School Improvement Plan

W-A-Y Niles

Niles Community Schools

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School Additional Requirements Diagnostic

2016-17

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

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

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

Description of the School

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

WAY Niles had 120 high school and 20 middle school students in 13-14. It is located at the Westside Admin Building which also has adult education and central admin. The biggest change in WAY has been the growth - from 60 students in the fall of 2011 to 150 that will will have this fall in high school. The demographics reflect the community - approx 20% minority. The challenge serving the at risk population is retention and attendance.

School's Purpose

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

Vision Statement for Niles Community Schools:

Niles Community Students - Inspired locally to Excel globally

Mission Statement for Niles Community Schools:

Niles Community Schools provides dynamic learning experiences and innovative opportunities. We empower ALL to create, disseminate, discover, model, and apply knowledge in a diverse intellectual culture. We inspire leaders who challenge the present and enrich the future, striving for civic growth for our schools and community.

Vital Behaviors from 90/90/90 Schools

- A laser focus on student achievement

- Clear curriculum choices

- Frequent assessments and multiple opportunities for improvement

- An emphasis on nonfiction writing

- Collaborative scoring of student work

Notable Achievements and Areas of Improvement

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

WAY Niles has expanded to 150 students last year in the high school program. Course completion is gaining as improved methods of addressing student persistence are used. In the next three years we plan to expand to 240 students and have a 95% grad rate.

Additional Information

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

Student Achievement is what we really want. We want all students to be:

- College and/or Career Ready
- Exceed our competitors
- Engaged in the learning every day

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Parents participate in lab hours providing their experience for projects. Our home school liason, adult and alt ed director attend WAY staff meetings weekly, our data manager attends quarterly. Community forums have been held and were advertized via local newsprint

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

Parent feedback via surveys, central admin via weekly meetings, non-trad leaders via weekly meetings.

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

This is an area we can improve upon. More frequent information to stakeholders on progress is indicated.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

1. Finding ways to keep students engaged in learning
2. Helping students overcome barriers to education
3. Accelerating student progress to graduation, most enter our program behind in credits

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Social, family, and personal issues continue to be barriers to education.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

None, our culture is such that we have very few behavior issues in our WAY Lab.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Work with parents, students, community leaders, area agencies and school leadership to develop a plan to help students overcome educational barriers.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

We have a good mix of experienced teachers and new ones. Through our regular staff meeting, along with the fact that our team leaders have offices space together with lab mentors, our staff are able to readily address student issues and help them be academically successful.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student

achievement?

Same as #5

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

We have a good mix of experienced teachers and new ones. Through our regular staff meeting, along with the fact that our team leaders have offices space together with lab mentors, our staff are able to readily address student issues and help them be academically successful.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Very little impact - We have very low absenteeism and our PD takes place outside of our students lab hours.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Lower pay and health insurance issues need to be address in order to retain the best teachers

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

The percentage of students taking state assessments is much higher.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Attendance, credit attainment

12. How might these challenges impact student achievement?

Low attendance is a factor in lower credit attainment

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

1. Social Work services incorporated into our program
2. Transportation needs for those traveling to lab in the evenings

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

This program is designed for those students, it is why our district has it.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

This program has live, supportive adults available online 24/7

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

It is a collaboration between school leaders in our traditional programs and WAY staff. Parents are made aware of this via website and at

open houses.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

The entire program is based on projects that are designed to meet state standards.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Students engaged in reading by the enriched design of the program. Standards being met.

19b. Reading- Challenges

Students entering program with deficits

19c. Reading- Trends

As projects are completed, standards are being met, students more engaged

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Resources have been utilized to help students "catch up" and accelerate their reading levels.

20a. Writing- Strengths

Many projects embedded in this program are dependent upon writing skills - much practice and assessment occurs.

20b. Writing- Challenges

Many enter our program with deficits in writing.

20c. Writing- Trends

Students are becoming more proficient writers through project completion, assessment, and feedback.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our district made the commitment to provide this program for students who are behind. Students write everyday, and receive feedback in a timely manner.

21a. Math- Strengths

Students are provided math labs, in person, in addition to projects they complete virtually.

21b. Math- Challenges

Again, many students entering the program are behind and have not been engaged - math tends to be a subject most of our students avoid most frequently.

21c. Math- Trends

Special labs are always available to allow for face to face time with certified staff.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

This is an area, as described above, where more resources are deployed.

22a. Science- Strengths

Same as math

22b. Science- Challenges

Same as math

22c. Science- Trends

Same as math

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Same as math

23a. Social Studies- Strengths

This tends to be a high interest area for many of our students. There are wonderful projects embedded for students to choose from

23b. Social Studies- Challenges

Many of our students enter the program with deficits in all areas.

23c. Social Studies- Trends

These content standards tend to be the ones that students complete initially and experience success.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Designing social studies projects that include math and science content standards is a strategy that is working.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Flexibility and staff assistance

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

WAY projects can take more time and are assessed with high rigor.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Continued support, frequent contact with students that are not completing projects.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

The ease they have in determining their students progress, flexibility.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Some students not motivated to do work at home.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

We change and increased our lab hours to accommodate students with motivation issues at home.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Flexibility, creativity

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Pay and insurance

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Discussion with finance director and superintendent

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

Flexibility, at risk students have a great option to continue their education

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

None

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

N/A

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Overall, our district has found WAY to be a flexible alternative for students that had become disengaged from traditional schools. Our proudest moment, shared by staff, students, parents, and the community, is graduation night. Demonstrating content knowledge via projects ensures integrity.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

If not addressed, student achievement will not increase

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Overcoming barriers to education such as social, family and personal issues is paramount to moving to the next level.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://nilesschools.schoolwires.net/site/default.aspx?PageID=1	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

2016-17

Overview

Plan Name

2016-17

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	We will increase reading achievement for all students	Objectives: 1 Strategies: 1 Activities: 1	Academic	$100
2	We will increase math achievement for all students	Objectives: 1 Strategies: 1 Activities: 1	Academic	$100
3	We will increase science achievement for all students	Objectives: 1 Strategies: 1 Activities: 1	Academic	$100
4	We will increase social studies achievement for all students	Objectives: 1 Strategies: 1 Activities: 1	Academic	$100
5	We will increase writing achievement for all students	Objectives: 1 Strategies: 1 Activities: 1	Academic	$100

Goal 1: We will increase reading achievement for all students

Measurable Objective 1:

A 150% increase of Economically Disadvantaged students will demonstrate a proficiency of content standards in ELA in Reading by 06/05/2015 as measured by The DRIVE data system.

Strategy 1:

Data Teams - Data Teams will meet regularly to write formative assessments to measure pre and post instructional knowledge. Goals will be set for each instructional period based on the pre-assessment. Instruction will take place with a view toward reaching the goal set by the data team. Strategies are listed and followed. The postassessment is used to determine student growth. Students who reach their goal will be provided additional opportunities to build on their current knowledge. Students

who missed the expected targets will be given additional instruction to meet the goals. Students who need additional interventions will be given specifically designed interventions such as after school, before school, or other interventions to add to the student's ability.

Category:

Research Cited: Based on the work of Dr. Douglas Reeves and the Leadership and Learning Center

Tier:

Activity - Writing Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The work of writing common formative assessments in the data team and then filling out the data team forms for each unit of instruction is the key toward this strategy	Professional Learning			09/08/2015	06/09/2017	$100	General Fund	Klemm

Goal 2: We will increase math achievement for all students

Measurable Objective 1:

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency complete math content standards in Mathematics by 06/05/2015 as measured by The DRIVE data system.

Strategy 1:

CFG/PLC - Professional learning communities acquire high levels of knowledge and experience on their own, increasing interactions with other groups within and across the system and enhance opportunities for learning beyond traditional boundaries and encourages learning as a social system. Consequently, we form cross-functional teams that share and use what they learn to inform each other's work and that consider the impact of their practice on the larger system. Our professional communities "overlap" in that they are representative of a broad range of constituents. We identify and assess current programs and practices to increase student

achievement and identify the measurable outcomes that we expect to see as a result. We work to develop a process to identify, collect, and analyze specic examples of what changes in practice people can make and the resulting impact on culture, norms, and outcomes. The goal of our work is to use data-informed approaches to make decisions about instructional programs. We also develop shared practice and implement strategies that show evidence that professional communities are working to improve learning experiences and outcomes for adults and students.

Category:

Research Cited: Annenberg Institute for School Reform. (1998). Critical Friends Groups in Action: Facilitator's Guide. Providence, RI: Brown University.

Coburn, C. (Aug/Sept 2003). "Rethinking Scale: Moving Beyond Numbers to Deep and Lasting Change." Educational Researcher 32(6), pp. 3–12.

Corcoran, T. (1995). Transforming Professional Development for Teachers: A Guide for State Policymakers. Washington, DC: National Governor's Association.12 Professional Learning Communities

Dalellew, T., and Martinez, Y. (1988). "Andragogy and Development: A Search for the Meaning of Staff Development." Journal of Staff Development 9(3), 28–31.

Darling-Hammond, L., and McLaughlin, M. (1995). "Policies That Support Professional Development in an Era of Reform." Phi Delta Kappan 76(8), 597–604.

Eaker, R., DuFour, R., and Burnette, R. (2002). Getting Started: Reculturing Schools to Become Professional Learning Communities. Bloomington, IN: National Educational Service.

Elmore, R. (2002). Bridging the Gap Between Standards and Achievement: The Imperative for Professional Development in Education. New York: Albert Shanker Institute.

Fullan, M. (1999). Change Forces: The Sequel. London: Falmer Press.

Tier:

Activity - CFG/PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Professional learning communities acquire high levels of knowledge and experience on their own, increasing interactions with other groups within and across the system and enhance opportunities for learning beyond traditional boundaries and encourages learning as a social system. Consequently, we form cross-functional teams that share and use what they learn to inform each other's work and that consider the impact of their practice on the larger system. Our professional communities "overlap" in that they are representative of a broad range of constituents. We identify and assess current programs and practices to increase student achievement and identify the measurable outcomes that we expect to see as a result. We work to develop a process to identify, collect, and analyze specic examples of what changes in practice people can make and the resulting impact on culture, norms, and outcomes. The goal of our work is to use data-informed approaches to make decisions about instructional programs. We also develop shared practice and implement strategies that show evidence that professional communities are working to improve learning experiences and outcomes for adults and students.	Professional Learning			09/02/2014	06/09/2017	$100		General Fund	Klemm

Goal 3: We will increase science achievement for all students

Measurable Objective 1:

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency complete science content standards in Science by 06/05/2015 as measured by The DRIVE data system.

Strategy 1:

CFG/PLC - Professional learning communities acquire high levels of knowledge and experience on their own, increasing interactions with other groups within and across the system and enhance opportunities for learning beyond traditional boundaries and encourages learning as a social system. Consequently, we form cross-functional teams that share and use what they learn to inform each other's work and that consider the impact of their practice on the larger system. Our professional communities "overlap" in that they are representative of a broad range of constituents. We identify and assess current programs and practices to increase student achievement and identify the measurable outcomes that we expect to see as a result. We work to develop a process to identify, collect, and analyze specic examples of what changes in practice people can make and the resulting impact on culture, norms, and outcomes. The goal of our work is to use data-informed approaches to make decisions about instructional programs. We also develop shared practice and implement strategies that show evidence that professional communities are working to improve learning experiences and outcomes for adults and students.

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Elmore, R. (2002). Bridging the Gap Between Standards and Achievement: The Imperative for Professional Development in Education. New York: Albert Shanker Institute.

Fullan, M. (1999). Change Forces: The Sequel. London: Falmer Press.

Tier:

Activity - CFG/PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning communities acquire high levels of knowledge and experience on their own, increasing interactions with other groups within and across the system and enhance opportunities for learning beyond traditional boundaries and encourages learning as a social system. Consequently, we form cross-functional teams that share and use what they learn to inform each other's work and that consider the impact of their practice on the larger system. Our professional communities "overlap" in that they are representative of a broad range of constituents. We identify and assess current programs and practices to increase student achievement and identify the measurable outcomes that we expect to see as a result. We work to develop a process to identify, collect, and analyze specic examples of what changes in practice people can make and the resulting impact on culture, norms, and outcomes. The goal of our work is to use data-informed approaches to make decisions about instructional programs. We also develop shared practice and implement strategies that show evidence that professional communities are working to improve learning experiences and outcomes for adults and students.	Professional Learning			09/08/2015	06/09/2017	$100	General Fund	Klemm

Goal 4: We will increase social studies achievement for all students

Measurable Objective 1:

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency complete social studies content standards in Social Studies by 06/05/2015 as measured by The DRIVE data system.

Strategy 1:

CFG/PLC - Professional learning communities acquire high levels of knowledge and experience on their own, increasing interactions with other groups within and across the system and enhance opportunities for learning beyond traditional boundaries and encourages learning as a social system. Consequently, we form cross-functional teams that share and use what they learn to inform each other's work and that consider the impact of their practice on the larger system. Our professional communities "overlap" in that they are representative of a broad range of constituents. We identify and assess current programs and practices to increase student achievement and identify the measurable outcomes that we expect to see as a result. We work to develop a process to identify, collect, and analyze specic examples of what changes in practice people can make and the resulting impact on culture, norms, and outcomes. The goal of our work is to use data-informed approaches to make decisions about instructional programs. We also develop shared practice and implement strategies that show evidence that professional communities are working to improve learning experiences and outcomes for adults and students.

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Elmore, R. (2002). Bridging the Gap Between Standards and Achievement: The Imperative for Professional Development in Education. New York: Albert Shanker Institute.

Fullan, M. (1999). Change Forces: The Sequel. London: Falmer Press.

Tier:

Activity - CFG/PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Professional learning communities acquire high levels of knowledge and experience on their own, increasing interactions with other groups within and across the system and enhance opportunities for learning beyond traditional boundaries and encourages learning as a social system. Consequently, we form cross-functional teams that share and use what they learn to inform each other's work and that consider the impact of their practice on the larger system. Our professional communities "overlap" in that they are representative of a broad range of constituents. We identify and assess current programs and practices to increase student achievement and identify the measurable outcomes that we expect to see as a result. We work to develop a process to identify, collect, and analyze specic examples of what changes in practice people can make and the resulting impact on culture, norms, and outcomes. The goal of our work is to use data-informed approaches to make decisions about instructional programs. We also develop shared practice and implement strategies that show evidence that professional communities are working to improve learning experiences and outcomes for adults and students.	Professional Learning			09/08/2015	06/09/2017	$100	General Fund	Klemm

Goal 5: We will increase writing achievement for all students

Measurable Objective 1:

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency complete writing content standards in Writing by 06/05/2015 as measured by The DRIVE data system.

Strategy 1:

We will increase writing achievement for all students - Professional learning communities acquire high levels of knowledge and experience on their own, increasing interactions with other groups within and across the system and enhance opportunities for learning beyond traditional boundaries and encourages learning as a social system. Consequently, we form cross-functional teams that share and use what they learn to inform each other's work and that consider the impact of their practice on the larger system. Our professional communities "overlap" in that they are representative of a broad range of constituents. We identify and assess current programs and practices to increase student achievement and identify the measurable outcomes that we expect to see as a result. We work to develop a process to identify, collect, and analyze specic examples of what changes in practice people can make and the resulting impact on culture, norms, and outcomes. The goal of our work is to use data-informed approaches to make decisions about instructional programs. We also develop shared practice and implement strategies that show evidence that professional communities are working to improve learning experiences and outcomes for adults and students.

Category:

Research Cited: Annenberg Institute for School Reform. (1998). Critical Friends Groups in Action: Facilitator's Guide. Providence, RI: Brown University.

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Tier:

Activity - CFG/PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning communities acquire high levels of knowledge and experience on their own, increasing interactions with other groups within and across the system and enhance opportunities for learning beyond traditional boundaries and encourages learning as a social system. Consequently, we form cross-functional teams that share and use what they learn to inform each other's work and that consider the impact of their practice on the larger system. Our professional communities "overlap" in that they are representative of a broad range of constituents. We identify and assess current programs and practices to increase student achievement and identify the measurable outcomes that we expect to see as a result. We work to develop a process to identify, collect, and analyze specic examples of what changes in practice people can make and the resulting impact on culture, norms, and outcomes. The goal of our work is to use data-informed approaches to make decisions about instructional programs. We also develop shared practice and implement strategies that show evidence that professional communities are working to improve learning experiences and outcomes for adults and students.	Professional Learning			09/08/2015	06/09/2017	$100	General Fund	Klemm

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
CFG/PLC	Professional learning communities acquire high levels of knowledge and experience on their own, increasing interactions with other groups within and across the system and enhance opportunities for learning beyond traditional boundaries and encourages learning as a social system. Consequently, we form cross-functional teams that share and use what they learn to inform each other's work and that consider the impact of their practice on the larger system. Our professional communities "overlap" in that they are representative of a broad range of constituents. We identify and assess current programs and practices to increase student achievement and identify the measurable outcomes that we expect to see as a result. We work to develop a process to identify, collect, and analyze specic examples of what changes in practice people can make and the resulting impact on culture, norms, and outcomes. The goal of our work is to use data-informed approaches to make decisions about instructional programs. We also develop shared practice and implement strategies that show evidence that professional communities are working to improve learning experiences and outcomes for adults and students.	Professional Learning			09/02/2014	06/09/2017	$100	Klemm

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Writing Formative Assessments	The work of writing common formative assessments in the data team and then filling out the data team forms for each unit of instruction is the key toward this strategy	Professional Learning			09/08/2015	06/09/2017	$100	Klemm
CFG/PLC	Professional learning communities acquire high levels of knowledge and experience on their own, increasing interactions with other groups within and across the system and enhance opportunities for learning beyond traditional boundaries and encourages learning as a social system. Consequently, we form cross-functional teams that share and use what they learn to inform each other's work and that consider the impact of their practice on the larger system. Our professional communities "overlap" in that they are representative of a broad range of constituents. We identify and assess current programs and practices to increase student achievement and identify the measurable outcomes that we expect to see as a result. We work to develop a process to identify, collect, and analyze specic examples of what changes in practice people can make and the resulting impact on culture, norms, and outcomes. The goal of our work is to use data-informed approaches to make decisions about instructional programs. We also develop shared practice and implement strategies that show evidence that professional communities are working to improve learning experiences and outcomes for adults and students.	Professional Learning			09/08/2015	06/09/2017	$100	Klemm