own; when schools adopt flexible policies and programs to accommodate the demands of homelessness and independence, they offer unaccompanied youth an environment where they can be more engaged and successful; many unaccompanied youth have become disengaged from school and must be drawn back in by caring, persistent adults; improvements in child welfare policies and practices are essential for youth to achieve their educational goals; and any effort to support unaccompanied youth's educational success will be more effective if all youth-serving agencies coordinate their efforts, accept joint responsibility for outcomes, and involve young people as active partners. Of specific importance to the LSD is the bullet point regarding academic flexibility this suggests both on-site and off-site tutoring and alternative education options as means by which homeless youth may be served to better meet their academic needs.
Leone, P. & Weinberg, L. (2010) Addressing the unmet educational needs of children and youth in the juvenile justice and child welfare systems. Center for Juvenile Justice Reform
Leone & Weinberg discuss the various problems of educating neglected and delinquent youth and then propose several evidence-based interventions in the following areas to address the needs of this population: early intervention programs; parent/caregiver training; interventions for school-age children; tutoring and mentoring programs; and inter-agency collaborative efforts. They then go on to discuss the way in which effective interventions may be designed/delivered to this population of students by stating, "early education is essential; quality education services are critical for successful development of all youth; if outcomes matter, they must be measured; support services are needed to help some youth succeed; inter-agency collaboration and communication is vital; and change requires within-agency and cross-agency leadership."

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Special Student Populations	2012-09-03	2013-06-03	Administrators Teachers Special Programs Administrators (ex: IDEA, N&D, Homeless, ELL)

1.1.5.1. Activity: Special Student Populations

Activity Type: Other

Activity Description: Students belonging to special student populations, such as homeless students, neglected and delinquent students, students with disabilities, and English language learners will be identified at the building level and provided the appropriate supplemental services available to them both from the building and from the district as a whole.

Planned staff responsible for implementing activity: Administrators
Teachers
Special Programs Administrators (ex: IDEA, N&D, Homeless, ELL)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-03

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
English Language Learners	Title III	335,424.00	
English Language Learners	Title I Part A	109,948.00	
English Language Learners	General Funds		
Homeless Students	Title I Part A	37,503.00	
Homeless Students	Other	53,327.00	
Indian Edcation	Title I Part A	5,572.00	
Neglected & Delinquent	Title I Part D	305,854.00	
Students with Disabilities	Other	10,694,285.00	
Students with Disabilities	General Funds	18,961,790.00	

1.1.6. Strategy: Public Safety

Strategy Statement: Allocate public safety staff in strategic locations throughout the district where data indicates a higher incidence of suspensions and absenteeism.

Selected Target Areas

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.
Indicator 12 The district's long range strategic plan allocates resources in an equitable manner to assure

adequate support for its educational programs and to meet the diverse needs of its schools. Decisions are made in a transparent manner to assure accountability and equity in the allocation of resources.

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 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.

What research did you review to support the use of this strategy and action plan?

DPR(19)
Building-Level SPR(40)s, SDP/As, and improvement plans

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Public Safety Officers	2012-09-03	2013-06-28	Administration Public Safety Officers

1.1.6.1. Activity: Public Safety Officers

Activity Type: Other

Activity Description: Public Safety Officers will serve in high-need areas to deter student behavior that is academically unproductive and help create a school climate that feels and is safe for student learning.

Planned staff responsible for implementing activity: Administration
Public Safety Officers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Public Safety Officers	Section 31 a	841,365.00	

1.1.7. Strategy: Student Assistance Providers

Strategy Statement: Utilize Student Assistance Providers at the elementary level to support the identification of At-Risk students and design prevention programs.

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 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.

What research did you review to support the use of this strategy and action plan?

DPR (19)
Building-level SPR(40)s, SPD/As, and improvement plans

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Student Assistance Providers	2012-09-03	2013-06-28	Student Assistance Providers

1.1.7.1. Activity: Student Assistance Providers

Activity Type: Other

Activity Description: Student Assistance Providers will work at the elementary level to: identify students most at-risk, design individualized intervention programs, and implement said interventions.

Planned staff responsible for implementing activity: Student Assistance Providers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Student Assistance Providers	Other		

Goal 2: A Culture of Collaboration

Content Area: Other
Development Status: Complete

Student Goal Statement: One of the most powerful ways in which teachers can improve practice is through on-going professional development that is embedded in their daily routines. Through dialogue and collaborative inquiry, principals and teachers can look deeply into their practice and make changes so that students have a richer and more successful school experience. However, traditionally, teachers have been asked to use student outcome data to analyze and back map to their practice. Student performance data does not address the instructional process. It is the process of designing and delivering the instructional experience in the classroom that leads to improved student achievement.

Gap Statement: The lack of research-based codification of instructional design and delivery makes it difficult to determine causality between student performance outcome data and the instructional process. Therefore, teachers can rarely trace back student achievement to their practice without some way of seeing a direct line between, "if I do this, the following outcome happens." By simply analyzing student performance data after the fact, the teacher has no way to determine the modifications needed in their practice in order to create a different outcome. Collaborative conversations between teachers usually tend to focus on how to deliver more content or modify content and not on how to deliver the content differently and more specifically, which delivery will yield a better outcome, especially for students at risk.

Cause for Gap: Increased state and federal oversight and regulation has resulted in a culture of assessment-based student performance evaluation which leads educators at all levels to focus solely on test scores as a means of developing educator capacity and determining professional development needs and opportunities. There is currently no codified manner in which educators can assess their performance based on authentic measures.

Multiple measures/sources of data you used to identify this gap in student achievement: DPR, PLC, pre-post Snapshot and CLASS data

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All staff participate in district wide professional development sessions; teachers report the professional development has been helpful in improving their practice (survey); RTI, Snapshot, and CLASS post-data indicate a change in practice as identified by school Instructional Program Action Plan.

Contact Name: Yvonne Caamal Canul

List of Objectives:

Name	Objective
Data-Driven Instruction	Principals in all 17 elementary schools will use the data from Snapshot and Class to increase the level of positive student/teacher interaction, reduce the amount of time not used for instruction, increase the use of reflective teaching approaches, increase the use of language modeling, and focus on developing a seamless transition from grade to grade.
Instructional Program Action Plan	PreK-3 elementary schools will use the Snapshot data to develop an instructional program action plan by identifying Snapshot components that indicate a need for modification. Fourth-sixth grade elementary schools will use the CLASS data to develop and instructional program action plan by identifying CLASS domains that indicate a need for modification.
Professional Development	Teachers in grades PreK-3 will participate in 5 district-wide professional development sessions that focus on creating a culture of collaboration by using the data results from Snapshot Classroom Observation. Teachers in grades 4-6 will participate in 5 district-wide professional development sessions that focus on creating a culture of collaboration by using the data results form the CLASS observation instrument. Teachers in grades 7-12 will participate in 5 district-wide professional development sessions that focus on Response to Intervention through Positive Behavior Intervention and Support.
Professional Learning Communities	Principals in all 17 elementary schools will participate in professional development that focuses on creating, maintaining, and supporting a culture of collaborative inquiry.

2.1. Objective: Data-Driven Instruction

Measurable Objective Statement to Support Goal: Principals in all 17 elementary schools will use the data from Snapshot and Class to increase the level of positive student/teacher interaction, reduce the amount of time not used for instruction, increase the use of reflective teaching approaches, increase the use of language modeling, and focus on developing a seamless transition from grade to grade.

List of Strategies:

Name	Strategy
Team of Observers	Assemble a Team of Observers to administer the Snapshot and CLASS to every classroom in grades PreK-6.
Use of External/Internal Expertise	Use external and internal expertise to collect, analyze, and provide Snapshot/CLASS data to the district.

2.1.1. Strategy: Team of Observers

Strategy Statement: Assemble a Team of Observers to administer the Snapshot and CLASS to every

classroom in grades PreK-6.

Selected Target Areas

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 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.

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 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.

What research did you review to support the use of this strategy and action plan?

DPR (19)
Building-Level SPR(40)s, SPD/As, and improvement plans
Gillanders, C., Mason, E., & Ritchie, S. (2011) FirstSchoolÃ¢??an approach that prepares pre-K to 3 educators to effectively interpret and respond to school data. Young Children. 66(6). 12-16, 18-19
FirstSchool is a reform initiative aimed at children 3 to 8 years old. The FirstSchool approach responds to the needs of all young children, but especially those in African American or Latino families as well as those in families with low incomes. FirstSchool's approach is to help educators think beyond traditional practices to improve school experiences and outcomes for children. FirstSchool does this through the idea of improving instruction through the effective use and analysis of existing school data to improve teaching practice. The approach incorporates the critical components of effective professional development for teachers: actively engaging teachers to examine their classroom and school; helping teachers make connections between their beliefs about how children learn, district standards, and effective teaching strategies; giving teachers opportunities to learn through collaborative inquiry with other teachers and professionals; and focusing on teachers' understanding of subject matter and how children learn it.
Ritchie, S., Maxwell, K., & Clifford, R. M. (2007) FirstSchool: A new vision for education. In R. C. Pianta, M. J. Cox & K. L. Snow (Eds.), School readiness and the transition to kindergarten in the era of accountability. 85-96. Baltimore: Brookes Publishing
FirstSchool aspires to promote and support public school efforts to become more responsive to the needs of an increasingly younger, more diverse population of children. The valuing of positive relationships, a commitment to dialogue, the use of innovation and evidence, the contribution of context to content and an unremitting attention to equity are fundamental to the work of FirstSchool.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Team of Observers	2012-10-01	2012-12-31	Team of Observers for Snapshot and CLASS

2.1.1.1. Activity: Team of Observers

Activity Type: Other

Activity Description: Administer the observations from Snapshot and CLASS and collect the data in every PreK-6 grade classroom.

Planned staff responsible for implementing activity: Team of Observers for Snapshot and CLASS

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-10-01, End Date - 2012-12-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Team of Observers	Title II Part A	77,900.00	
Team of Observers	Other		

2.1.2. Strategy: Use of External/Internal Expertise

Strategy Statement: Use external and internal expertise to collect, analyze, and provide Snapshot/CLASS data to the district.

Selected Target Areas

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.
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 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.

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

Indicator 18 District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.

Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

What research did you review to support the use of this strategy and action plan?

DPR(19)

Building-Level SPR(40)s, SDP/As, and improvement plans

Gillanders, C., Mason, E., & Ritchie, S. (2011) FirstSchoolÃ¢??an approach that prepares pre-K to 3 educators to effectively interpret and respond to school data. Young Children. 66(6). 12-16, 18-19

FirstSchool is a reform initiative aimed at children 3 to 8 years old. The FirstSchool approach responds to the needs of all young children, but especially those in African American or Latino families as well as those in families with low incomes. FirstSchool's approach is to help educators think beyond traditional practices to improve school experiences and outcomes for children. FirstSchool does this through the idea of improving instruction through the effective use and analysis of existing school data to improve teaching practice. The approach incorporates the critical components of effective professional development for teachers: actively engaging teachers to examine their classroom and school; helping teachers make connections between their beliefs about how children learn, district standards, and effective teaching strategies; giving teachers opportunities to learn through collaborative inquiry with other teachers and professionals; and focusing on teachers' understanding of subject matter and how children learn it.

Ritchie, S., Maxwell, K., & Clifford, R. M. (2007) FirstSchool: A new vision for education. In R. C. Pianta, M. J. Cox & K. L. Snow (Eds.), School readiness and the transition to kindergarten in the era of accountability. 85-96. Baltimore: Brookes Publishing

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List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data Collection and Analysis	2012-09-03	2013-06-28	External Consultants Selected District Personnel
RtI Training	2012-09-03	2013-06-28	External Consultants Selected District Personnel

2.1.2.1. Activity: Data Collection and Analysis

Activity Type: Other

Activity Description: External Consultants and district personnel will collect, analyze, and provide Snapshot/CLASS data to the district for use in adjusting instructional and non-instructional classroom practices

Planned staff responsible for implementing activity: External Consultants
Selected District Personnel

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
External Data Analysis	Title II Part A	80,304.00	
Internal Data Analysis	Title II Part A	75,000.00	

2.1.2.2. Activity: RtI Training

Activity Type: Professional Development

Activity Description: External consultants and selected district personnel will use their expertise in Response to Intervention methodology to train teachers in grades 7-12 in the use of RtI strategies.

Planned staff responsible for implementing activity: External Consultants
Selected District Personnel

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
RtI Training	Title II Part A	25,000.00	
RtI Training	Section 31 a	25,000.00	

2.2. Objective: Instructional Program Action Plan

Measurable Objective Statement to Support Goal: PreK-3 elementary schools will use the Snapshot data to develop an instructional program action plan by identifying Snapshot components that indicate a need for modification.
Fourth-sixth grade elementary schools will use the CLASS data to develop and instructional program action plan by identifying CLASS domains that indicate a need for modification.

List of Strategies:

Name	Strategy
Professional Development	Use external and internal expertise to provide professional learning.

2.2.1. Strategy: Professional Development

Strategy Statement: Use external and internal expertise to provide professional learning.

Selected Target Areas

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.
Indicator 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.
Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.
Indicator 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.

What research did you review to support the use of this strategy and action plan?

DPR(19)
Building-Level SPR(40)s, SPD/As, and improvement plans
Gillanders, C., Mason, E., & Ritchie, S. (2011) FirstSchoolÃ?Â¢??an approach that prepares pre-K to 3 educators to effectively interpret and respond to school data. Young Children. 66(6). 12-16, 18-19

FirstSchool is a reform initiative aimed at children 3 to 8 years old. The FirstSchool approach responds to the needs of all young children, but especially those in African American or Latino families as well as those in families with low incomes. FirstSchool does this through the idea of improving instruction through the effective use and analysis of existing school data to improve teaching practice. The approach incorporates the critical components of effective professional development for teachers: actively engaging teachers to examine their classroom and school; helping teachers make connections between their beliefs about how children learn, district standards, and effective teaching strategies; giving teachers opportunities to learn through collaborative inquiry with other teachers and professionals; and focusing on teachers' understanding of subject matter and how children learn it.

Ritchie, S., Maxwell, K., & Clifford, R. M. (2007) FirstSchool: A new vision for education. In R. C. Pianta, M. J. Cox & K. L. Snow (Eds.), School readiness and the transition to kindergarten in the era of accountability. 85-96. Baltimore: Brookes Publishing

FirstSchool aspires to promote and support public school efforts to become more responsive to the needs of an increasingly younger, more diverse population of children. The valuing of positive relationships, a commitment to dialogue, the use of innovation and evidence, the contribution of context to content and an unremitting attention to equity are fundamental to the work of FirstSchool.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development	2012-09-03	2012-09-07	External Consultants Select District Personnel

2.2.1.1. Activity: Professional Development

Activity Type: Professional Development

Activity Description: Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner:
a. Creating a Culture of Collaboration
b. Orientation to the Snapshot/Class- The Impact of Instructional Process Data
c. Snapshot/CLASS Data Results- Instructional Process Data on Student Achievement
d. Instructional Program Action Plan- Focus on the Design and Delivery of Instruction
e. Evaluation of the Instructional Program Action Plan- Growth and Change During the School Year

Planned staff responsible for implementing activity: External Consultants
Select District Personnel

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2012-09-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Title II Part A	13,500.00	

2.3. Objective: Professional Development

Measurable Objective Statement to Support Goal: Teachers in grades PreK-3 will participate in 5 district-wide professional development sessions that focus on creating a culture of collaboration by using the data results from Snapshot Classroom Observation.
Teachers in grades 4-6 will participate in 5 district-wide professional development sessions that focus on creating a culture of collaboration by using the data results form the CLASS observation instrument.
Teachers in grades 7-12 will participate in 5 district-wide professional development sessions that focus on Response to Intervention through Positive Behavior Intervention and Support.

List of Strategies:

Name	Strategy
RtI	Use external and internal expertise to provide Response to Intervention training and strategies to teachers in grades 7-12.
Snapshot/CLASS	Use external and internal expertise to provide professional learning.

2.3.1. Strategy: RtI

Strategy Statement: Use external and internal expertise to provide Response to Intervention training and strategies to teachers in grades 7-12.

Selected Target Areas

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

Indicator 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.

What research did you review to support the use of this strategy and action plan?

DPR(19)

Building-Level SPR(40)s, SDP/As, and improvement plans

Barnes, A. & Harlacher, J.E. (2008) Clearing the confusion: Response to intervention as a set of principles. Education and the Treatment of Children. 31(3). ProQuest Psychology Journals. 417

Barnes & Harlacher lay out the principles of RtI: a proactive and preventative approach to education; ensuring an instructional match between student skills curriculum, and instruction; a problem-solving orientation and data-based decision making; use of effective practices; and a systems-level approach. The authors insist that the RtI model is flexible as long as these 5 principles are used in concert with each other.

Canter, L. (1997) Behavior management: Keeping up with the times. Learning. 25(4). ProQuest Research Library. 28

Canter discusses the statistics facing teachers regarding discipline problems today and lays out the bones of his Assertive Discipline plan: be realistic about your students' expectations, teach students how to behave, and collaborate.

Canter, L. (2009) Assertive discipline: A positive behavior management for today's classroom, 4th ed.

Cantor outlines a three-step positive behavior management model for use in the classroom, explaining how to give explicit directions, positively recognize students who follow directions, and take corrective actions when students do not follow them. This resource incorporates a coaching model and explains how to establish a school-wide program.

Eber, L., Sugai, G., Smith, C.R., & Scott, T.M. (2002) Wraparound and positive behavioral interventions and supports in the schools. Journal of Emotional and Behavioral Disorders. 10(3). ProQuest Research Library. 171

Eber, Sugai, Smith, & Scott discuss the need for a three-tiered approach to positive behavior intervention: primary prevention, secondary prevention, and tertiary prevention. They also discuss the importance of family, school, and community involvement to the success of behavior intervention programs and advocate for a facilitator to make these intervention programs successful.

Institute for Education Sciences, National Center for Education Evaluation and Regional Assistance. Reducing behavior problems in the elementary school classroom. NCEE 2008-012, U.S. Department of Education. What Works Clearinghouse.

Recommends the following steps be taken in designing behavior interventions: identify the specifics of the problem behavior and the conditions that prompt and reinforce it; modify the classroom learning environment to decrease problem behavior; teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate; draw on relationships with professional colleagues and students' families for continued guidance and support.

Mandelbaurn, L.H., et al. (1983) Assertive discipline: An effective behavior management program. Behavioral Disorders Journal. Vol. 8

The effects of an Assertive Discipline program on reducing out of seat and inappropriate talking among third-grade students were investigated. Results showed the program had positive results in reducing said behaviors.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development	2012-09-03	2012-09-07	External Consultants Selected District Personnel

2.3.1.1. Activity: Professional Development

Activity Type: Professional Development

Activity Description: External Consultants and selected district personnel will provide professional learning to all teachers in grades 7-12 in the use of Response to Intervention strategies to address academically unproductive behaviors in the classroom.

Planned staff responsible for implementing activity: External Consultants
Selected District Personnel

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2012-09-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Title II Part A		
Professional Development	Other		

2.3.2. Strategy: Snapshot/CLASS

Strategy Statement: Use external and internal expertise to provide professional learning.

Selected Target Areas

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

with staff to provide context- and research-based professional development.

Indicator 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.

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 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.

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.

What research did you review to support the use of this strategy and action plan?

DPR(19)

Building-Level SPR(40)s, SDP/As, and improvement plans

Gillanders, C., Mason, E., & Ritchie, S. (2011) FirstSchoolÃ¢??an approach that prepares pre-K to 3 educators to effectively interpret and respond to school data. Young Children. 66(6). 12-16, 18-19

FirstSchool is a reform initiative aimed at children 3 to 8 years old. The FirstSchool approach responds to the needs of all young children, but especially those in African American or Latino families as well as those in families with low incomes. FirstSchool's approach is to help educators think beyond traditional practices to improve school experiences and outcomes for children. FirstSchool does this through the idea of improving instruction through the effective use and analysis of existing school data to improve teaching practice. The approach incorporates the critical components of effective professional development for teachers: actively engaging teachers to examine their classroom and school; helping teachers make connections between their beliefs about how children learn, district standards, and effective teaching strategies; giving teachers opportunities to learn through collaborative inquiry with other teachers and professionals; and focusing on teachers' understanding of subject matter and how children learn it.

Ritchie, S., Maxwell, K., & Clifford, R. M. (2007) FirstSchool: A new vision for education. In R. C. Pianta, M. J. Cox & K. L. Snow (Eds.), School readiness and the transition to kindergarten in the era of accountability. 85-96. Baltimore: Brookes Publishing

FirstSchool aspires to promote and support public school efforts to become more responsive to the needs of an increasingly younger, more diverse population of children. The valuing of positive relationships, a commitment to dialogue, the use of innovation and evidence, the contribution of context to content and an unremitting attention to equity are fundamental to the work of FirstSchool.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development	2012-09-03	2012-09-07	External Contractors Selected District Personnel

2.3.2.1. Activity: Professional Development

Activity Type: Professional Development

Activity Description: Provide all teachers in grades PreK-6 with professional learning during the 5 district-wide professional development days in the following manner:

a. Creating a Culture of Collaboration - School Culture Profile
b. Orientation to the Snapshot/CLASS - The Impact of Instructional Process Data
c. Snapshot/CLASS Data Results - Instructional Process Data on Student Achievement
d. Instructional Program Action Plan - Focus on the Design and Delivery of Instruction
e. Evaluation of the Instructional Program Action Plan - Growth and Change During the School Year

Planned staff responsible for implementing activity: External Contractors
Selected District Personnel

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2012-09-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Title II Part A	56,480.00	

2.4. Objective: Professional Learning Communities

Measurable Objective Statement to Support Goal: Principals in all 17 elementary schools will participate in professional development that focuses on creating, maintaining, and supporting a culture of collaborative inquiry.

List of Strategies:

Name	Strategy
Professional Development	Use external and internal expertise to provide professional learning

2.4.1. Strategy: Professional Development

Strategy Statement: Use external and internal expertise to provide professional learning

Selected Target Areas

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

Indicator 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.

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 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 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.

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.

What research did you review to support the use of this strategy and action plan?

DPR(19)
Building-Level SPR(40)s, SDP/As, and improvement plans
Gillanders, C., Mason, E., & Ritchie, S. (2011) FirstSchoolÃ?Â¢??an approach that prepares pre-K to 3

educators to effectively interpret and respond to school data. Young Children. 66(6). 12-16, 18-19
FirstSchool is a reform initiative aimed at children 3 to 8 years old. The FirstSchool approach responds to the needs of all young children, but especially those in African American or Latino families as well as those in families with low incomes. FirstSchool's approach is to help educators think beyond traditional practices to improve school experiences and outcomes for children. FirstSchool does this through the idea of improving instruction through the effective use and analysis of existing school data to improve teaching practice. The approach incorporates the critical components of effective professional development for teachers: actively engaging teachers to examine their classroom and school; helping teachers make connections between their beliefs about how children learn, district standards, and effective teaching strategies; giving teachers opportunities to learn through collaborative inquiry with other teachers and professionals; and focusing on teachers' understanding of subject matter and how children learn it.
Ritchie, S., Maxwell, K., & Clifford, R. M. (2007) FirstSchool: A new vision for education. In R. C. Pianta, M. J. Cox & K. L. Snow (Eds.), School readiness and the transition to kindergarten in the era of accountability. 85-96. Baltimore: Brookes Publishing
FirstSchool aspires to promote and support public school efforts to become more responsive to the needs of an increasingly younger, more diverse population of children. The valuing of positive relationships, a commitment to dialogue, the use of innovation and evidence, the contribution of context to content and an unremitting attention to equity are fundamental to the work of FirstSchool.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development	2012-09-03	2012-09-07	External Consultants Selected District Personnel

2.4.1.1. Activity: Professional Development

Activity Type: Professional Development

Activity Description: Provide all teachers in grades PreK - 6 with professional learning during the 5 district wide professional development days in the following manner:
a. Creating a Culture of Collaboration - School Culture Profile
b. Orientation to the Snapshot/CLASS - The Impact of Instructional Process Data
c. Snapshot/CLASS Data Results - Instructional Process Data on Student Achievement
d. Instructional Program Action Plan - Focus on the Design and Delivery of Instruction
e. Evaluation of the Instructional Program Action Plan - Growth and Change During the School Year

Planned staff responsible for implementing activity: External Consultants
Selected District Personnel

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2012-09-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Title II Part A	46,728.00	

Goal 3: A Culture of Excellence

Content Area: Other
Development Status: Complete

Student Goal Statement: In order for our students to be competitive in a global economic environment, we must provide multiple opportunities for students to have meaningful engagement in learning. This includes a solid curriculum based on core standards and competencies, an instructional program that is varied and effectively addresses the many ways students learn, and supports for teachers and administrators to continually reflect upon and improve their practice.

Gap Statement: Reading Grade 3: 50% of Lansing 3rd grade students tested proficient in reading on the MEAP. District-wide, third graders decreased their reading proficiency by 5 percentage points. The Asian/Pacific Islander subgroup increased in proficiency by 9 percentage points and students with disabilities (SWD) increased their reading proficiency by 3 percentage points. All other student subgroups decreased in reading proficiency. Reading Grade 4: 56% of Lansing 4th grade students tested proficient in reading on the MEAP. District-wide, fourth graders increased their reading proficiency 9 percentage points. All ethnic student subgroups increased their reading proficiency in 2011 with the exception of the Asian/Pacific Islander subgroup. Economically disadvantaged (ED), English Language Learners (ELL), and SWD all increased their reading proficiency. Reading Grade 5: 54% of Lansing 5th graders tested proficient on the MEAP. District-wide, fifth graders increased their reading proficiency by two percentage points. All ethnic student subgroups increased their reading proficiency in 2011 with the exception of the Asian/Pacific Islander and Hispanic or Latino ethnic groups. ED and ELL student subgroups increased in reading proficiency. Grade 6 Reading: 48% of Lansing 6th grade students tested proficient in reading on the MEAP. District-wide, sixth graders increased their reading proficiency by eighth percentage points. All ethnic student subgroups increased their reading proficiency in 2011 with the exception of the White student subgroup. ED and SWD student subgroups increased in reading proficiency. Grade 7 Reading: 39% of Lansing 7th grade students tested proficient on the MEAP. District-wide, seventh graders increased their reading proficiency four percentage points. Black or African American and American Indian or Alaskan Native students were the only ethnic subgroups to increase their proficiency by at least one percentage point. ED student subgroups increased their reading proficiency. Grade 8: 33% of Lansing 8th grade students tested proficient in reading on the MEAP. District-wide, eighth graders slightly increased their reading proficiency rates as well as ELL students. Grade 3 Mathematics: 19% of Lansing 3rd grade students tested proficient in mathematics on the 2011 MEAP. District-wide, third graders decreased their mathematics proficiency by four percentage points; however, the Asian/Pacific Islander, American Indian/Alaskan Native, and ELL student subgroups increased their mathematics proficiency. Grade 4 Mathematics: 22% of Lansing 4th grade students tested proficient on the MEAP. District-wide, fourth graders decreased their mathematics proficiency slightly (>1 percentage point). Black/African American and White ethnic subgroups increased their mathematics proficiency by 2 and 7 percentage points respectively. Performance for ELL and SWD student subgroups were low (less than 10% proficient). Grade 5 Mathematics: 20% of Lansing 5th grade students tested proficient in mathematics on the MEAP. District-wide, fifth graders decreased their mathematics proficiency. Performance for ELL and SWD student subgroups was very low (less than 10% proficient). There were no ELL students proficient in mathematics. Grade 6 Mathematics: 12% of Lansing 6th grade students tested proficient in mathematics on the

MEAP. District-wide, sixth graders increased slightly in mathematics proficiency. The Black/African American ethnic subgroup decreased in their mathematics proficiency. Although performance was low (<10% proficient), ED, ELL, and SWD increased in mathematics proficiency. Grade 7 Mathematics: 9% of Lansing 7th grade students tested proficient on the mathematics MEAP. District-wide, proficiency has decreased in mathematics since 2010. Grade 8 Mathematics: 6% of Lansing 8th grade students tested proficient in mathematics on the MEAP. This is a slight increase from 2010.2011 MME Mathematics: District-wide 6% of students who took the MME scored proficient in mathematics; this is significantly lower than the state average by 21.3 percentage points. All subgroups saw a significant decline in mathematics proficiency except SWD, whose subgroup increased in proficiency by 1.4 percentage points, and African American students, whose subgroup remained relatively stable in proficiency levels. 2011 MME Reading: District-wide 32.4% of students who took the MME scored proficient; this is significantly lower than the state average by 20.3 percentage points. All student subgroups saw a decline in reading proficiency with the largest amount of decline in the Asian/Pacific Islander (12.7 percentage points), ELL (10.2 percentage points), and Hispanic (10.2 percentage points) subgroups. 2011 MME Writing: District-wide 23% of students who took the MME scored proficient in writing; this is significantly lower than the state average by 23.9 percentage points. Writing proficiency increased for the non-ED, ELL, Asian/Pacific Islander, and White student subgroups; writing proficiency remained relatively stable for the SWD and African American student subgroups. The2011 high school graduation rate district-wide is 23.62 percentage points lower than the state average of 74.33% at 50.71%; the high school dropout rate is 16.39 percentage points higher than the state average of 11.13% at 27.52%. Trend data show a 9.04 percentage point drop in graduation rate from 2008 to 2011, an increase of 2.73 percentage points in the dropout rate between 2008-2011, and an increase of 3.43 percentage points in the number of students not on track to graduate with their 4-year cohort.

Cause for Gap: Causes for gaps in student achievement among the student subgroups district-wide include: alignment of curriculum, instruction, and assessment for grade-levels and courses between the elementary, middle, and high school levels (vertical alignment); school improvement process understanding, planning, monitoring, and oversight; staff accountability; timeliness of approval of grant funds by the MDE; changes in the procedures and protocols of state reporting; follow-through/monitoring on the increase in teaching effectiveness as a result of professional development (skills and knowledge; evaluation protocols; decreased collaborative nature of staff as a result of restructuring mandate (AYP and the Statewide System of Support requirements); and a culture of poverty experienced by a majority of Lansing students.

Multiple measures/sources of data you used to identify this gap in student achievement: Measures/sources of data used to identify gaps in student achievement include state assessment trend data, formative assessment data, and student graduation and dropout rate trend data.

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? Success will be measured by the district's ability to decrease the number of students that test NOT proficient on the state assessment from 2011-12 to 2012-13, at least 10% (definition of safe harbor). Additional measures will include the building and district process rubrics (self-reporting) of increased system effectiveness, evaluation of student success based on individual school improvement plans, and the successful implementation of grade reconfiguration.

Contact Name: Yvonne Caamal Canul

List of Objectives:

Name	Objective
Evaluation of	Increase the number of teacher evaluations conducted to 100%. Increase the number of

Staff	administrator evaluations conducted to 100%
Graduation of Students	Increase the graduation rate by 10%. Decrease the number of students in ninth grade at-risk of not graduating on time by 30%.
Outreach	Increase participation in school and district events by parents and community members by 30%.
Scholarships	Increase the number of students eligible for college scholarships by 30%
Student Achievement on MEAP	Increase district wide student achievement on the MEAP: a. Grades 3 - 8 in ELA by 15% b. Grades 3 - 8 in Mathematics by 15% c. Grades 3 - 8 in Social Studies by 10% d. Grades 3 - 8 in Science by 10%
Student Achievement on MME	Increase district wide student achievement on the MME: a. Grades 9 - 12 in ELA by 10% (where applicable) b. Grades 9 - 12 in Mathematics by 10% (where applicable) c. Grades 9 - 12 in Social Studies by 10% (where applicable) d. Grades 9 - 12 in Science by 10% (where applicable)

3.1. Objective: Evaluation of Staff

Measurable Objective Statement to Support Goal: Increase the number of teacher evaluations conducted to 100%.
Increase the number of administrator evaluations conducted to 100%

List of Strategies:

Name	Strategy
Professional Development	Provide on-going professional development and monitoring for administrators on teacher evaluation.

3.1.1. Strategy: Professional Development

Strategy Statement: Provide on-going professional development and monitoring for administrators on teacher evaluation.

Selected Target Areas

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

What research did you review to support the use of this strategy and action plan?

DPR(19)

Building-Level SPR(40)s, SDP/As, and improvement plans

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development	2012-09-03	2013-06-28	Central Administration

3.1.1.1. Activity: Professional Development

Activity Type: Professional Development

Activity Description: Central Administration will provide on-going professional development to building administrators on how to productively evaluate teachers.

Planned staff responsible for implementing activity: Central Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Title II Part A		

3.2. Objective: Graduation of Students

Measurable Objective Statement to Support Goal: Increase the graduation rate by 10%.
Decrease the number of students in ninth grade at-risk of not graduating on time by 30%.

List of Strategies:

Name	Strategy
Credit Recovery	Provide a comprehensive credit recovery program for At-Risk students in grades 7-12.

3.2.1. Strategy: Credit Recovery

Strategy Statement: Provide a comprehensive credit recovery program for At-Risk students in grades 7-12.

Selected Target Areas

What research did you review to support the use of this strategy and action plan?

DPR(19)
Building-Level SDP/As, and improvement plans

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Advance Path	2012-09-03	2013-06-28	Teaching Staff

3.2.1.1. Activity: Advance Path

Activity Type: Other

Activity Description: Staff will work to identify students at-risk of not graduating on time and refer said students to the Advance Path alternative education program for credit recovery and skill remediation.

Planned staff responsible for implementing activity: Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Advance Path	Section 31 a	133,233.00	
Advance Path	General Funds	600,000.00	

3.3. Objective: Outreach

Measurable Objective Statement to Support Goal: Increase participation in school and district events by

parents and community members by 30%.

List of Strategies:

Name	Strategy
Outreach	Work at the building and district levels to increase outreach activities.

3.3.1. Strategy: Outreach

Strategy Statement: Work at the building and district levels to increase outreach activities.

Selected Target Areas

Indicator 15 The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.

What research did you review to support the use of this strategy and action plan?

DPR(19)
Building-Level SPR(40)s, SDP/As, and improvement plans
Anderson, K. J. & Minke, K. M. (2007) Parent involvement in education: Toward an understanding of parents' decision making. The Journal of Educational Research. 311-323
This study included a large proportion of underrepresented parent subgroups and concluded that parents report being more involved at home than at school; however, specific invitations from their children's teachers made them more inclined to participate at the school level. The study also found that parental income level had little to do with a parent's self-reported level of involvement. However, invitations to participate are likely to be the most beneficial for low-income parents whose involvement is often viewed as low.
Grolnick, W. S., Benjet, C., Kurowski, C. O., & Apostoleris, N. H. (1997) Predictors of parent involvement in children's schooling. Journal of Educational Psychology. 89(3). 538
The authors use a hierarchical model of factors (individual level, contextual level, and institutional level) to assess each factor's individual and interactive contribution to parent involvement. Parent involvement is examined in terms of the following types of involvement: behavior, cognitive-intellectual, and personal. The study found that parents who see their children as difficult are less likely to be involved in their child's schooling. Researchers also found cultural factors must be considered in efforts to increase parent involvement and, finally, difficult context and lack of social support undermines parental involvement in schooling.
O'Donnell, J., Kirkner, S. L., & Meyer-Adams, N. (2008) Low-income, urban consumers' perception of community school outreach practices, desired services, and outcomes. The School Community Journal. 18(2). 147
This study discusses the need for community schools to partner with social service agencies to offer a variety of programs and classes to parents and community members. The research indicates the most

successful outreach is through direct invitation, word of mouth, and parent centers. The research also suggests increased involvement will come from a positive/welcoming climate and open door policies.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Outreach	2012-09-03	2013-06-28	Administrators Teachers

3.3.1.1. Activity: Outreach

Activity Type: Other

Activity Description: Administrators will work to engage parents and community members in building-level as well as district-level events. Work will also be done to increase two-way communication with parents and community members as well as to increase these stakeholder groups' capacity to participate in the educational process.

Planned staff responsible for implementing activity: Administrators
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Outreach	Title I Part A	342,722.00	

3.4. Objective: Scholarships

Measurable Objective Statement to Support Goal: Increase the number of students eligible for college scholarships by 30%

List of Strategies:

Name	Strategy
Scholarship Initiatives	Provide coordination and support for both the HOPE and PROMISE scholarship initiatives.

3.4.1. Strategy: Scholarship Initiatives

Strategy Statement: Provide coordination and support for both the HOPE and PROMISE scholarship initiatives.

Selected Target Areas

What research did you review to support the use of this strategy and action plan?

Participation in HOPE and PROMISE rates

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Support	2012-09-03	2013-06-28	Central Administration

3.4.1.1. Activity: Support

Activity Type: Other

Activity Description: Provide support for HOPE and PROMISE scholarship programs through district initiatives and staff support.

Planned staff responsible for implementing activity: Central Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Scholarship Initiatives	Section 31 a	24,728.00	
Scholarship Initiatives	General Funds		
Scholarship Initiatives	General Funds		

3.5. Objective: Student Achievement on MEAP

Measurable Objective Statement to Support Goal: Increase district wide student achievement on the MEAP:
a. Grades 3 - 8 in ELA by 15%
b. Grades 3 - 8 in Mathematics by 15%
c. Grades 3 - 8 in Social Studies by 10%
d. Grades 3 - 8 in Science by 10%

List of Strategies:

Name	Strategy
Instructional Activity	Employ research-based instructional strategies such as, differentiated instruction, balanced literacy, numeracy and math literacy, scientific process, reflective teaching, language modeling, regard for student voice and perspective, and self-regulation.
Instructional Program	Convert all Kindergarten and first grades into reduced class size classrooms as facility and eligibility will allow.
Professional Development	Provide continuing professional development on the core standards for ELA, Mathematics, Social Studies, and Science to teachers in Grades PreK - 12.
Supplemental Instruction	Provide supplemental instruction to homeless and neglected and delinquent youth.

3.5.1. Strategy: Instructional Activity

Strategy Statement: Employ research-based instructional strategies such as, differentiated instruction, balanced literacy, numeracy and math literacy, scientific process, reflective teaching, language modeling, regard for student voice and perspective, and self-regulation.

Selected Target Areas

What research did you review to support the use of this strategy and action plan?

Building-Level SPR(40)s, SDP/As, and improvement plans

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instructional Activity	2012-09-03	2013-06-28	Teachers Building Administrators

3.5.1.1. Activity: Instructional Activity

Activity Type: Other

Activity Description: Teachers will engage students using a variety of teaching methods as determined by each building's improvement plan including differentiated instruction, balanced literacy, numeracy and math literacy, scientific process, reflective teaching, language modeling, regard for student voice and perspective, and self-regulation

Planned staff responsible for implementing activity: Teachers
Building Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.5.2. Strategy: Instructional Program

Strategy Statement: Convert all Kindergarten and first grades into reduced class size classrooms as facility and eligibility will allow.

Selected Target Areas

What research did you review to support the use of this strategy and action plan?

DPR(19)
Building-Level SPR(40)s, SDP/As, and improvement plans
Egleson, P., Harman, P. & Achilles, C.M. (1996) Does class size make a difference? Recent findings from

state and district initiatives. South Eastern Regional Vision for Education. University of North Carolina at Greensboro.

This article presents findings from two studies, the STAR program in Tennessee and a program in Burke County, North Carolina. Both studies found that reduced class size programs were most successful in early elementary grades, especially when carried on over a sustained period of time.

Finn, J. D., Pannozzo, G. M. & Achillies, C. M. (2003) The "why's" of class size: Student behavior in small classes. Review of Educational Research. 73(3). 321

This article takes for granted that small class sizes are most effective in the early elementary grades; however, it goes on to explore why this is the case. The article concludes that small class sizes increase student engagement which, for the purposes of this study is defined as "learning behavior and pro-and antisocial behavior." This study finds that small groups influence students toward positive student engagement.

Mulller, D. et al. (1988) Effects of reduced class size in primary classes. Educational Leadership. 45(5). 48

The data from this study of an Indiana reduced class size program show that in reduced class size classroom the atmosphere is calmer, teacher morale is higher, instruction is more individualized, and at-risk students (as well as those not at-risk) achieve better than their peers in regular sized classrooms.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Reduced Class Size	2012-09-03	2013-06-28	Administrators Teachers

3.5.2.1. Activity: Reduced Class Size

Activity Type: Other

Activity Description: All Kindergarten and first grade classrooms will be converted to reduced class size classrooms as feasible and allowable.

Planned staff responsible for implementing activity: Administrators
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reduced Class Size	Section 32 e	4,695,266.00	

3.5.3. Strategy: Professional Development

Strategy Statement: Provide continuing professional development on the core standards for ELA, Mathematics, Social Studies, and Science to teachers in Grades PreK - 12.

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 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 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.

What research did you review to support the use of this strategy and action plan?

DPR(19)
Building-Level SPR(40), SDP/As, and improvement plans

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development	2012-09-03	2013-06-28	Administration

3.5.3.1. Activity: Professional Development

Activity Type: Professional Development

Activity Description: Professional development will be provided in an on-going manner at both the building and district levels in the four core content areas to increase teacher knowledge and skill.

Planned staff responsible for implementing activity: Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Title II Part A	50,000.00	

3.5.4. Strategy: Supplemental Instruction

Strategy Statement: Provide supplemental instruction to homeless and neglected and delinquent youth.

Selected Target Areas

Indicator 6 There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.
Indicator 12 The district's long range strategic plan allocates resources in an equitable manner to assure adequate support for its educational programs and to meet the diverse needs of its schools. Decisions are made in a transparent manner to assure accountability and equity in the allocation of resources.

What research did you review to support the use of this strategy and action plan?

Homeless needs assessment
SPR(40) and improvement plan/s for N&D facilities
Duffield, B. & Lovell, P. (2008) The economic crisis hits home: The unfolding increase in child & youth homelessness. NAEHCY & First Focus
Duffield and Lovell discuss the increasing need for homeless services in schools due to the rise in homeless children and youth due to the nation's current economic climate. They also suggest there is a need in school districts for more coordination with community partners (although these institutions have dwindling resources again due to the economy) and greater support for district homeless programs and liaisons.
Julianelle, P. (2008) Using what we know: Supporting the education of unaccompanied homeless youth. The National Association for the Education of Homeless Children and Youth.
Julianelle's basic argument can be laid out in her seven bullet points: young people's basic needs must be met if they are to achieve their educational goals; if young people feel that school is a safe and supportive place for them, they will be much more likely to enroll, attend, and succeed; more consistent implementation of the McKinney-Vento Act, through increased personnel and uniform procedures, will facilitate the education attendance and success of youth on their own; when schools adopt flexible policies and programs to accommodate the demands of homelessness and independence, they offer unaccompanied youth an environment where they can be more engaged and successful; many unaccompanied youth have become disengaged from school and must be drawn back in by caring, persistent adults; improvements in

child welfare policies and practices are essential for youth to achieve their educational goals; and any effort to support unaccompanied youth's education success will be more effective if all youth-serving agencies coordinate their efforts, accept joint responsibility for outcomes, and involve young people as active partners. Of specific importance to the LSD is the bullet point regarding academic flexibility this suggests both on-site and off-site tutoring and alternative education options as means by which homeless youth may be served to better meet their academic needs.

Leone, P. & Weinberg, L. (2010) Addressing the unmet educational needs of children and youth in the juvenile justice and child welfare systems. Center for Juvenile Justice Reform

Leone & Weinberg discuss the various problems of educating neglected and delinquent youth and then propose several evidence-based interventions in the following areas to address the needs of this population: early intervention programs; parent/caregiver training; interventions for school-age children; tutoring and mentoring programs; and inter-agency collaborative efforts. They then go on to discuss the way in which effective interventions may be designed/delivered to this population of students by stating, "early education is essential; quality education services are critical for successful development of all youth; if outcomes matter, they must be measured; support services are needed to help some youth succeed; interagency collaboration and communication is vital; and change requires within-agency and cross-agency leadership."

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Tutoring	2012-09-03	2013-06-28	Administrators Teachers External Consultants

3.5.4.1. Activity: Tutoring

Activity Type: Other

Activity Description: Homeless youth and Neglected and Delinquent youth will be provided with additional tutoring as needed to ensure they are able to stay on-track academically.

Planned staff responsible for implementing activity: Administrators
Teachers
External Consultants

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Tutoring	Title I Part D		
Tutoring	Title I Part A		

Tutoring	Other		

3.6. Objective: Student Achievement on MME

Measurable Objective Statement to Support Goal: Increase district wide student achievement on the MME:
a. Grades 9 - 12 in ELA by 10% (where applicable)
b. Grades 9 - 12 in Mathematics by 10% (where applicable)
c. Grades 9 - 12 in Social Studies by 10% (where applicable)
d. Grades 9 - 12 in Science by 10% (where applicable)

List of Strategies:

Name	Strategy
Instructional Program	Employ research-based instructional strategies such as, differentiated instruction, content pedagogy, reflective teaching and application to real world, literacy in the content area, projects-based and collaborative learning.
Instructional Support	Provide Instructional Support Specialists to teachers in grades 7 - 12 at Eastern, Sexton, and Everett. Note: these will be 2 LSEA staff who will work specifically with classroom teachers (in need of support as identified by the Principal) in the areas of student engagement, classroom management, and effective instructional strategies.
Professional Development	Provide continuing professional development on the core standards for ELA, Mathematics, Social Studies, and Science to teachers in Grades PreK - 12.
Supplemental Instruction	Homeless and Neglected and Delinquent youths will be provided supplemental instruction.

3.6.1. Strategy: Instructional Program

Strategy Statement: Employ research-based instructional strategies such as, differentiated instruction, content pedagogy, reflective teaching and application to real world, literacy in the content area, projects-based and collaborative learning.

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 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.

What research did you review to support the use of this strategy and action plan?

Building-Level SPR(40)s, SDP/As, and improvement plans

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instructional Program	2012-09-03	2013-06-28	Teachers Administrators

3.6.1.1. Activity: Instructional Program

Activity Type: Other

Activity Description: Teachers will engage students in learning through a variety of methods as described in building-level improvement plans, including differentiated instruction, content pedagogy, reflective teaching and application to real world, literacy in the content area, projects-based and collaborative learning.

Planned staff responsible for implementing activity: Teachers
Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.6.2. Strategy: Instructional Support

Strategy Statement: Provide Instructional Support Specialists to teachers in grades 7 - 12 at Eastern, Sexton, and Everett.
Note: these will be 2 LSEA staff who will work specifically with classroom teachers (in need of support as identified by the Principal) in the areas of student engagement, classroom management, and effective instructional strategies.

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 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 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.

What research did you review to support the use of this strategy and action plan?

DPR(19)
Building-Level SDP/As and improvement plans.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Academic Support	2012-09-03	2013-06-28	Administration

3.6.2.1. Activity: Academic Support

Activity Type: Other

Activity Description: Instructional support will be given to teachers at the high school level to increase supplemental educational opportunities available to students thereby increasing the likelihood of student academic success.

Planned staff responsible for implementing activity: Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Academic Support	Title I Part A		
Academic Support	Section 31 a		
Academic Support	General Funds		

3.6.3. Strategy: Professional Development

Strategy Statement: Provide continuing professional development on the core standards for ELA, Mathematics, Social Studies, and Science to teachers in Grades PreK - 12.

Selected Target Areas

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

What research did you review to support the use of this strategy and action plan?

DPR(19)
Building-Level SDP/As and improvement plans

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development	2012-09-03	2013-06-28	Administration

3.6.3.1. Activity: Professional Development

Activity Type: Professional Development

Activity Description: Sustained and on-going professional learning opportunities will be provided both at the building and district levels to all teaching staff in all four core content areas to increase teacher knowledge and skill.

Planned staff responsible for implementing activity: Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.6.4. Strategy: Supplemental Instruction

Strategy Statement: Homeless and Neglected and Delinquent youths will be provided supplemental instruction.

Selected Target Areas

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.
Indicator 12 The district's long range strategic plan allocates resources in an equitable manner to assure adequate support for its educational programs and to meet the diverse needs of its schools. Decisions are made in a transparent manner to assure accountability and equity in the allocation of resources.

What research did you review to support the use of this strategy and action plan?

Homeless needs assessment
N&D facility SPR(40) and improvement plan
Duffield, B. & Lovell, P. (2008) The economic crisis hits home: The unfolding increase in child & youth homelessness. NAEHCY & First Focus
Duffield and Lovell discuss the increasing need for homeless services in schools due to the rise in homeless children and youth due to the nation's current economic climate. They also suggest there is a need in school districts for more coordination with community partners (although these institutions have dwindling resources again due to the economy) and greater support for district homeless programs and liaisons.
Julianelle, P. (2008) Using what we know: Supporting the education of unaccompanied homeless youth. The National Association for the Education of Homeless Children and Youth.
Julianelle's basic argument can be laid out in her seven bullet points: young people's basic needs must be met if they are to achieve their educational goals; if young people feel that school is a safe and supportive place for them, they will be much more likely to enroll, attend, and succeed; more consistent implementation of the McKinney-Vento Act, through increased personnel and uniform procedures, will facilitate the education attendance and success of youth on their own; when schools adopt flexible policies and programs to accommodate the demands of homelessness and independence, they offer unaccompanied youth an environment where they can be more engaged and successful; many unaccompanied youth have

become disengaged from school and must be drawn back in by caring, persistent adults; improvements in child welfare policies and practices are essential for youth to achieve their educational goals; and any effort to support unaccompanied youth's educational success will be more effective if all youth-serving agencies coordinate their efforts, accept joint responsibility for outcomes, and involve young people as active partners. Of specific importance to the LSD is the bullet point regarding academic flexibility this suggests both on-site and off-site tutoring and alternative education options as means by which homeless youth may be served to better meet their academic needs.

Leone, P. & Weinberg, L. (2010) Addressing the unmet educational needs of children and youth in the juvenile justice and child welfare systems. Center for Juvenile Justice Reform

Leone & Weinberg discuss the various problems of educating neglected and delinquent youth and then propose several evidence-based interventions in the following areas to address the needs of this population: early intervention programs; parent/caregiver training; interventions for school-age children; tutoring and mentoring programs; and inter-agency collaborative efforts. They then go on to discuss the way in which effective interventions may be designed/delivered to this population of students by stating, "early education is essential; quality education services are critical for successful development of all youth; if outcomes matter, they must be measured; support services are needed to help some youth succeed; interagency collaboration and communication is vital; and change requires within-agency and cross-agency leadership."

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Tutoring	2012-09-03	2013-06-28	Teachers Administrators External Consultants

3.6.4.1. Activity: Tutoring

Activity Type: Other

Activity Description: Supplemental instruction (tutoring) will be provided as needed to homeless youth and N&D youth so that they may stay on-track academically.

Planned staff responsible for implementing activity: Teachers
Administrators
External Consultants

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Tutoring	Title I Part A	12,000.00	

Tutoring	Title I Part D	9,000.00	

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	$19,561,790.00	$0.00
Title I Part A	$507,745.00	$0.00
Section 32 e	$4,695,266.00	$0.00
Other	$10,747,612.00	$0.00
Section 31 a	$1,582,558.00	$0.00
Title III	$335,424.00	$0.00
Title II Part A	$424,912.00	$0.00
Title I Part D	$314,854.00	$0.00

Assurances

Special Education

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

   Response: *No*
   Comments:

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

   Response: *No*
   Comments:

Technology

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

   Response: *Yes*
   Comments:

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

   Response: *Yes*
   Comments:

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

   Response: *Yes*
   Comments:

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

   Response: *Yes*
   Comments:

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

   Response: *Yes*

Comments:

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

   Response: *No*
   Comments:

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

   Response: *No*
   Comments:

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: *All schools use technology as an integrated strategy to enhance teaching and learning. Technology is integrated into daily instruction, is used to assess student learning, to offer educational interventions, and to support teacher/parent two-way communication*

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

   Response: *Yes*
   Comments:

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

    Response: *Yes*
    Comments: *Professional development in technology is provided to staff so they may better serve the needs of students with both existing technology and new technology.*

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
Ms.	Tiffany	Bunge	Research, Evaluation, and	Tiffany.Bunge@lansingschools.net
Ms.	Mara	Lud	Central Office Administra	mara.lud@lansingschools.net
Ms.	Diana	Rouse	Central Office Administra	diana.rouse@lansingschools.net
Mrs.	Sandra	Noecker	Principal	sandra.noecker@lansingschools.net
Mr.	Tony	Forsthoefel	Principal	tony.forsthoefel@lansingschools.net
Mr.	Sergio	Keck	Central Office Administra	sergio.keck@lansingschools.net
Ms.	Kathy	Shaffer	Community Member	shaffek@lcc.edu
Mrs.	Kimberly	Farlin	Parent	FarlinK@michigan.gov
Mr.	Pierre	Butler	Parent	pierrebutler215@gmail.com
Mrs.	Yvonne	Caamal-Canul	Superintendent	yvonne.caamalcanul@lansingschools.net

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

Stakeholders were contacted via email and scheduled a meeting where the CNA data could be reviewed in a group. Stakeholders then took the data home for further consideration along with the last two years' District Improvement Plans. Stakeholders emailed each other and Research, Evaluation, and Compliance Specialist for the district comments and suggestions for revision of last year's District Improvement Plan. Revision suggestions were incorporated into this year's plan by the district's Research, Evaluation, and Compliance Specialist. The Superintendent met with key district administrators to complete the plan, specifically aligning the plan with new district initiatives and making sure budget priorities were accounted for in the plan. The District Improvement Plan was then presented to the Board of Education for approval.

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

The district supports content area steering committees of staff and administrators, building and central, to review and update district curriculum in order to ensure alignment with the MDE's standards and benchmarks. A 5-year cycle district textbook adoption cycle is used for annual review of curriculum, instructional practices/activities and assessments upon receipt of the state assessment scores. Instruction and assessment suggestions are available to staff in the district's paced curriculum guides, designed by Instructional Council and approved by the Superintendent, for each content area and at each grade level. Staff choose instructional strategies according to student needs (differentiation). For the 2012-2013 school year, the district is required to assess students as a result of grant implementation using measures to ensure program effectiveness. DRA,

MLPP, and other early literacy measurement tools are recommended by administration and implemented as a result of the comprehensive needs assessment, goals selected by building staff, strategies/supplemental program implementation during the school year, and the specific assessment/collection of student work to be used to evaluate effectiveness of such strategies/programs.

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

District and school building annual reports are disseminated to parents. District and school communications are delivered in a variety of ways including through handouts, mailings, and technology (EdLine and Robocalls) in clear and precise language that parents can understand. Bilingual staff are available to translate oral communications, school written communication, letters, reports, and invitations for parents. The Bilingual director provides support to ESL parents and students. Staff are also available to contact parents to share information in a language they can understand.

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:	Ms. Ginny Acheson, Interim Director of Human Resources
Address:	519 W. Kalamazoo Street
Telephone Number:	517-755-2000

References

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

Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- District Board Policy on Parent Involvement

Conclusion

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

While most professional development will be addressed at the building level, the district will support building needs by supplementing professional development in the areas of: curriculum; assessment; school improvement; school culture; management; special education; technology usage and implementation; art; and through professional development on various differentiation techniques and intervention strategies across the core content areas. District level professional development was collaboratatively decided on by curriculum steering committees and the Director of Curriculum to support building level needs as detailed in building school improvement plans.

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

The instution has allocated grant funds to the buildings using a per-student F/R allocation to support their individual school improvement plans and comprehensive needs assessments; however, at the district level, priority activities/staffing have been funded with allowable Title I funds, Section 31a, and Title IIa funds to support the district improvement plan as well as each school's individual school improvement plan as determined by the district comprehensive needs assessment (i.e., supplemental full-day kindergarten, pre-school, parent engagement, district-level professional development, and supplemental bilingual support services).

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

Through careful examiniation of each building's requests for technology and professional development for proper implementation of said technology, the district integrated the use of technology in each of the goals, strategies, and activities in the District Improvement Plan; the District professional development plan also incorportates the buildings' requests for technology and professional development to properly use said technology. In addition, the district reviews the percentage of 8th graders that are literate in technology annually and uses this information to determine appropriate professional development for staff and supplemental technology purchases.

PART I.   GENERAL EXPECTATIONS

The **LANSING SCHOOL DISTRICT**, herein after referred to as the school district, agrees to implement the following statutory requirements:
The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated through meaningful consultation with parents of participating children.

Consistent with Section 1118, the school district will work with its schools to ensure required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include as a component of said policies, a school-parent compact consistent with section 1118(d) of the ESEA.

The school district will incorporate this district wide parental involvement policy into its Local Education Agency (LEA) plan developed under Section 1112 of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format, and including alternative formats upon request in a language parents understand.

If the school district's LEA plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with its parent involvement plan when the school district submits its LEA plan to the State Department of Education.

The school district will involve the parents of children served in Title I, Part A schools in decisions about how its one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

1. that parents play an integral role in assisting their child's learning;

2. that parents are encouraged to be actively involved in their child's education at school;

3. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and

4. the carrying out of other activities, such as those described in Section 1118 of the ESEA.

This policy will be in effect for the period of **ONE (1) YEAR**. The school district will distribute this policy to all parents of participating Title I, Part A children on or before **January 2013**.

PART II.   ADOPTION

On September 22, 2009 this District Wide Parental Involvement Policy was developed jointly with parents of children participating in Title I, Part A programs, as evidenced by the **Parent Community Advisory Council** and recommended to the Superintendent of the Lansing School District.

List of parents who recommended the changes to the District Wide Parental Involvement Policy at the Parent Community Advisory Council meeting on January 25, 2011.

1. Nicole Armbruster, Board Member Liaison
2. Pierre V. Butler
3. Jim Davis
4. Joy Gleason
5. Dawn Hall
5. John Hall
6. Dianne Hammond
7. Michelle Huhn
8. Julie Potter
9. Linda Sanchez-Gazella, Parent Coordinator
10. Julia Smith-Heck
11. Carolyn Stone, Parent Coordinator
12. Mary Swails-Climer
13. Dawn Van Zee, Teacher

_____
(Signature of Authorized Official)

_____
(Date)

Approved: November 5, 2009
LEGAL REF: 20 USCA 6318 (No Child Left Behind Act)
Amended: November 17, 2011