

District Improvement Plan

School Year: 2010

District Name: Romulus Community Schools

Intermediate School District: Wayne RESA

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

Superintendent: Mr. Carl Weiss

Building Code: 82130

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

District Improvement Plan

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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 template (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:	Romulus Community Schools
ISD/RESA:	Wayne RESA
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	82130
City:	Romulus
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

High expectations, high achievement, everyone, every day.

Mission Statement

The Mission of Romulus Community Schools is to continuously provide innovative learning opportunities which will best prepare all learners to meet the challenges of the future.

Beliefs Statement

1. All people can learn.
2. Self esteem enhances learning.
3. People learn in a variety of ways.
4. Learning is a life long process.
5. All people are born with a desire to learn.
6. All people have worth and deserve to be treated with respect.
7. All people of the community deserve to be involved in the development and operation of the district.
8. We make a difference.

Goals

ID	Name	Development Status	Progress Status
11059	Mathematics	Approved	Open
11139	Reading	Approved	Open
11282	Social Studies	Approved	Open
11298	Writing	Approved	Open
11299	Science	Approved	Open

Goal 1: Mathematics

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

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

Gap Statement : Based on a review of student achievement data sources (MEAP, unit tests, and MME) students in specific subgroups, i.e. students with disabilities in all grades, all 5th grade students, all 11th grade students are below district goal of proficiency. 76% of overall students are scoring proficient on the MEAP as compared to the goal of 100% proficiency. 71% of overall elementary students are scoring proficient on local common assessment topic tests as compared to the goal of 100%. Based on the MME results, 31% of all 11th grade students scored proficient in math.

Cause for Gap : Student data analysis from the 2007-2009 MEAP and local common assessments (enVision topic tests and formative math assessments) indicates a contributing cause for gap has been students struggling with number sense, fractions and higher order problem solving in the areas of numbers, operation and measurement.

Lack of differentiated instruction.

Student transiency.

Students are missing real world connections to mathematical concepts.

Lack of a guided inquiry based approach to provide students with practice in problem solving.

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

* MME

* local assessments/topic tests

* NWEA will begin using May 2010

* IOWA

* PLAN

* Explore

What are the criteria for success and what data or multiple measures of assessment will be used to monitor

progress and success of this goal? All students in the district will score in the proficient level or above on state math tests by 2012, and there will be no gaps between subgroups. All students will increase in the area of numbers and operation.

Gap monitoring will be done through formative and summative assessments that are part of the district's math program. Data is recorded on district grade-level assessment tracking sheets. Data will also be collected and disaggregated from the NWEA(MAP assessments) to be given three times/year.

Grade level meetings where teachers will share assessment data.

Contact Name : Dan Hurst

List of Objectives:

ID	Objective
11184	All students will be proficient on state math assessments by 2012 and there will be no gaps between subgroups. All students will increase in the area of numbers and operation. The percent of non-special education students proficiency on the MEAP will increase from 76% (2009-2010)to 85% and the percent of students with disabilities proficiency on the MEAP will increase from 43% (2009-2010) to 55% by the end of the 2010-2011 school year. Scores on the MME will increase in math proficiency by 15% by 2010 and an additional 25% by 2011.

1.1. Objective: Increase Math proficiency for all students

Measurable Objective Statement to Support Goal : All students will be proficient on state math assessments by 2012 and there will be no gaps between subgroups. All students will increase in the area of numbers and operation. The percent of non-special education students proficiency on the MEAP will increase from 76% (2009-2010)to 85% and the percent of students with disabilities proficiency on the MEAP will increase from 43% (2009-2010) to 55% by the end of the 2010-2011 school year. Scores on the MME will increase in math proficiency by 15% by 2010 and an additional 25% by 2011.

List of Strategies:

ID	Strategy	Locked By
11184	All staff will provide students with specific math terms and phrases across the grade levels, that will provide a strong common math vocabulary foundation for all students.	
11184	Principals will monitor math GLCE's monthly, reviewing progress and success with elementary grade level teachers. Through stimulus money, the district hired two math coaches to work with individual buildings. Grade level teachers will be released 1 day every 6 weeks to meet with coaches. Together, they will review data and develop strategies for the upcoming lessons, with focus on conceptual math. Coaches will regularly model, mentor, and monitor teachers instruction throughout the year. Coaches will provide Differentiated Instruction PD during Grade Level Meetings. Coaches will continue to provide support to all teachers K-5 as it relates to the new math program. Professional development will be on going for the new math program. Topic tests will be routinely disaggregated by the math coaches and shared with	

	principals and teachers. Data will help drive instruction. RTI Coach also hired through ARRA funds will work with teachers to develop interventions for struggling students. A Learning Specialist will be assigned to each elementary school to provide PD to teachers on the best practices identified by the district and work with individual and groups of students needing additional support.	
11184	All secondary teachers will receive training to introduce and implement I.D.E.A.L.(Identify, Define, Explore, Act, Look Back), as problem solving model into their daily teaching practices to increase students problem solving abilities.	
11184	Teachers will model problem solving strategies in a variety of contexts.	
11184	Staff will provide technology intervention services for students at risk of not achieving math proficiency.	
11184	All staff will be provided PD in establishing Professional Learning Communities.	
11184	Staff will be trained in Marzano's 9 essential elements of effective teaching.	
11184	Participating staff will be trained with effective practices/strategies associated with inclusion.	

1.1.1. Strategy: Academic Vocabulary

Strategy Statement: All staff will provide students with specific math terms and phrases across the grade levels, that will provide a strong common math vocabulary foundation for all students.

Selected Target Areas

SAR 1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
SAR 1.3 Identifies goals to advance the vision
SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 5.10 Provides appropriate support for students with special needs
SAR 6.1 Fosters collaboration with community stakeholders to support student learning

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?
 Building Background Knowledge for Academic Achievement (Marzano, 2004).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will create lists of math terms and phrases for every grade level. Teachers will deliver this vocabulary by using Marzano's Instructional Strategies.	09/20/2010	11/10/2010	All staff Principals Curriculum Director

1.1.1.1. Activity: Math Vocabulary

Activity Description: Teachers will create lists of math terms and phrases for every grade level. Teachers will deliver this vocabulary by using Marzano's Instructional Strategies.

Activity Type: None

Planned staff responsible for implementing activity: All staff
Principals
Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/20/2010, End Date - 11/10/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No Funds Needed	No Funds Required	0.00	0.00

1.1.2. Strategy: Grade Level Workshops/Math Coaches

Strategy Statement: Principals will monitor math GLCE's monthly, reviewing progress and success with elementary grade level teachers.

Through stimulus money, the district hired two math coaches to work with individual buildings. Grade level teachers will be released 1 day every 6 weeks to meet with coaches. Together, they will review data and develop strategies for the upcoming lessons, with focus on conceptual math. Coaches will regularly model, mentor, and monitor teachers instruction throughout the year.

Coaches will provide Differentiated Instruction PD during Grade Level Meetings.

Coaches will continue to provide support to all teachers K-5 as it relates to the new math program.

Professional development will be on going for the new math program.

Topic tests will be routinely disaggregated by the math coaches and shared with principals and teachers.

Data will help drive instruction.

RTI Coach also hired through ARRA funds will work with teachers to develop interventions for struggling students.

A Learning Specialist will be assigned to each elementary school to provide PD to teachers on the best practices identified by the district and work with individual and groups of students needing additional support.

Selected Target Areas

SAR 1.1 Establishes a vision for the school in collaboration with its stakeholders
SAR 1.2 Communicates the vision and purpose to build stakeholder understanding and support
SAR 1.3 Identifies goals to advance the vision
SAR 1.4 Develops and continuously maintains a profile of the school, its students, and the community
SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 2.5 Fosters a learning community
SAR 2.6 Provides teachers and students opportunities to lead
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.6 Allocates and protects instructional time to support student learning
SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning
SAR 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system

Other Required Information for Strategy

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

Classroom Instruction That Works; Research-Based Strategies For Increasing Student Achievement. (Marzano 2001).

What Matters for Elementary Literacy Coaching? Guiding Principles for Instructional Improvement and Student Achievement. (Susan L'Allier, Laurie Elish-Piper, Rita Bean), The Reading Teacher, April 2010 (Vol.63, #7, p.544-554).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will teach students appropriate problem solving strategies.	10/10/2010	05/01/2011	Curriculum Director ARRA Coaches Learning Specialists Principals Classroom Teachers

1.1.2.1. Activity: Grade Level Work Shops

Activity Description: Teachers will teach students appropriate problem solving strategies.

Activity Type: None

Planned staff responsible for implementing activity: Curriculum Director
ARRA Coaches
Learning Specialists
Principals

Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/10/2010, End Date - 05/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
18 substitutes at \$115/day for grade level collaboration	Title II Part A	2,070.00	0.00
2 Math Coaches	Title I Part A	210,000.00	0.00

1.1.3. Strategy: I.D.E.A.L

Strategy Statement: All secondary teachers will receive training to introduce and implement I.D.E.A.L.(Identify, Define, Explore, Act, Look Back), as problem solving model into their daily teaching practices to increase students problem solving abilities.

Selected Target Areas

SAR 1.1 Establishes a vision for the school in collaboration with its stakeholders
SAR 1.3 Identifies system-wide goals and measures to advance the vision
SAR 2.9 Creates and supports collaborative networks of stakeholders to support system programs
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.10 Provides comprehensive information and media services that support the curricular and instructional programs
SAR 3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

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

Canter, Andrea. A Problem Solving Model for Improving Student Achievement. Principal Leadership, 5.4.2004

Xie, Xuehui. The Cultivation of Problem Solving and Reasoning. School of Education, Najing Normal University.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All secondary staff will display the problem solving model of IDEAL in their classrooms. Staff will introduce and teach students the steps of the model in order to create a common language	09/20/2010	05/30/2011	Principal Department Chair Staff

among staff and students. Staff will demonstrate how the problem solving process applies to their content areas.			
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1.1.3.1. Activity: PD on I.D.E.A.L.

Activity Description: All secondary staff will display the problem solving model of IDEAL in their classrooms. Staff will introduce and teach students the steps of the model in order to create a common language among staff and students. Staff will demonstrate how the problem solving process applies to their content areas.

Activity Type: None

Planned staff responsible for implementing activity: Principal
Department Chair
Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/20/2010, End Date - 05/30/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No Funds Required	No Funds Required	0.00	0.00

1.1.4. Strategy: Math Problem Solving

Strategy Statement: Teachers will model problem solving strategies in a variety of contexts.

Selected Target Areas

SAR 1.2 Communicates the system's vision and purpose to build stakeholder understanding and support
SAR 1.3 Identifies goals to advance the vision
SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 2.5 Fosters a learning community
SAR 2.9 Responds to community expectations and stakeholder satisfaction
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.8 Supports the implementation of interventions to help students meet expectations for student

learning

Other Required Information for Strategy

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

Marzano, R. (2009) "Designing and Teaching Learning Goals and Objectives"

Griffin, S. (2004) "Teaching Number Sense"

Mayer, R.E. "Problem-Solving Transfer"

Hiebert, J and Lindquist, M. "Developing Mathematical Knowledge in the Young Child"

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will be provided PD in problem solving and model problem solving strategies in all content. Teachers will use differentiated instruction within their daily math lessons.	09/09/2010	06/12/2011	Curriculum Director Principals

1.1.4.1. Activity: Professional Development in Problem Solving

Activity Description: Teachers will be provided PD in problem solving and model problem solving strategies in all content.

Teachers will use differentiated instruction within their daily math lessons.

Activity Type: None

Planned staff responsible for implementing activity: Curriculum Director
Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/09/2010, End Date - 06/12/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No Funds Needed	No Funds Required	0.00	0.00

1.1.5. Strategy: Integrating Technology

Strategy Statement: Staff will provide technology intervention services for students at risk of not achieving math proficiency.

Selected Target Areas

SAR 1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
SAR 1.3 Identifies goals to advance the vision
SAR 1.3 Identifies system-wide goals and measures to advance the vision
SAR 2.5 Fosters a learning community
SAR 2.9 Responds to community expectations and stakeholder satisfaction
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning

Other Required Information for Strategy

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

Connell, Gray, Waxman, "A Quantitative Synthesis of Recent Research on the Effects of Teaching and Learning with Technology on Student Outcomes"

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will use a variety of technologies that include: Compass Learning, Study Island, Envision Math, E20/20.	09/20/2010	06/10/2011	Curriculum Director Principals Math Coaches Learning Specialists

1.1.5.1. Activity: Technology Intergration

Activity Description: Staff will use a variety of technologies that include: Compass Learning, Study Island, Envision Math, E20/20.

Activity Type: None

Planned staff responsible for implementing activity: Curriculum Director
Principals
Math Coaches
Learning Specialists

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/20/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No Funds Required	No Funds Required	0.00	0.00

1.1.6. Strategy: Professional Learning Communities

Strategy Statement: All staff will be provided PD in establishing Professional Learning Communities.

Selected Target Areas

SAR 1.1 Establishes a vision for the school in collaboration with its stakeholders
SAR 1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
SAR 1.2 Communicates the vision and purpose to build stakeholder understanding and support
SAR 1.3 Identifies goals to advance the vision
SAR 1.3 Identifies system-wide goals and measures to advance the vision
SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
SAR 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 2.5 Fosters a learning community
SAR 2.6 Provides teachers and students opportunities to lead
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
SAR 4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
SAR 5.10 Provides appropriate support for students with special needs
SAR 5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
SAR 6.1 Fosters collaboration with community stakeholders to support student learning
SAR 6.5 Provides information that is meaningful and useful to stakeholders
SAR 7.2 Engages stakeholders in the processes of continuous improvement

Other Required Information for Strategy

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

Dufore,R. "Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn"

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will be trained in Professional Learning Communities during PD workshops throughout the 2010-2011 school year.	09/10/2010	03/20/2011	Curriculum Director Principals

1.1.6.1. Activity: Professional Learning Communities PD

Activity Description: Teachers will be trained in Professional Learning Communities during PD workshops throughout the 2010-2011 school year.

Activity Type: None

Planned staff responsible for implementing activity: Curriculum Director
Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 03/20/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Facilitator on district PD day	Title II Part A	200.00	0.00

1.1.7. Strategy: Marzano's Elements of Effective Teaching

Strategy Statement: Staff will be trained in Marzano's 9 essential elements of effective teaching.

Selected Target Areas

SAR 1.2 Communicates the vision and purpose to build stakeholder understanding and support
SAR 1.3 Identifies system-wide goals and measures to advance the vision
SAR 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
SAR 2.5 Fosters a learning community
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them

to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 5.10 Provides appropriate support for students with special needs

Other Required Information for Strategy

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

Classroom Instruction that Works - Research Based Strategies for Increasing Student Achievement, Marzano, Pickering, Pollock, 2001).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will be trained in the elements of effective teaching.	10/05/2010	01/25/2011	Curriculum Director
Teachers will implement these strategies throughout the year.			Principals

1.1.7.1. Activity: PD on Marzano's Elements of Effective Teaching

Activity Description: Teachers will be trained in the elements of effective teaching. Teachers will implement these strategies throughout the year.

Activity Type: None

Planned staff responsible for implementing activity: Curriculum Director
Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/05/2010, End Date - 01/25/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Facilitator/speaker on district PD day	Reading First	200.00	0.00

1.1.8. Strategy: Co-Teaching

Strategy Statement: Participating staff will be trained with effective practices/strategies associated with inclusion.

Selected Target Areas

SAR 1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
SAR 1.2 Communicates the vision and purpose to build stakeholder understanding and support
SAR 1.3 Identifies goals to advance the vision
SAR 1.3 Identifies system-wide goals and measures to advance the vision
SAR 1.4 Develops and continuously maintains a profile of the system, its students, and the community
SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 2.12 Assesses and addresses community expectations and stakeholder satisfaction
SAR 2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations
SAR 2.5 Fosters a learning community
SAR 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 2.9 Responds to community expectations and stakeholder satisfaction
SAR 2.9 Creates and supports collaborative networks of stakeholders to support system programs
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 5.10 Provides appropriate support for students with special needs
SAR 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school
SAR 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system
SAR 6.5 Provides information that is meaningful and useful to stakeholders

Other Required Information for Strategy

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

Scruggs, T "The Contributions of Qualitative Research to Discussions of Evidence - Based Practice in Special Education", *Intervention in School and Clinic*, November 1, 2008.

Scruggs, T. "Case Studies in Co-Teaching in The Content Areas", *Intervention in School and Clinic*.

Tannock, M.T. "Tangible and Intangible Elements of Collaborative Teaching", January 1, 2009.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers who will be participating in Co-Teaching will be provided PD in related practices associated with co-teaching.	09/20/2010	03/20/2011	Curriculum Director Director of Special Education

1.1.8.1. Activity: Co-Teaching PD

Activity Description: Teachers who will be participating in Co-Teaching will be provided PD in related practices associated with co-teaching.

Activity Type: None

Planned staff responsible for implementing activity: Curriculum Director
Director of Special Education

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/20/2010, End Date - 03/20/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitutes for co-teaching inservices	Special Education	200.00	0.00

Goal 2: Reading

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

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

Gap Statement : Romulus Community Schools continue to perform below the state average in reading on state standards based assessments. Based on a review of 2009 MEAP/MME students in specific subgroups scored as follows: 3rd grade students with disabilities scored 61% proficient on the 2009 MEAP, 4th grade students with disabilities scored 26% proficient, 4th grade African American males scored 68%, economically disadvantaged students scored 68%, 4th grade males scored 65% proficient, 5th grade students with disabilities scored 53% proficient, 5th grade male students scored 71%, 6th grade students with disabilities scored 49% proficient, 7th grade students with disabilities scored 13% proficient, 7th grade males 62%, females 70%, 7th grade African

American males scored 61% proficient, 8th grade students with disabilities scored 38% proficient, and 11th grade all students are below district goal of proficiency.

The gap at the different levels is significant in a number of areas: In 3rd grade reading - females are at 91% proficient with males at 83%, socio economic 97% compared to 84%, students with disabilities 61% compared to all other students at 90% proficient (this pattern continues throughout all grade levels). In 4th and 5th grades, a gap of about 20% exists.

Cause for Gap : Informational reading and reading comprehension is primary cause of gap - other factors affecting the gap include transciency, low socio-economic status, lack of cultural experiences, lack of motivation and historically a less rigorous special education curriculum.

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

MME

Local Assessments

Iowa - Test of Basic Skills

NWEA in May 2010

DIBELS

Gates McGinitie

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students in the district will score in the proficient level or above on state reading tests, and there will be no gaps between subgroups.

Gap monitoring will be done through formative and summative assessments that are part of the district's reading program. Elementary data is recorded using Pearson's online assessment tools.

Students RIT scores on MAP using the NWEA will be at grade level or above.

Grade Level Meetings will include data review and related discussions.

Contact Name : Daniel Hurst

List of Objectives:

ID	Objective
10874	All students will increase skills in the area of informational reading by 5% or more for each of 2010 and 2011, with 10% increase or more for all students in 2012. Sub groups will experience an additional 5% gain each year to continue closing the achievement gap. All students will be at 80% proficient or higher on the MEAP/MME by 2012.

2.1. Objective: Increase Reading Proficiency

Measurable Objective Statement to Support Goal : All students will increase skills in the area of informational reading by 5% or more for each of 2010 and 2011, with 10% increase or more for all students in 2012. Sub groups will experience an additional 5% gain each year to continue closing the achievement gap. All students will be at 80% proficient or higher on the MEAP/MME by 2012.

List of Strategies:

ID	Strategy	Locked By
10874	Elementary staff will teach students the metacognitive process of questioning through all forms of text to increase comprehension.	
10874	- Two Reading Coaches (ARRA funds) will provide PD through modeling, monitoring and mentoring. Elementary Grade Level teachers will be released 1 day every 6 weeks to meet and plan with coaches. The focus of the meetings will be on reading comprehension. - Reading First principles, structure/strategies will be established K-5, that includes the five components of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. - Focus will be placed on narrative and informative text. - Coaches will provide PD for all elementary teachers for new ELA program that will be purchased for the Fall of 2010. - Principals will monitor reading GLCE's monthly, reviewing progress and success with grade level teachers. - Learning Specialists assigned to each elementary building will provide PD support for teachers, and work with individual/groups of students in need of further support. - All day Kindergarten, with an aide, will also be provided to help develop a solid foundation for all students. - Kindergarten teachers may attend State of Michigan Kindergarten Teachers Conference. (all content areas) - Teachers, Math/Reading Coaches, administrators will attend NCA and School Improvement Conferences to keep abreast of new guidelines. (all content areas) - A reteacher (certified teacher) may be used to provide additional support. (This will be used in all content areas.) - Teachers/Coaches will attend MRA and Early Literacy Conferences for reading PD. - Teachers, Reading/Math Coaches, and administrators will attend MEAP Data Analysis, ELA Standards and ACT inservices at RESA. (all content areas for MEAP)	
10874	All secondary teachers will be trained in Reading Apprenticeship during PD workshops throughout the 2010-2011 school year.	
10874	All staff will provide students with specific reading terms and phrases across the grade levels, that will form a strong common vocabulary foundation for all students.	
10874	All staff will be provided professional development in establishing Professional Learning Communities.	
10874	Staff will be trained in Marzano's 9 essential elements of effective teaching.	
10874	Participating staff will be trained in co-teaching practices during first semester of the 2010-2011 school year.	

2.1.1. Strategy: Question, Answer, Relationships (QAR)

Strategy Statement: Elementary staff will teach students the metacognitive process of questioning through all forms of text to increase comprehension.

Selected Target Areas

SAR 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.7 Provides for articulation and alignment between and among all levels of schools
SAR 5.10 Provides appropriate support for students with special needs
SAR 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system

Other Required Information for Strategy

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

Hollas, B. (2008). Question Answer Relationships

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will participate in Grade Level Meetings throughout the year where they will receive PD on Question Answer Relationship(QAR) strategies.	08/28/2010	05/30/2011	ARRA Reading Coaches, Elementary Principals, Elementary Teachers

2.1.1.1. Activity: Professional Development on teaching QAR

Activity Description: Teachers will participate in Grade Level Meetings throughout the year where they will receive PD on Question Answer Relationship(QAR) strategies.

Activity Type: None

Planned staff responsible for implementing activity: ARRA Reading Coaches, Elementary Principals, Elementary Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/28/2010, End Date - 05/30/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
18 substitutes @ \$115/day	Title II Part A	2,070.00	0.00

2.1.2. Strategy: Reading Coaches

Strategy Statement: - Two Reading Coaches (ARRA funds) will provide PD through modeling, monitoring and mentoring. Elementary Grade Level teachers will be released 1 day every 6 weeks to meet and plan with coaches. The focus of the meetings will be on reading comprehension.

- Reading First principles, structure/strategies will be established K-5, that includes the five components of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.
- Focus will be placed on narrative and informative text.
- Coaches will provide PD for all elementary teachers for new ELA program that will be purchased for the Fall of 2010.
- Principals will monitor reading GLCE's monthly, reviewing progress and success with grade level teachers.
- Learning Specialists assigned to each elementary building will provide PD support for teachers, and work with individual/groups of students in need of further support.
- All day Kindergarten, with an aide, will also be provided to help develop a solid foundation for all students.
- Kindergarten teachers may attend State of Michigan Kindergarten Teachers Conference. (all content areas)
- Teachers, Math/Reading Coaches, administrators will attend NCA and School Improvement Conferences to keep abreast of new guidelines. (all content areas)
- A reteacher (certified teacher) may be used to provide additional support. (This will be used in all content areas.)
- Teachers/Coaches will attend MRA and Early Literacy Conferences for reading PD.
- Teachers, Reading/Math Coaches, and administrators will attend MEAP Data Analysis, ELA Standards and ACT inservices at RESA. (all content areas for MEAP)

Selected Target Areas

SAR 1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
SAR 1.2 Communicates the system's vision and purpose to build stakeholder understanding and support
SAR 1.3 Identifies goals to advance the vision
SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
SAR 2.5 Fosters a learning community
SAR 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.6 Allocates and protects instructional time to support student learning

SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
SAR 5.3 Ensures that all staff participate in a continuous program of professional development

Other Required Information for Strategy

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

Houghton Mifflin, "Scientific Research Base and Program Efficacy"

US Department of Education, "Guidance for Early Reading First Program"

NCREL, "Overview of Scientifically Based Reading Instruction"

2000 Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its implications for Reading Instruction-Reports of the Subgroups

What Matters for Elementary Literacy Coaching? Guiding Principles for Instructional Improvement and Student Achievement, (Susan L'Allier, Laurie Elish-Piper, Rita Bean). The Reading Teacher, April 2010, Vol. 63, #7, p.544-554.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Elementary staff will participate in four different grade level meetings throughout the year, where they will be trained in best practices related to reading.	10/10/2010	05/01/2011	ARRA Coaches, Learning Specialists
Teachers will use a variety of instructional strategies to introduce, model and implement all principles of Reading First.	09/10/2010	06/15/2011	Elementary Reading Coaches Elementary Teachers Principals

2.1.2.1. Activity: Grade Level Meetings

Activity Description: Elementary staff will participate in four different grade level meetings throughout the year, where they will be trained in best practices related to reading.

Activity Type: None

Planned staff responsible for implementing activity: ARRA Coaches, Learning Specialists

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/10/2010, End Date - 05/01/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
18 substitutes @ \$115/day	Title II Part A	2,070.00	0.00

2.1.2.2. Activity: Five Componentets of Reading Instruction

Activity Description: Teachers will use a variety of instructional strategies to introduce, model and implement all principles of Reading First.

Activity Type: None

Planned staff responsible for implementing activity: Elementary Reading Coaches
Elementary Teachers
Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 06/15/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
2 Reading Coaches (2 schools each)	Title I Part A	190,000.00	0.00
18 Substitutes @ \$115/day for grade level collaboration	Title II Part A	2,070.00	0.00

2.1.3. Strategy: Reading Apprenticeship

Strategy Statement: All secondary teachers will be trained in Reading Apprenticeship during PD workshops throughout the 2010-2011 school year.

Selected Target Areas

SAR 1.2 Communicates the system's vision and purpose to build stakeholder understanding and support
SAR 1.3 Identifies goals to advance the vision
SAR 1.3 Identifies system-wide goals and measures to advance the vision
SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
SAR 2.6 Provides teachers and students opportunities to lead

SAR 3.4 Supports instruction that is research-based and reflective of best practice
 SAR 4.7 Demonstrates verifiable growth in student performance

Other Required Information for Strategy

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

Reading Apprenticeship at WestEd. Improving Academic Literacy (<http://www.wested.org>)

Reading Apprenticeship: Strategic Literacy Initiative. WestEd. 2002

The Power of Purposeful Reading. Torani, C. 2005. ASCD.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Secondary teachers will be trained in Reading Apprenticeship during PD workshops throughout the 2010-2011 school year. Teachers will implement these strategies into their classrooms. Staff member will also participate in RESA's Regional Data Initiative Research Reading Project.	10/08/2010	03/20/2011	Principal Curriculum Director Secondary ELA Department Chairs

2.1.3.1. Activity: PD in Reading Apprenticeship and Research Reading Project

Activity Description: Secondary teachers will be trained in Reading Apprenticeship during PD workshops throughout the 2010-2011 school year. Teachers will implement these strategies into their classrooms. Staff member will also participate in RESA's Regional Data Initiative Research Reading Project.

Activity Type: None

Planned staff responsible for implementing activity: Principal
Curriculum Director
Secondary ELA Department Chairs

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/08/2010, End Date - 03/20/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Apprenticeship workshop at RESA - 20 teacher substitutes	Title II Part A	2,300.00	0.00

2.1.4. Strategy: Reading Vocabulary

Strategy Statement: All staff will provide students with specific reading terms and phrases across the grade levels, that will form a strong common vocabulary foundation for all students.

Selected Target Areas

SAR 1.3 Identifies goals to advance the vision
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.7 Provides for articulation and alignment between and among all levels of schools
SAR 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment

Other Required Information for Strategy

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

Building Background Knowledge for Academic Achievement (Marzano, 2004).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will create lists of reading terms and phrases for all grade levels. Teachers will deliver this vocabulary by using Marzano's Instructional Strategies.	10/05/2010	01/20/2011	Teachers Principals Curriculum Director Learning Specialists

2.1.4.1. Activity: Reading Vocabulary

Activity Description: Teachers will create lists of reading terms and phrases for all grade levels. Teachers will deliver this vocabulary by using Marzano's Instructional Strategies.

Activity Type: None

Planned staff responsible for implementing activity: Teachers
Principals
Curriculum Director
Learning Specialists

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/05/2010, End Date - 01/20/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
18 substitutes x \$115	Title II Part A	2,070.00	0.00

2.1.5. Strategy: Professional Learning Communities

Strategy Statement: All staff will be provided professional development in establishing Professional Learning Communities.

Selected Target Areas

SAR 1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
SAR 1.3 Identifies goals to advance the vision
SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 2.5 Fosters a learning community
SAR 2.6 Provides teachers and students opportunities to lead
SAR 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 2.9 Creates and supports collaborative networks of stakeholders to support system programs
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

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

Dufour, R. "Getting Started: Reculturing Schools to Become Professional Learning Communities"

Dufore, R. "Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn"

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will be trained in Professional Learning Communities during PD workshops throughout the 2010-2011 school year.	10/01/2010	03/10/2011	Curriculum Director Principals

2.1.5.1. Activity: PD for a Professional Learning Community

Activity Description: Teachers will be trained in Professional Learning Communities during PD workshops throughout the 2010-2011 school year.

Activity Type: None

Planned staff responsible for implementing activity: Curriculum Director
Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/01/2010, End Date - 03/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Workshop on District PD Day	Title II Part A	500.00	0.00

2.1.6. Strategy: Marzano's Elements of Effective Teaching

Strategy Statement: Staff will be trained in Marzano's 9 essential elements of effective teaching.

Selected Target Areas

SAR 1.2 Communicates the system's vision and purpose to build stakeholder understanding and support
SAR 1.3 Identifies system-wide goals and measures to advance the vision
SAR 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
SAR 2.5 Fosters a learning community
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new

approaches to applying their learning
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 4.7 Demonstrates verifiable growth in student performance

Other Required Information for Strategy

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

Classroom Instruction that Works - Research Based Strategies for Increasing Student Achievement, (Marzano, Pickering, Pollock, 2001).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will be trained in the elements of effective teaching. The strategies will enhance instruction in all content areas.	10/01/2010	03/05/2011	Curriculum Director Principals

2.1.6.1. Activity: PD on Marzano's Elements of Effective Teaching

Activity Description: Teachers will be trained in the elements of effective teaching. The strategies will enhance instruction in all content areas.

Activity Type: None

Planned staff responsible for implementing activity: Curriculum Director
Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/01/2010, End Date - 03/05/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Workshop on District planned PD days	No Funds Required	0.00	0.00

2.1.7. Strategy: Co-Teaching

Strategy Statement: Participating staff will be trained in co-teaching practices during first semester of the 2010-2011 school year.

Selected Target Areas

SAR 1.1 Establishes a vision for the school in collaboration with its stakeholders
SAR 1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
SAR 1.2 Communicates the vision and purpose to build stakeholder understanding and support
SAR 1.3 Identifies goals to advance the vision
SAR 1.4 Develops and continuously maintains a profile of the school, its students, and the community
SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 2.12 Assesses and addresses community expectations and stakeholder satisfaction
SAR 2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations
SAR 2.5 Fosters a learning community
SAR 2.9 Responds to community expectations and stakeholder satisfaction
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 5.10 Provides appropriate support for students with special needs
SAR 6.1 Fosters collaboration with community stakeholders to support student learning
SAR 6.5 Provides information that is meaningful and useful to stakeholders
SAR 7.2 Engages stakeholders in the processes of continuous improvement

Other Required Information for Strategy

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

Tannock, M.T., "Tangible and Intangible Elements of Collaborative Teaching", January 1, 2009.

Scruggs, T., "Case Studies in Co-Teaching in The Content Areas", Intervention in School and Clinic.

Scruggs, T., "The Contributions of Qualitative Research to Discussions of Evidence - Based Practice in Special Education", Intervention in School and Clinic, November 1, 2008.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Participating teachers will be provided PD on effective practices/strategies associated with inclusion.	09/20/2010	01/25/2011	Curriculum Director Director of Special Education

2.1.7.1. Activity: Co-Teaching PD

Activity Description: Participating teachers will be provided PD on effective practices/strategies associated with inclusion.

Activity Type: None

Planned staff responsible for implementing activity: Curriculum Director
Director of Special Education

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/20/2010, End Date - 01/25/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitutes for teachers to attend conferences on Co-teaching	Special Education	500.00	0.00
Speaker/consultant on district PD day	Special Education	500.00	0.00

Goal 3: Social Studies

Content Area : Social Studies

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be proficient in Social Studies.

Gap Statement : Romulus Community Schools students continue to perform below the state average in social studies on state standardized assessments. 60% of our 6th graders scored proficient as compared to 73% for the State. Only 17% of our special needs students scored proficient.

Cause for Gap : Minimal exposure to informational reading materials.
Lack of experience in making connections.

Multiple measures/sources of data you used to identify this gap in student achievement : Describe multiple measures/sources of data you used to identify this gap in student achievement:*

- *MEAP administered annually
- *MME administered annually
- *local assessments
- *NWEA will begin using May 2010
- *IOWA

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? 80% of the students in the district will score in the proficient level or above on state social studies tests, and there will be no gaps between subgroups.

GAP monitoring will be done through formative and summative assessments that are part of the district's social studies/assessment program.

Contact Name : Daniel Hurst

List of Objectives:

ID	Objective
10962	Social studies scores as defined by MEAP and MME will increase by 5% for all students in 2010-2011 and an additional 5% for the 2011-2012 school year.

3.1. Objective: Increase achievement in Social Studies

Measurable Objective Statement to Support Goal : Social studies scores as defined by MEAP and MME will increase by 5% for all students in 2010-2011 and an additional 5% for the 2011-2012 school year.

List of Strategies:

ID	Strategy	Locked By
10962	Staff will engage in a process approach to critically analyze data and apply it to main social studies strands.	
10962	- Teachers will use Academic Service activities/lessons. Lessons should be engaging to students, aligned with standards and connected to academic service activities. - Professional development will be provided to teachers as to how to develop, access and use lessons.	
10962	Staff will provide students with specific social studies terms and phrases across the grade levels, that will form a strong common foundation for all students.	
10962	Staff will be trained in Marzano's 9 essential elements of effective teaching.	
10962	Participating staff will receive training in co-teaching practices.	
10962	All staff will be provided PD in establishing Professional Learning Communities.	

3.1.1. Strategy: Analyze social studies data

Strategy Statement: Staff will engage in a process approach to critically analyze data and apply it to main social studies strands.

Selected Target Areas

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Other Required Information for Strategy

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

Classroom instruction that works; researched-based strategies for increasing student achievement.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will have students interpret and analyze social studies information from maps, graphs, charts and tables on a regular basis. Teachers will model what to include on a persuasive essay that expresses a position on public policy. Teachers will have students compare several persuasive essays. Teachers will teach students to understand and apply the core democratic values. Teachers will attend World History and related conferences at RESA.	09/08/2010	06/10/2011	Curriculum Director Social Studies Strand Leader Principals Secondary social studies teachers Elementary teachers (one from each school)

3.1.1.1. Activity: Social Studies activities

Activity Description: Teachers will have students interpret and analyze social studies information from maps, graphs, charts and tables on a regular basis.

Teachers will model what to include on a persuasive essay that expresses a position on public policy.

Teachers will have students compare several persuasive essays.

Teachers will teach students to understand and apply the core democratic values.

Teachers will attend World History and related conferences at RESA.

Activity Type: None

Planned staff responsible for implementing activity: Curriculum Director

Social Studies Strand Leader
 Principals
 Secondary social studies teachers
 Elementary teachers (one from each school)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
10 substitutes @ \$115/day to allow teachers to analyze data	Title II Part A	1,150.00	0.00

3.1.2. Strategy: Academic Service Learning

Strategy Statement: - Teachers will use Academic Service activities/lessons. Lessons should be engaging to students, aligned with standards and connected to academic service activities.

- Professional development will be provided to teachers as to how to develop, access and use lessons.

Selected Target Areas

SAR 1.3 Identifies goals to advance the vision
SAR 2.5 Fosters a learning community
SAR 2.6 Provides teachers and students opportunities to lead
SAR 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 2.9 Responds to community expectations and stakeholder satisfaction
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
SAR 5.10 Provides appropriate support for students with special needs
SAR 5.12 Provides student support services coordinated with the school, home, and community
SAR 6.1 Fosters collaboration with community stakeholders to support student learning

Other Required Information for Strategy

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

Billig, Shelley, "Support for K-12 Service-Learning Practice: A Brief Review of tthe Research". Educational Horizons. Summer 2002.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will apply for \$250 - \$500 mini grants for Learn and Serve Projects. These must be tied to GLCE's. The mini grants are reviewed by the Learn and Serve Committee.	09/10/2010	06/10/2011	Classroom teachers applying for mini grants Learn and Serve Coordinator Curriculum Director

3.1.2.1. Activity: Learning to Give Mini Grants

Activity Description: Teachers will apply for \$250 - \$500 mini grants for Learn and Serve Projects. These must be tied to GLCE's. The mini grants are reviewed by the Learn and Serve Committee.

Activity Type: None

Planned staff responsible for implementing activity: Classroom teachers applying for mini grants
Learn and Serve Coordinator
Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
50 mini grants of \$250 each	Learn and Serve Grant	12,500.00	0.00

3.1.3. Strategy: Social Studies Vocabulary

Strategy Statement:

Staff will provide students with specific social studies terms and phrases across the grade levels, that will form a strong common foundation for all students.

Selected Target Areas

SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.7 Provides for articulation and alignment between and among all levels of schools

Other Required Information for Strategy

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

Building Background Knowledge for Academic Achievement (Marzano, 2004).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will create lists of Social Studies terms and phrases at all grade levels. Teachers will deliver this vocabulary by using Marzano's Instructional Strategies.	09/20/2010	11/20/2010	Principals Teachers

3.1.3.1. Activity: Social Studies Vocabulary

Activity Description: Teachers will create lists of Social Studies terms and phrases at all grade levels. Teachers will deliver this vocabulary by using Marzano's Instructional Strategies.

Activity Type: None

Planned staff responsible for implementing activity: Principals
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/20/2010, End Date - 11/20/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No Funds required	No Funds Required	0.00	0.00

3.1.4. Strategy: Marzano's Elements of Effective Teaching

Strategy Statement: Staff will be trained in Marzano's 9 essential elements of effective teaching.

Selected Target Areas

SAR 1.2 Communicates the vision and purpose to build stakeholder understanding and support
SAR 1.3 Identifies system-wide goals and measures to advance the vision
SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 2.5 Fosters a learning community
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 5.10 Provides appropriate support for students with special needs

Other Required Information for Strategy

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

"Classroom Instruction That Works - Research Based Strategies for Increasing Student Achievement", Marzano, Pickering, Pollock, 2001.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will be trained in the elements of effective teaching. The strategies be implemented by teachers throughout the year.	10/05/2010	03/10/2011	Director of Curriculum, Principals, teachers

3.1.4.1. Activity: PD on Marzano's Elements of Effective Teaching

Activity Description: Teachers will be trained in the elements of effective teaching. The strategies be implemented by teachers throughout the year.

Activity Type: None

Planned staff responsible for implementing activity: Director of Curriculum, Principals, teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/05/2010, End Date - 03/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Speaker/consultant on district PD day	No Funds Required	0.00	0.00

3.1.5. Strategy: Co-Teaching

Strategy Statement: Participating staff will receive training in co-teaching practices.

Selected Target Areas

SAR 1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
SAR 1.2 Communicates the vision and purpose to build stakeholder understanding and support
SAR 1.3 Identifies goals to advance the vision
SAR 2.1 Establishes policies and procedures that provide for the effective operation of the school
SAR 2.12 Assesses and addresses community expectations and stakeholder satisfaction
SAR 2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations
SAR 2.5 Fosters a learning community
SAR 2.6 Provides teachers and students opportunities to lead
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 5.10 Provides appropriate support for students with special needs
SAR 5.12 Provides student support services coordinated with the school, home, and community
SAR 6.1 Fosters collaboration with community stakeholders to support student learning

Other Required Information for Strategy

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

Scruggs, T., "Case Studies in Co-Teaching in The Content Areas", Intervention in School and Clinic.

Scruggs, T., "The Contributions of Qualitative Research to Discussions of Evidence-Based Practice in Special Education", Intervention in School and Clinic, November 1, 2008.

Tannock, M.T., "Tangible and Intangible Elements in The Collaborative Areas", January 1, 2009.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Participating teachers will be trained in effective co-teaching practices associated with inclusion.	10/01/2010	01/20/2011	Curriculum Director, Director of Special Education

3.1.5.1. Activity: Co-Teaching PD

Activity Description: Participating teachers will be trained in effective co-teaching practices associated with inclusion.

Activity Type: None

Planned staff responsible for implementing activity: Curriculum Director, Director of Special Education

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/01/2010, End Date - 01/20/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitutes for teachers to attend inservice on Co-teaching	Special Education	200.00	0.00

3.1.6. Strategy: Professional Learning Communities

Strategy Statement: All staff will be provided PD in establishing Professional Learning Communities.

Selected Target Areas

SAR 1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
SAR 1.3 Identifies goals to advance the vision
SAR 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
SAR 2.5 Fosters a learning community
SAR 2.6 Provides teachers and students opportunities to lead
SAR 2.9 Creates and supports collaborative networks of stakeholders to support system programs
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning

SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 5.10 Provides appropriate support for students with special needs
SAR 5.3 Ensures that all staff participate in a continuous program of professional development
SAR 6.1 Fosters collaboration with community stakeholders to support student learning
SAR 7.2 Engages stakeholders in the processes of continuous improvement
SAR 7.2 Engages stakeholders in the processes of continuous improvement

Other Required Information for Strategy

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

Dufore, R., "Getting Started: Reculturing Schools to Become Professional Learning Communities".

Dufore, R., "Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn".

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will be trained in Professional Learning Communities during the PD workshops throughout the 2010-2011 school year.	09/01/2010	06/10/2011	Director of Curriculum, Principals

3.1.6.1. Activity: Professional Learning Communities

Activity Description: Teachers will be trained in Professional Learning Communities during the PD workshops throughout the 2010-2011 school year.

Activity Type: None

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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Facilitator on district PD days	No Funds Required	0.00	0.00

Goal 4: Writing

Content Area : English Language Arts
Goal Source : Continuous Improvement
Development Status : Approved

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

Gap Statement : Based on review of local and state writing rubrics, MME, students in specific subgroups are not meeting the district goal of 100% proficiency. 11th graders scored 24% proficiency on the 2009 Spring assessment. Five percent of the students with disabilities scored proficient as compared to 26% of students w/o disabilities. There is also a significant gap between male and female (16% and 33% respectively) and between black and white (18% and 35% respectively).

Cause for Gap : Lack of detailed writing is a primary source of the achievement gap.
 Lack of cultural experiences to make connections.
 Lack of motivation for writing.

Multiple measures/sources of data you used to identify this gap in student achievement : Local/state writing rubrics.
 MME/ACT Writing

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students in the district will score in the proficient level or above on state writing tests, and there will be no gaps between subgroups.

Writing will be monitored through building principals and Curriculum Director:

- * Elementary writing pieces are collected and reviewed monthly by the building principals and learning specialists. Writing pieces are scored for Knowledge and Experience and the 6+1 Traits. Curriculum Director receives and reviews sample writing pieces scored for the 6+1 Traits following the completion of each Trait.
- * Secondary ELA teachers meet monthly to review/discuss writing related data.
- * PLC's will be established to dig deeper and discuss strategies related to writing and other identified goals.
- * Secondary principals and ELA Department Chairs will collect writing pieces to monitor strengths and weaknesses in student writing.

Contact Name : Daniel Hurst

List of Objectives:

ID	Objective
11101	Student achievement on the Persuasive Writing Pre and Post tests from local assessments using the 6 point ACT rubric will increase by 1 point from the 2009 scores, and all students will score at 4 or above on the ACT Writing Test by 2012. All students taking the MEAP writing assessment will score at the proficient level by the 2012-2013 school year.

4.1. Objective: All students will improve their writing with focus on persuasive writing.

Measurable Objective Statement to Support Goal : Student achievement on the Persuasive Writing Pre and Post tests from local assessments using the 6 point ACT rubric will increase by 1 point from the 2009 scores, and all students will score at 4 or above on the ACT Writing Test by 2012. All students taking the MEAP writing assessment will score at the proficient level by the 2012-2013 school year.

List of Strategies:

ID	Strategy	Locked By
11101	All teachers will use 6+1 Traits of an Effective Writer. English teachers at the secondary level will use grammar, punctuation, and rhetoric lessons (ACT style). Learning Specialists at the elementary level will provide assistance and direct support to instruction for staff related to the writing strategies. Principals will monitor writing samples on a regular basis. Reading Coaches will provide support for writing during grade level meetings at the elementary level. The district will provide all day Kindergarten. K teachers and K Aides will use best practices adopted by the district to meet needs of students.	
11101	Staff will provide students with specific writing terms and phrases across the grade levels, that will form a strong common foundation for all students.	
11101	All staff will be provided professional development in establishing Professional Learning Communities.	

4.1.1. Strategy: 6+1 Writing Traits of an Effective Writer

Strategy Statement: All teachers will use 6+1 Traits of an Effective Writer. English teachers at the secondary level will use grammar, punctuation, and rhetoric lessons (ACT style).

Learning Specialists at the elementary level will provide assistance and direct support to instruction for staff related to the writing strategies.

Principals will monitor writing samples on a regular basis.

Reading Coaches will provide support for writing during grade level meetings at the elementary level.

The district will provide all day Kindergarten. K teachers and K Aides will use best practices adopted by the district to meet needs of students.

Selected Target Areas

SAR 1.3 Identifies goals to advance the vision
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.6 Allocates and protects instructional time to support student learning

Other Required Information for Strategy

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

Bellamy, P., Research on writing with the 6+1 Traits, Northwest Regional Educational Laboratory.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will participate in on going writing workshops throughout the 2010-11 school year.	09/08/2010	05/30/2011	Principal Curriculum Director

4.1.1.1. Activity: PD in 6+1 Writing Traits

Activity Description: Teachers will participate in on going writing workshops throughout the 2010-11 school year.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Principal Curriculum Director

Actual staff responsible for implementing activity: Principal Curriculum Director

Planned Timeline: Begin Date - 09/08/2010, End Date - 05/30/2011

Actual Timeline: Begin Date - 09/08/2010, End Date - 05/08/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PD for 6 1 Writing Traits	Title II Part A	2,000.00	0.00

4.1.2. Strategy: Writing Vocabulary**Strategy Statement:**

Staff will provide students with specific writing terms and phrases across the grade levels, that will form a strong common foundation for all students.

Selected Target Areas

SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 4.7 Demonstrates verifiable growth in student performance

Other Required Information for Strategy

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

Building Background Knowledge for Academic Achievement (Marzano, 2004).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will create lists of writing terms and phrases.	10/10/2010	11/20/2010	Curriculum Director Building Principals Staff

4.1.2.1. Activity: Writing Vocabulary**Activity Description:**

Teachers will create lists of writing terms and phrases.

Activity Type: None

Planned staff responsible for implementing activity:

Curriculum Director
Building Principals
Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/10/2010, End Date - 11/20/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No Funds Required	No Funds Required	0.00	0.00

4.1.3. Strategy: Professional Learning Communities

Strategy Statement: All staff will be provided professional development in establishing Professional Learning Communities.

Selected Target Areas

SAR 1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
SAR 1.2 Communicates the vision and purpose to build stakeholder understanding and support
SAR 1.3 Identifies goals to advance the vision
SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 2.5 Fosters a learning community
SAR 2.6 Provides teachers and students opportunities to lead
SAR 2.9 Responds to community expectations and stakeholder satisfaction
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
SAR 5.10 Provides appropriate support for students with special needs
SAR 5.12 Provides student support services coordinated with the school, home, and community
SAR 5.3 Ensures that all staff participate in a continuous program of professional development
SAR 6.1 Fosters collaboration with community stakeholders to support student learning
SAR 6.5 Provides information that is meaningful and useful to stakeholders

Other Required Information for Strategy

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

Dufore, R. "Getting Started: Reculturing Schools to Become Professional Learning Communities"

Dufore, R. "Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn"

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will be trained in Professional Learning Communities during PD workshops throughout the 2010-2011 school year.	10/01/2010	03/10/2011	Curriculum Director, Principals

4.1.3.1. Activity: PD For Professional Learning Communities

Activity Description: Teachers will be trained in Professional Learning Communities during PD workshops throughout the 2010-2011 school year.

Activity Type: None

Planned staff responsible for implementing activity: Curriculum Director, Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/01/2010, End Date - 03/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Facilitator on district PD days	Title II Part A	500.00	0.00

Goal 5: Science

Content Area : Science

Goal Source : Continuous Improvement

Development Status : Approved

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

Gap Statement : Based on a review of student achievement data sources (MEAP and unit tests, MME), Romulus Community Schools students perform below the state average in science on standards and benchmark assessments. 59% of 5th grade students scored proficient on the Science MEAP, compared to 81% for the State.

51% of the African American students were proficient and 41% of Special Needs students scored proficient.

Cause for Gap : Students lack of experience with science related reading materials and hands on opportunities within science concepts.

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

administered annually

*MMEACT administered annually

*local assessments

*PLAN

*Explore

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All of the students in the district will score in the proficient level or above on state science tests, and there will be no gaps between subgroups.

GAP monitoring will be done through formative and summative assessments that are part of the district's science program.

Contact Name : Daniel Hurst

List of Objectives:

ID	Objective
11214	Students proficiency in the science MEAP and MME will increase by 5% for 2011, and an additional 10% by 2012.

5.1. Objective: Increase Science Proficiency For All Students

Measurable Objective Statement to Support Goal : Students proficiency in the science MEAP and MME will increase by 5% for 2011, and an additional 10% by 2012.

List of Strategies:

ID	Strategy	Locked By
11214	Staff will provide students with specific science terms and phrases across the grade levels, that will form a strong common foundation for all students.	
11214	All students will apply their knowledge of science to solve problems by using hands on activities and making connections between what they learn to the world around them.	
11214	Science teachers will implement inquiry based lessons and have students reflect on objectives. Science Teacher will attend science and inquiry based sessions and inservices.	
11214	Participating staff will be provided PD with Co-Teaching Strategies.	
11214	All staff will be provide PD in establishing Professional Learning Communities.	

11214|Staff will be trained in Marzano's 9 essential elements of effective teaching.

5.1.1. Strategy: Science Vocabulary

Strategy Statement:

Staff will provide students with specific science terms and phrases across the grade levels, that will form a strong common foundation for all students.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
 SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
 SAR 3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

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

Building Background Knowledge for Academic Achievement (Marzano, 2004).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will create lists of science terms and phrases. Teachers will deliver this vocabulary by using Marzano's Instructional Strategies.	09/15/2010	11/10/2010	Teachers Curriculum Director

5.1.1.1. Activity: Science Vocabulary

Activity Description: Teachers will create lists of science terms and phrases. Teachers will deliver this vocabulary by using Marzano's Instructional Strategies.

Activity Type: None

Planned staff responsible for implementing activity: Teachers
Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/15/2010, End Date - 11/10/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No Funds Required	No Funds Required	0.00	0.00

5.1.2. Strategy: Hands on Activities

Strategy Statement: All students will apply their knowledge of science to solve problems by using hands on activities and making connections between what they learn to the world around them.

Selected Target Areas

SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

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

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Elementary students will increase their knowledge of scientific content by using science kits. Secondary students will increase their understanding through the use of related labs. Students will analyze data from tables, charts, graphs to answer scientific questions. Teachers will embed science vocabulary in to their daily lessons.	09/10/2010	06/10/2011	Teachers Curriculum Director

5.1.2.1. Activity: Hands on Activities

Activity Description:

Elementary students will increase their knowledge of scientific content by using science kits. Secondary students will increase their understanding through the use of related labs. Students will analyze data from tables, charts, graphs to answer scientific questions.

Teachers will embed science vocabulary in to their daily lessons.

Activity Type: None

Planned staff responsible for implementing activity: Teachers
Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/10/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Monthly science kits	General Funds	50,000.00	0.00

5.1.3. Strategy: Inquiry

Strategy Statement: Science teachers will implement inquiry based lessons and have students reflect on objectives.

Science Teacher will attend science and inquiry based sessions and inservices.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity

Other Required Information for Strategy

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

Classroom Instruction that Works - Research Based Strategies for Increasing Student Achievement, Marzano, Pickering, Pollock. 2001.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Secondary science teachers will participate in Inquiry Based PD throughout 1st semester of 2010-2011.	10/01/2010	01/20/2011	Principal Department Chair

5.1.3.1. Activity: PD in Inquiry Based Learning

Activity Description: Secondary science teachers will participate in Inquiry Based PD throughout 1st semester of 2010-2011.

Activity Type: None

Planned staff responsible for implementing activity: Principal
Department Chair

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/01/2010, End Date - 01/20/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
10 Substitutes for Inquiry Based Learning activities	Title II Part A	11,500.00	0.00

5.1.4. Strategy: Co-Teaching

Strategy Statement: Participating staff will be provided PD with Co-Teaching Strategies.

Selected Target Areas

SAR 1.2 Communicates the vision and purpose to build stakeholder understanding and support
SAR 1.3 Identifies goals to advance the vision
SAR 2.12 Assesses and addresses community expectations and stakeholder satisfaction
SAR 2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations
SAR 2.6 Provides teachers and students opportunities to lead
SAR 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 2.9 Responds to community expectations and stakeholder satisfaction
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 5.10 Provides appropriate support for students with special needs
SAR 5.3 Ensures that all staff participate in a continuous program of professional development
SAR 5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning
SAR 6.1 Fosters collaboration with community stakeholders to support student learning
SAR 7.2 Engages stakeholders in the processes of continuous improvement

Other Required Information for Strategy

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

Tannock, M.T., "Tangible and Intangible Elements of Collaborative Teaching", January 1, 2009.

Scruggs, T., "The Contributions of Qualitative Research to Discussions of Evidence-Based Practice in Special Education", Intervention in School and Clinic, November 1, 2008.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Participating staff will be provided PD with effective practices/strategies associated with inclusion.	10/10/2010	01/25/2011	Curriculum Director, Director of Special Education

5.1.4.1. Activity: Co-Teaching PD

Activity Description: Participating staff will be provided PD with effective practices/strategies associated with inclusion.

Activity Type: None

Planned staff responsible for implementing activity: Curriculum Director, Director of Special Education

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 10/10/2010, End Date - 01/25/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitues for conferences on co-teaching	Special Education	500.00	0.00

5.1.5. Strategy: Professional Learning Communities

Strategy Statement: All staff will be provide PD in establishing Professional Learning Communities.

Selected Target Areas

SAR 1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
SAR 1.3 Identifies goals to advance the vision
SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 2.5 Fosters a learning community
SAR 2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations
SAR 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 2.9 Responds to community expectations and stakeholder satisfaction
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 5.10 Provides appropriate support for students with special needs
SAR 5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students
SAR 5.3 Ensures that all staff participate in a continuous program of professional development
SAR 6.2 Has formal channels to listen to and communicate with stakeholders
SAR 6.5 Provides information that is meaningful and useful to stakeholders
SAR 7.2 Engages stakeholders in the processes of continuous improvement

Other Required Information for Strategy

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

Dufore, R., "Getting Started: Reculturing Schools to Become Professional Learning Communities"

Dufore, R., "Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn"

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will be trained in Professional Learning Communities during PD workshops throughout the 2010-2011 school year.	09/01/2010	05/20/2011	Curriculum Director, Principals

5.1.5.1. Activity: PD For Professional Learning Communities

Activity Description: Teachers will be trained in Professional Learning Communities during PD workshops throughout the 2010-2011 school year.

Activity Type: None

Planned staff responsible for implementing activity: Curriculum Director,
Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 05/20/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Facilitator/Speaker on district PD days	Title II Part A	200.00	0.00

5.1.6. Strategy: Marzano's Elements of Effective Teaching

Strategy Statement: Staff will be trained in Marzano's 9 essential elements of effective teaching.

Selected Target Areas

SAR 1.2 Communicates the vision and purpose to build stakeholder understanding and support
SAR 1.3 Identifies goals to advance the vision
SAR 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
SAR 2.5 Fosters a learning community
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 4.7 Demonstrates verifiable growth in student performance
SAR 5.10 Provides appropriate support for students with special needs
SAR 6.1 Fosters collaboration with community stakeholders to support student learning

Other Required Information for Strategy

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

Marzano, Pickering, Pollock, 2001. "Classroom Instruction That Works - Research Based Strategies for Increasing Student Achievement".

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will be trained in the elements of effective teaching and incorporate in their instruction.	09/01/2010	05/20/2011	Curriculum Director, Principals

5.1.6.1. Activity: PD on Marzano's Elements of Effective Teaching

Activity Description: Teachers will be trained in the elements of effective teaching and incorporate in their instruction.

Activity Type: None

Planned staff responsible for implementing activity: Curriculum Director, Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 05/20/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Facilitator/speaker on district PD Day	No Funds Required	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$50,000.00	\$0.00
No Funds Required	\$0.00	\$0.00
Special Education	\$1,900.00	\$0.00
Title I Part A	\$400,000.00	\$0.00
Title II Part A	\$28,700.00	\$0.00
Other	\$12,500.00	\$0.00
Other	\$200.00	\$0.00

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.	Linda	Poirier	Assistant HS Principal	lmpoirier@romulus.k12.mi.us
Ms.	Rebecca	Pek	Principal Community HS	rlpek@romulus.k12.mi.us
Mr.	Jason	Salhaney	Elementary Principal	jpsalhaney@romulus.k12.mi.us
Mr.	Carl	Weiss	Superintendent	cjweiss@romulus.k12.mi.us
Ms.	Shanda	Theis	HS Teacher	smtheis@romulus.k12.mi.us
Ms.	Adrienne	Hill	Middle School Teacher	ajhill@romulus.k12.mi.us
Ms.	Sharon	Grandell	Middle School Teacher	slgrandell@romulus.k12.mi.us
Mr.	David	Cooper	HS Teacher	drcooper@romulus.k12.mi.us
Mr.	Scott	Roark	Community High School Tea	scroark@romulus.k12.mi.us
Ms.	Gerilyn	Baty	Learning Specialist	gekline@romulus.k12.mi.us
Mr.	Robert	Baty	Learning Specialist	rlbaty@romulus.k12.mi.us
Ms.	Tiffany	Markavich	Elementary Teacher	tamarkavich@romulus.k12.mi.us
Ms.	Jessica	Whalen	Elementary Teacher	jmash@romulus.k12.mi.us
Ms.	Simona	Miller	Learning Specialist	ssmiller@romulus.k12.mi.us
Mr.	Daniel	Hurst	Director of Curriculum an	dlhurst@romulus.k12.mi.us

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

Stakeholders have the opportunity for collaboration and input into this plan through a variety of monthly meetings and opportunities held throughout the school year. Monthly meetings are held throughout the year which include: Elementary Principals Meeting, Secondary Principals Meeting, District School Improvement/NCA Facilitators Meeting, District Meeting with all Building Principals, Central Office Administrators, and monthly meetings with the districts Reading and Math Coaches and Learning Specialists.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how

all stakeholders are involved in the process.

Along with the monthly meetings cited above, each building has monthly School Improvement Meetings. Elementary schools hold monthly Grade Level Meetings and the secondary buildings have two meetings/month with Content Department Chairs, followed by one building staff meeting/month. The district has both a written District Policy, and a Teaching and Learning Manual, which defines the framework and expectations for curriculum, assessments and instruction for the district.

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

Information and progress will be shared through the district's web site, report cards, cable station, parent newsletters, Parent Connect (parents can go online to see students academic progress daily), Board of Education Meetings.

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.

Position of Contact:

James Baker

Address:

36540 Grant Road, Romulus MI 48174

Telephone Number:

734-532-1662

References

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

Conclusion

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

Establishing Professional Learning Communities

Marzano's Elements of Effective Teaching

Co-Teaching Practices

Identify, Define, Explore, Act, Look Back (I.D.E.A.L.) - math problem solving model for secondary teachers

Question, Answer, Relationship (QAR) - reading comprehension strategies

Reading Apprenticeship

Academic Service Learning

6+1 Writing Traits

Integrating Technology

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

The following fiscal resources: Title 1, Flow Through Grant, Title 2A, Title 2D, Title 1 ARRA, General Fund, Learn and Serve Grant are all being used to support aspects of this improvement plan.

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

The district has adopted five initiatives to support student achievement. Technology is one of the initiatives. A district technology committee meets once each month to discuss, review and provide direction for technology in both specific and broad scope. Within this plan, technology is being used for direct instruction (E20/20, Study Island, Compass, Vocational Classes, etc.), assessments (NWEA-MAP, local assessments, etc.), and data collection (CLASS A and building data spreadsheets being a couple of examples).