

OIP District Plan with Implementation Details

THREE RIVERS DISTRICT PLAN

IRN # 047399

DISTRICT NAME/IRN# : Three Rivers/047399

SMART GOALS																		
Goal 1: Student Performance Content Area: <u>Reading</u>				Goal 2: Student Performance Content Area _____				Goal 3: Expectations & Conditions _____				Goal 4: Operational/Cross-content _____						
GOAL 1: By 2011, the passage rate in Reading for grades K-12 will improve on the OAT/OGT and local assessments by at least five percentage points each year.																		
STRATEGIES, INDICATORS AND PROGRESS MEASURES																		
STRATEGY 1A: Utilize data to drive instructional decisions.																		
ADULT IMPLEMENTATION INDICATOR	BASELINE MEASURE		PROGRESS MEASURE				PROGRESS MEASURE				PROGRESS MEASURE				PROGRESS MEASURE			
	June, 2009		OCT. 2010		ACTUAL RESULTS		JAN. 2011		ACTUAL RESULTS		MAR. 2011		ACTUAL RESULTS		JUNE, 2011		ACTUAL RESULTS	
100% of teachers will participate in the use of data (obtained from common assessments) to make instructional decisions.	0 % of teachers		100% OF TEACHERS				100% OF TEACHERS				100% OF TEACHERS				100% OF TEACHERS			
STUDENT PERFORMANCE INDICATOR	Grade	ED/SWD	Grade	ED/SWD	Grade	ED/SWD	Grade	ED/SWD	Grade	ED/SWD	Grade	ED/SWD	Grade	ED/SWD	Grade	ED/SWD	Grade	ED/SWD
Student scores on the OAT/OGT and local assessments in Reading will increase by at least five percentage	3 86%	75%/61%	3 90%	79%/65%	3		3 93%	82%/68%	3		3 95%	84%/70%	3		3 96%	85%/71%	3	
	4 91%		4 95%		4		4 98%		4		4 100%		4		4 100%		4	
	5 80%		5 84%		5		5 87%		5		5 89%		5		5 90%		5	
	6 88%		6		6		6		6		6		6		6 98%		6	

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SMART GOALS																															
Goal 1: Student Performance Content Area: <u>Reading</u>						Goal 2: Student Performance Content Area _____						Goal 3: Expectations & Conditions _____						Goal 4: Operational/Cross-content _____													
GOAL 1: By 2011, the passage rate in Reading for grades K-12 will improve on the OAT/OGT and local assessments by at least five percentage points each year.																															
STRATEGIES, INDICATORS AND PROGRESS MEASURES																															
STRATEGY 1A: Utilize data to drive instructional decisions.																															
ADULT IMPLEMENTATION INDICATOR	BASELINE MEASURE		PROGRESS MEASURE				PROGRESS MEASURE				PROGRESS MEASURE				PROGRESS MEASURE																
	June, 2009	OCT. 2010	ACTUAL RESULTS		JAN. 2011	ACTUAL RESULTS		MAR. 2011	ACTUAL RESULTS		JUNE, 2011	ACTUAL RESULTS																			
100% of teachers will participate in the use of data (obtained from common assessments) to make instructional decisions.	0 % of teachers		100% OF TEACHERS				100% OF TEACHERS				100% OF TEACHERS				100% OF TEACHERS																
points each year.	7	82%	7	86%	7	8	90%	10	92%	7	89%	7	8	93%	10	95%	7	91%	7	8	95%	10	97%	7	92%	7	8	96%	10	98%	

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LEGEND: 2009-2010 Implementation/ 2010-2011 Implementation

IMPLEMENTATION DETAILS

ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible / Group(s)	Implementation Timeline				Resources Needed: Budget/Material/
			Aug-Oct..	Nov.-Jan.	Feb.-May	June-July.	
1.a.1. Provide one half day per quarter for the development of common assessments	<ul style="list-style-type: none"> PD plans for the year Substitute submissions Calendar of dates 	Principal	DI	I	I	M	<ul style="list-style-type: none"> Title I monies ARRA funds General PD funds
1.a.2. Create a district understanding of common and short cycle assessment <ul style="list-style-type: none"> Quarterly reminders of assessment understanding to staff and dept. chairs 	<ul style="list-style-type: none"> Power point from E. Goode in August Clarifications on assessments page sent to all district staff 	Asst. Supt.	D: DLT I: 2 Day (2010-2011)	M	M	M	<ul style="list-style-type: none"> Title I funds
1.a.3. Develop common assessments that are aligned with state standards	<ul style="list-style-type: none"> Copies of Common Assessments developed Scoring Guides 	Principal BLT	D/I M/I	D/I M/I	D/I M/I	E E/I	<ul style="list-style-type: none"> Title I funds ARRA funds General PD funds

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ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible / Group(s)	Implementation Timeline				Resources Needed: Budget/Material/
			Aug-Oct..	Nov.-Jan.	Feb.-May	June-July.	
1.a.4. Implement common assessments	<ul style="list-style-type: none"> Classroom walkthroughs Agendas and minutes from PLC meetings where the assessments are discussed Data from assessments 	Principal Teachers BLT	I/M I/M	I/M I/M	I/M I/M	I/M I/M	<ul style="list-style-type: none"> Title I funds ARRA funds General PD funds
1.a.5. Collect data and apply analysis to instructional strategies and practices	<ul style="list-style-type: none"> PLC agendas and minutes Data collection charts Identification lists of students needing tutorials, on track, and enrichment 	Teacher BLT	D I/M	I I/M	I I/M	M E	<ul style="list-style-type: none"> Title I funds ARRA funds General PD funds Data collection tool Data Dashboard/Warehouse
1.a.6. Develop and implement a tool for the common assessment results for use by the teacher	<ul style="list-style-type: none"> Charts developed by HCESC consultants but approved by Curr. Council and BLTs 	Principal BLT Curr. Council	D I/M	D/I I/M	I I/M	E E	<ul style="list-style-type: none"> Title I funds ARRA funds General PD funds
1.a.7 Monitor the use of common assessments (administration)	<ul style="list-style-type: none"> Classroom walkthroughs Attendance at PLC meetings 	Principal	M	M M	M M	M M	<ul style="list-style-type: none"> Time

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ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible / Group(s)	Implementation Timeline				Resources Needed: Budget/Material/
			Aug-Oct..	Nov.-Jan.	Feb.-May	June-July.	
1.a.8. Modify instructional plans as needed	<ul style="list-style-type: none"> PLC agendas and minutes Lesson plans designed for different levels of proficiency 	PLC Teachers	 /	 /	 /	 /	<ul style="list-style-type: none"> Title I funds ARRA funds General PD funds
1.a. 9. Utilize district intervention programs and monitor progress	<ul style="list-style-type: none"> Updated lists of intervention programs Post assessments to determine growth in indicator/bench mark after utilizing intervention program Student and staff surveys around impact of intervention programs 	Principal BLT	I/M /M	I/M /M	I/M /M	I/M /M	<ul style="list-style-type: none"> Feedback from schools, administrators Post assessments Surveys Title I funds ARRA funds

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STRATEGIES, INDICATORS AND PROGRESS MEASURES									
STRATEGY 1B: Implement professional learning communities in each building to gather, examine and analyze data and make decisions that will impact instruction.									
	BASELINE MEASURE	PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE	
ADULT IMPLEMENTATION INDICATOR	June , 2009	OCT. 2010	ACTUAL RESULTS	JAN. 2011	ACTUAL RESULTS	MAR. 2011	ACTUAL RESULTS	JUNE, 2011	ACTUAL RESULTS
PLCs will be established and operational by the end of the first semester.	0%	100%		100%		100%		100%	
STUDENT PERFORMANCE INDICATOR									
100% of students will be engaged in their own progress monitoring by 2011	0%	25%		50%		75%		100%	

IMPLEMENTATION DETAILS

ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline				Resources Needed: Budget/Material/
			Aug-Oct..	Nov.-Jan.	Feb.-May	June-July.	
1.b.1. Develop innovative ways to provide common planning and collaboration time	<ul style="list-style-type: none"> Planning schedules for PLCs at each school for 2009-2010 (calendar of dates) Substitute submissions Planning schedules for 2010-2011 Agendas/minutes 	Principal BLT	D/I /	I /	D/I /	M/D/I E	<ul style="list-style-type: none"> Title I funds ARRA funds General PD funds Spring scheduling with all principals and BLTs.

OIP District Plan with Implementation Details

ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline				Resources Needed: Budget/Material/
			Aug-Oct..	Nov.-Jan.	Feb.-May	June-July.	
1.b.2. Share successful instructional practices among PLCs	<ul style="list-style-type: none"> • PLC agendas and minutes • Classroom walkthroughs • Attendance at PLC meetings • Staff mtgs • Curr Council mtgs • Blogs, tweets... 	Principal BLT	 /	 /	 /	 /	<ul style="list-style-type: none"> • Title I funds • ARRA funds • General PD funds
1.b.3. Share strategies for motivating and engaging students, i.e., use real world projects in reading lesson plans	<ul style="list-style-type: none"> • PLC agendas and minutes • Classroom walkthroughs • Attendance at PLC meetings • Staff mtgs • Curr Council mtgs • Blogs, tweets... 	Principal BLT	 /	 /	 /	 /	<ul style="list-style-type: none"> • Title I funds • ARRA funds • General PD funds
1.b.4. Utilize the PLC for collaboration among colleagues to problem solve challenging teaching situations	<ul style="list-style-type: none"> • PLC agendas and minutes • Data charts 	Principal BLT Teachers	D /	 /	 /	M E	<ul style="list-style-type: none"> • Title I funds • ARRA funds • General PD funds
1.b.5. Utilize the PLC to analyze data	<ul style="list-style-type: none"> • Data charts • Lists of students in tutorials, on track, enrichment • Lesson plans • PLC agendas and minutes 	Principal BLT Teachers	 E/				<ul style="list-style-type: none"> • Title I funds • ARRA funds • General PD funds

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SMART GOALS

Goal 1: Student Performance Content Area: _____ Goal 2: Student Performance Content Area Mathematics Goal 3: Expectations & Conditions _____ Goal 4: Operational/Cross-content _____

GOAL 2: By 2011, the passage rate in Mathematics for grades K-12 will improve on the OAT/OGT and local assessments by at least five percentage points each year.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 2A: Utilize data to drive instructional decisions.

ADULT IMPLEMENTATION INDICATOR	BASELINE MEASURE		PROGRESS MEASURE				PROGRESS MEASURE				PROGRESS MEASURE				PROGRESS MEASURE			
	(Date)		OCT. 2010		ACTUAL RESULTS		JAN. 2011		ACTUAL RESULTS		MAR. 2011		ACTUAL RESULTS		JUNE, 2011		ACTUAL RESULTS	
100% of teachers will participate in the use of data (obtained from common assessments) to make instructional decisions	0 % of teachers		100% OF TEACHERS				100% OF TEACHERS				100% OF TEACHERS				100% OF TEACHERS			
STUDENT PERFORMANCE INDICATOR	Grade	ED/SWD	Grade	ED/SWD	Grade	ED/SWD	Grade	ED/SWD	Grade	ED/SWD	Grade	ED/SWD	Grade	ED/SWD	Grade	ED/SWD	Grade	ED/SWD
Student scores on the OAT/OGT and local assessments in Mathematics will increase by at least five percentage points each year.	3 87%	66% 53%	3 91%	70% 57%	3 4		3 94%	73 %/	3 4		3 96%	75 %/	3 4		3 97%	76% 63%	3 4	
	4 86%		4 90%		4 5		4 93%	60 %	4 5		4 95%	62 %	4 5		4 96%		4 5	
	5 65%		5 69%		5 6		5 72%		5 6		5 74%		5 75%		5 75%		5 7	
	6 86%		6 90%		6 8		6 93%		6 8		6 95%		6 95%		6 96%		6 8	
	7 76%		7 80%		7 10		7 83%		7 10		7 85%		7 86%		7 86%		7 10	
	8 80%		8 84%				8 87%		8 10		8 89%		8 90%		8 90%		8 10	
	10 82%		10 86%				10 89%		10 10		10 91%		10 92%		10 92%		10 10	

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IMPLEMENTATION DETAILS

ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline				Resources Needed: Budget/Material/ Technology
			Aug- Oct..	Nov.- Jan.	Feb.- May	June- July.	
2.a.1. Provide one half day per quarter for the development of common assessments	<ul style="list-style-type: none"> • PD plans for the year • Substitute submissions • Calendar of dates 	Principal	DI	I	I	M	<ul style="list-style-type: none"> • Title I monies • ARRA funds • General PD funds
2.a.2. Create a district understanding of common and short cycle assessment	<ul style="list-style-type: none"> • Power point from E. Goode in August • Clarifications on assessments page sent to all district staff 	Superintendent Asst. Superintendent	D: DLT I: 2 Day (2010- 2011)	M	M	M	<ul style="list-style-type: none"> • Title I funds
2.a.3. Develop common assessments that are aligned with state standards	<ul style="list-style-type: none"> • Copies of Common Assessments developed • Scoring Guides 	BLT	D/I M/I	D/I M/I	D/I M/I	E E/I	<ul style="list-style-type: none"> • Title I funds • ARRA funds • General PD funds
2.a.4. Implement common assessments	<ul style="list-style-type: none"> • Classroom walkthroughs • Agendas and minutes from PLC meetings where the assessments are discussed • Data from assessments 	Principal Teachers	I/M I/M	I/M I/M	I/M I/M	I/M I/M	<ul style="list-style-type: none"> • Title I funds • ARRA funds • General PD funds

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ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline				Resources Needed: Budget/Material/ Technology
			Aug- Oct..	Nov.- Jan.	Feb.- May	June- July.	
2.a.5. Collect data and apply analysis to instructional strategies and practices	<ul style="list-style-type: none"> PLC agendas and minutes Data collection charts Identification lists of students needing tutorials, on track, and enrichment 	Teacher/ BLT	D I/M	I I/M	I I/M	M E	<ul style="list-style-type: none"> Title I funds ARRA funds General PD funds Data collection tool Data Dashboard/Warehouse
2.a.6. Develop a tool for the common assessment results for use by the teacher	<ul style="list-style-type: none"> Charts developed by HCESC consultants but approved by Curr. Council and BLTs 	Teacher/ BLT Curr. Council	D I/M	D/I I/M	I I/M	E E	<ul style="list-style-type: none"> Title I funds ARRA funds General PD funds
2.a.7 Monitor the use of common assessments (administration)	<ul style="list-style-type: none"> Classroom walkthroughs Attendance at PLC meetings 	Principal	M	M M	M M	M M	<ul style="list-style-type: none"> Time

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ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline				Resources Needed: Budget/Material/ Technology
			Aug-Oct..	Nov.- Jan.	Feb.- May	June- July.	
2.a.8. Modify instructional plans as needed	<ul style="list-style-type: none"> PLC agendas and minutes Lesson plans designed for different levels of proficiency 	PLC Teacher	I /	I /	I /	I /	<ul style="list-style-type: none"> Title I funds ARRA funds General PD funds
2.a.9. Utilize district intervention programs and monitor progress	<ul style="list-style-type: none"> Updated lists of intervention programs Post assessments to determine growth in indicator/benchmark after utilizing intervention program Student and staff surveys around impact of intervention programs 	Principal BLT	I/M /M	I/M /M	I/M /M	I/M /M	<ul style="list-style-type: none"> Feedback from schools, administrators Post assessments Surveys Title I funds ARRA funds

STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 2B: Utilize professional learning communities to provide opportunities for collaboration.

BASELINE MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE
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ADULT IMPLEMENTATION INDICATOR	(Date)	OCT. 2010	ACTUAL RESULTS	JAN. 2011	ACTUAL RESULTS	MAR. 2011	ACTUAL RESULTS	JUNE, 2011	ACTUAL RESULTS
PLCs will be established and operational by the end of the first semester.	0%	100%		100%		100%		100%	
STUDENT PERFORMANCE INDICATOR									
100% of students will be engaged in their own progress monitoring by 2011	0%	25%		50%		75%		100%	

IMPLEMENTATION DETAILS

ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline				Resources Needed: Budget/Material/
			Aug-Oct..	Nov.- Jan.	Feb.- May	June- July.	
2.b.1. Develop innovative ways to provide common planning and collaboration time	<ul style="list-style-type: none"> Planning schedules for PLCs at each school for 2009-2010 (calendar of dates) Substitute submissions Planning schedules for 2010-2011 Agendas/minutes 	Principal BLT	D/I /	I /	D/I /	M/D/I E	<ul style="list-style-type: none"> Title I funds ARRA funds General PD funds Spring scheduling with all principals and BLTs.
2.b.2. Share successful instructional practices among PLCs	<ul style="list-style-type: none"> PLC agendas and minutes Classroom walkthroughs Attendance at PLC meetings Staff mtgs Curr Council mtgs Blogs, tweets... 	Principal BLT	I /	I /	I /	I /	<ul style="list-style-type: none"> Title I funds ARRA funds General PD funds

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ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline				Resources Needed: Budget/Material/
			Aug-Oct..	Nov.-Jan.	Feb.-May	June-July.	
2.b.3. Share strategies for motivating and engaging students, i.e., use real world projects in math lesson plans	<ul style="list-style-type: none"> PLC agendas and minutes Classroom walkthroughs Attendance at PLC meetings Staff mtgs Curr Council mtgs Blogs, tweets... 	Principal BLT	 /	 /	 /	 /	<ul style="list-style-type: none"> Title I funds ARRA funds General PD funds
2.b.4. Utilize the PLC for collaboration among colleagues to problem solve challenging teaching situations	<ul style="list-style-type: none"> PLC agendas and minutes Data charts 	Principal BLT Teacher	D/I /	 /	 /	M E	<ul style="list-style-type: none"> Title I funds ARRA funds General PD
2.b.5. Utilize the PLC to analyze data	<ul style="list-style-type: none"> Data charts Lists of students in tutorials, on track, enrichment Lesson plans PLC agendas and minutes 	Principal BLT Teacher	 E/I				<ul style="list-style-type: none"> Title I funds ARRA funds General PD funds

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SMART GOALS																			
Goal 1: Student Performance Content Area: _____ Goal 2: Student Performance Content Area <u>Mathematics</u> _____ Goal 3: Expectations & Conditions <u>X</u> _____ Goal 4: Operational/Cross-content: _____																			
<p>GOAL 3: By 2011, the district will provide a working and learning environment that increases the perception of school as a valuable experience for <i>all</i> students—with special emphasis on economically disadvantaged and special needs students—and their parents; as measured by perception surveys, participation in targeted school events, increased student attendance for subgroups (at or above 94%), and a 10% reduction in suspensions and expulsions.</p>																			
STRATEGIES, INDICATORS AND PROGRESS MEASURES																			
STRATEGY 3A: Increase student attendance.																			
ADULT IMPLEMENTATION INDICATOR	BASELINE MEASURE		PROGRESS MEASURE				PROGRESS MEASURE				PROGRESS MEASURE				PROGRESS MEASURE				
	June, 2009	OCT. 2010	ACTUAL RESULTS		JAN. 2011	ACTUAL RESULTS		MAR. 2011	ACTUAL RESULTS		JUNE, 2011	ACTUAL RESULTS							
100% of all teachers will implement at least one lesson per quarter that includes “real-world,” engaging and relevant learning, as measured by submission of teacher lesson plans or classroom walk-through reports	0%	50%			75%			90%			100%								
STUDENT PERFORMANCE INDICATOR	ED	SWD	ED	SWD	ED	SWD	ED	SWD	ED	SWD	ED	SWD	ED	SWD	ED	SWD	ED	SWD	
Student attendance in sub-groups will be at 94% or above by 2011.	92%	89%	93%	91%			93%	92%			94%	93%			94%	94%			

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IMPLEMENTATION DETAILS

ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline				Resources Needed: Budget/Material/
			Aug-Oct..	Nov.-Jan.	Feb.-May	June-July.	
3.a.1. Collect baseline data on parent attendance by sub-groups	Open House November Conferences	Principal Secretary				E	Building personnel responsible for collecting data
3.a.2. Communicate goal of increasing attendance to parents and students	<ul style="list-style-type: none"> Newsletters website 	Principal Director of Development	 /	 /	 /	 /	Website access and webmaster
3.a.3. Reevaluate current attendance practices and procedures and make relevant changes <ul style="list-style-type: none"> Task: get baseline data in 09-10 (Econ Dis and SWD) 	<ul style="list-style-type: none"> Collect data Jean Burke's report DLT agenda and minutes Baseline data charts 	DLT	/	/	E E		Building personnel responsible for collecting data
3.a.4. Reevaluate current attendance interventions and make relevant changes	<ul style="list-style-type: none"> Collect data Jean Burke's report DLT agenda and minutes Baseline data charts 	DLT BLT	 /	 /	 /	E E	Meeting time Input from buildings
3.a.5. Call attention to changes in student handbooks and to district board policy located on the district website	<ul style="list-style-type: none"> Newsletters Agendas 	Director of Development Principal	/	/	/	E	Website maintenance Input from buildings
3.a.6. Provide attendance incentives	<ul style="list-style-type: none"> Receipts Listing of recipients of incentives 	PBS Team	 /	 /	 /	E E	Building funds Grants

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<p>3.a.7 Promote and support high-interest, relevant, “real-world” learning</p>	<ul style="list-style-type: none"> • Internet research • Distance learning plans • DLT/BLT agendas and minutes 	<p>DLT BLT</p>	<p><i>I/M</i></p>	<p><i>I/M</i></p>	<p><i>D</i> <i>I/M</i></p>	<p><i>D</i> <i>I/M</i></p>	<p>Technology (upgrades and use) Walk-through forms to use district wide Grants</p>
<p>3.a.8. Support students through increased involvement in extra-curricular activities</p> <ul style="list-style-type: none"> • Increase after school opportunities for after school involvement 	<ul style="list-style-type: none"> • Annual report by Mike Campbell • Flyers • Rosters of participants • Newsletters • IEP form 	<p>Leadership Team Athletic Director</p>	<p><i>I</i></p>	<p><i>I</i></p>	<p><i>D</i> <i>I</i></p>	<p><i>D</i> <i>E</i></p>	<p>Athletic funds Title I funds for after school Grants More supplemental positions/funding (reallocation)</p>
<p>3.a.9. Provide opportunities for students to feel more connected to their school</p> <ul style="list-style-type: none"> • Implement changes next year (10-11) 	<ul style="list-style-type: none"> • Advisor (homeroom) • After school activities • flyers 	<p>Principal and designees</p>	<p><i>M</i> <i>I</i></p>	<p><i>M</i> <i>I</i></p>	<p><i>M</i> <i>I</i></p>	<p><i>E</i> <i>E</i></p>	<p>Time and scheduling of school day Title I funds?</p>

STRATEGIES, INDICATORS AND PROGRESS MEASURES					
STRATEGY 3B: Implement a plan to decrease student suspensions, expulsions and disciplinary occurrences.					
	BASELINE MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE

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ADULT IMPLEMENTATION INDICATOR	June, 2009	OCT. 2010	ACTUAL RESULTS	JAN. 2011	ACTUAL RESULTS	MAR. 2011	ACTUAL RESULTS	JUNE, 2011	ACTUAL RESULTS
Ensure that 100% of all staff are employing PBS strategies in their classrooms, as evidenced by 100% teacher participation in the student incentive program(s).	0%	50%		75%		90%		100%	
STUDENT PERFORMANCE INDICATOR									
Suspensions and expulsions will decrease by 10% by 2011.	THS: 36 in OSS; 87 in ISS/Alt ISS TRMS: 115 in OSS; Total: 151 in OSS; 87 in ISS	142 OSS; 83 ISS		140 OSS; 81 ISS		138 OSS; 79 ISS		136 OSS; 78 ISS	

IMPLEMENTATION DETAILS

ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline				Resources Needed: Budget/Material/
			Aug-Oct..	Nov.-Jan.	Feb.-May	June-July.	

OIP District Plan with Implementation Details

ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline				Resources Needed: Budget/Material/
			Aug-Oct..	Nov.-Jan.	Feb.-May	June-July.	
3.b.1. Provide interventions for students before problems escalate	<ul style="list-style-type: none"> • IAT meetings • Groups for social skills (anger management; drugs & alcohol) • Ladder & number of types of penalties (i.e. detentions, BIC, alt school, suspension, expulsion • IEP conference/meetings • Record of prior interventions before referrals 	DLT/PBS Team Teachers Support Staff BLT	I/M /	I/M /	I/M /	E E	PLC meetings to discuss interventions for at risk students Forms for recording interventions Dedicated time for counselors to work with PLCs on interventions

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ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline				Resources Needed: Budget/Material/
			Aug-Oct..	Nov.-Jan.	Feb.-May	June-July.	
<p>3.b.2. Continue to develop the Positive Behavior Support (PBS) system, adding incentives that will encourage positive behavior for students at <i>all</i> levels</p> <ol style="list-style-type: none"> 1. Investigate Character Education from the district level with a focus on one character trait per quarter. 2. PBS representative from each building to meet and share ideas from respective buildings as a district PLC. 	<ul style="list-style-type: none"> • Minutes from PBS/ISM-PLC meetings • Data from year-year suspensions/expulsions • IAT meetings • Groups for social skills (anger management; drugs & alcohol) • Ladder & number of types of penalties (i.e. detentions, BIC, alt school, suspension, expulsion) • IEP conference/meetings • Record of prior interventions before referrals • Quarterly student assemblies to reinforce the guidelines and recognize achievement • Zero Heroes • Minutes/agenda for staff training and review 	DLT/PBS Team Principal	I I/M	I I/M	I I/M	I/E/D I/E	<p>Meeting time and place for PBS reps to meet</p> <p>Building funds for subs for PBS reps</p> <p>Venue to share information with the buildings after these meetings and time in staff meetings for training/reminder of PBS guidelines</p> <p>Grants</p> <p>Community support</p>

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ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline				Resources Needed: Budget/Material/
			Aug-Oct..	Nov.-Jan.	Feb.-May	June-July.	
3.b.3. Reevaluate discipline plan and procedures and make relevant changes	<ul style="list-style-type: none"> Review district code of conduct/update as needed Reports from individual buildings Policy manuals changes 	DLT/PBS Team Principal BLT	/	E M	D M	D E	Time for BLT to address discipline (change to PBS?) plans Time for DLT to address discipline (change to PBS?) plans
3.b.4. Communicate changes in student handbooks and district board policy located on the district website to students and parents <ul style="list-style-type: none"> Packet from Central Office with district information that will be handed out at all buildings 	<ul style="list-style-type: none"> Open House agendas Handbook updates Board Policy updates 	Principal Director of Development	/				Paper costs Website maintenance
3.b.5. Differentiate instruction to meet the needs of all learners	<ul style="list-style-type: none"> Decrease in students out of class missing instruction Attendance sheets for differentiation training PLC minutes around meeting needs of students and engaging them in instruction 	Curr. Council Principal Teachers PLCs	I/M I/M	I/M I/M	I/M I/M	E E	Scheduling so teachers can meet in PLCs Walk through forms district wide

OIP District Plan with Implementation Details

ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline				Resources Needed: Budget/Material/
			Aug-Oct..	Nov.-Jan.	Feb.-May	June-July.	
3.b.6. Promote and support high-interest, relevant, “real-world” learning as a component of high-quality, differentiated instruction	<ul style="list-style-type: none"> Decrease in students out of class missing instruction Attendance sheets for differentiation training PLC minutes around meeting needs of students and engaging them in instruction 	DLT BLT	<i>I/M</i>	<i>I/M</i>	<i>D</i> <i>I/M</i>	<i>D</i> <i>I/M</i>	Scheduling so teachers can meet in PLCs Walk through forms district wide Grants
3.b.7 Design a rubric for teachers to self-evaluate the integration of real-world learning experiences and differentiated instruction <ol style="list-style-type: none"> Provide training and examples of lessons that integrated differentiation of instruction and real-world learning Gather information for this integration and rubric formation 	<ul style="list-style-type: none"> Delhi 8th grade LA teacher: an example of how this works...get a rubric from her? Lesson plans based on rubric elements 	Curr. Council Asst. Supt.	<i>D</i>	<i>D</i>	<i>I</i>	<i>M</i>	Sample rubrics and lessons from other districts/sources

STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 3C: Implement a plan to increase parent involvement in targeted school events.

	BASELINE MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE	PROGRESS MEASURE
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OIP District Plan with Implementation Details

ADULT IMPLEMENTATION INDICATOR	June, 2009	OCT. 2010	ACTUAL RESULTS	JAN. 2011	ACTUAL RESULTS	MAR. 2011	ACTUAL RESULTS	JUNE, 2011	ACTUAL RESULTS
100% of all staff will come up with at least one new/innovative way to encourage parents to participate in an <i>existing</i> school activity/ event OR will assist in the design of a new parent engagement activity/event	0%	50%		75%		90%		100%	

OIP District Plan with Implementation Details

STUDENT PERFORMANCE INDICATOR									
Fifty percent (50%) of students' parents will attend a targeted school event by 2011	0%	25%		30%		40%		50%	

IMPLEMENTATION DETAILS

ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline				Resources Needed: Budget/Material/
			Aug-Oct..	Nov.-Jan.	Feb.-May	June-July.	
3.c.1. Spotlight examples of innovative, high-interest, relevant and real-world instruction 1. Training around class-room walkthroughs and expectations	<ul style="list-style-type: none"> Recognition of teachers form used to spotlight Videotaped classes Classroom walkthroughs with focus on innovative, high-interest, real-world instruction 	DLT	<i>I/M</i>	<i>I/M</i>	<i>I/M</i>	<i>I/M</i>	Walk through forms district wide Videotapes/DVDs to burn Grants
3.c.2. Utilize parent surveys to collect data about perceptions and participation in school events.	<ul style="list-style-type: none"> Survey data Participation statistics Data around subgroups' attendance 	DLT BLT	<i>I</i>	<i>I</i>	<i>D</i> <i>I</i>	<i>D</i> <i>E</i>	Hard copy surveys Electronic surveys Tallying capabilities (scantron?) Personnel in building to collect and tally the information

OIP District Plan with Implementation Details

ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline				Resources Needed: Budget/Material/
			Aug-Oct..	Nov.-Jan.	Feb.-May	June-July.	
3.c.3. Increase the number and/or variety of activities that involve parents How do we show evidence that we have actually increased the number/variety of activities? This evidence shows that more parents come, but it is a direct correlation?	<ul style="list-style-type: none"> • Sign in sheets • Records of attendance 	Teachers DLT	M I	M I	M I	M E	
3.c.4. Collect and analyze parent attendance data at targeted school events based on sub-groups. <ol style="list-style-type: none"> 1. Make an effort to reach those parents who don't come to scheduled events 2. Bring "school" to the parents and do outreach in their communities with a "hook" 3. Engage students to bring in parents as well as increase student involvement. <ol style="list-style-type: none"> a. Musical groups b. Students performing c. Student recognitions 	<ul style="list-style-type: none"> • Open House • Conferences • Family Night • SpEd parent groups • Record home visits • Fine Arts events • Ninth grade Orientation • Curriculum Nights • College Nights 	DLT Principal Or Designee BLT	I I	I I	I I	E E	BLT members who take on the responsibility of "going after" those parents who don't attend Funds to take the meetings to the parents' communities Planning for students to be the magnet

OIP District Plan with Implementation Details

DISTRICT AND SCHOOL COMMUNICATION APPROACH

What Will Be Communicated: Overview of OIP and District plan

To Whom and In What Languages Will It Be Communicated: Specify the audiences, e.g., Building teams who will roll it out to staffs along with their own building plans; Board of Education

When Will It Be Communicated: Overview August 26th, September to BLTs; BLTs will present by October

Who Will Be Responsible for Ensuring Communication: Superintendent and Assistant Superintendent .

How Will It Be Communicated: Beginning of the year staff meeting, staff meetings in buildings; Board of Ed meetings

DISTRICT AND SCHOOL PLAN EVALUATION PROCESS

Purpose(s): Describe the purpose(s) of the evaluation.

Audiences: Specify all the (primary and secondary) audiences of the evaluation.

Questions: Specify questions to be addressed by the evaluation design and data collection methods.

Methods: Describe the evaluation procedures matched to the purpose(s) and questions.

Sample: Specify who will participate in the evaluation. If necessary, a rationale for sample sizes should also be included.

Instrumentation: Describe the evaluation instruments and tools to be used in the evaluation.

Responsibility: Spell out who will be responsible for the various implementation, analysis, and reporting aspects of the evaluation.

Timeline: Define the schedule for implementation, analysis, and reporting of the evaluation.

Resources: Cost out the finances for the evaluation, if necessary.