District Improvement Plan

Bangor Township Schools

3359 E. Midland Road
Bay City, MI 48706-2039
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Introduction

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

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

Describe the school system'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 system serves?

Bangor Township Schools is located on the south shore of Lake Huron and Saginaw Bay. The community is surrounded by the Bay City Public School District, a large urban district. Bangor Township has a retail shopping mall, restaurants, and small businesses mostly located along the Euclid Avenue and Wilder Road corridors. There are no large manufacturing or distribution centers within the community. The unemployment rate for the community is 12.1%, which is higher than the national average resulting in 52% of Bangor residents living in poverty.

The district is comprised of three K-5 elementary school buildings, a 6-8 middle school and a 9-12 high school. The district presently has 2,530 students and 120 highly qualified teaching staff. In addition, the district operates North Preschool, a Human Resource Center, and a transportation facility. Although enrollment has remained relatively stable over the past five years, the demographics have changed with an increase in economically disadvantaged students. The district poverty rate as measured by eligibility for the National School Lunch Program's free and reduced lunch is 51.2% as of February 2012. In addition, the stability in enrollment is due to an increasing number of schools of choice students. This leads to some inconsistency in instruction for students new to the district.
System’s Purpose

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

Vision: It is our vision to provide quality learning opportunities for all members of the Bangor Township community. In pursuit of this vision, Bangor Township Schools will: continually pursue academic excellence; nurture thinking and responsibility; engage all members of the community in the educational program; and be a place where everyone is learning.

Mission Statement: It is our mission to provide a quality educational program for all students. In pursuit of this mission, Bangor Township Schools will: employ a competent and caring staff; offer a comprehensive educational program; and provide an environment which is conducive to learning.

Belief Statements: All children can learn. We believe that education is a process of human interaction through which individuals can grow in their understanding and control themselves and their environment so they may contribute their fullest to the development of society.

The district promotes its purpose by offering a diverse curriculum in a safe and nurturing learning environment. Teachers are expected to provide differentiated instruction to meet student needs. A wide variety of strategies are utilized to address students' learning styles, including the use of technology for learning. Supplemental programs are offered to provide additional support for at risk students.
Notable Achievements and Areas of Improvement

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

Reading scores have improved district wide.

Three areas of improvements is math, science and writing.

Informational reading and writing and depth of knowledge strategies are being implemented for the upcoming year.
Additional Information

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

We continue to evaluate and our amend our SIPS to best address the needs of our students.
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

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.

The District School Improvement Team meets quartely to discuss the DIP and it's progress. Team representatives include district administrators, parents, students and community members. Responsibilities include: analyzing and monitoring student achievement data, evaluating the effectiveness of the plan and making recommends for revisions. This data is disseminated through individual building school improvement meetings. Meetings were held after normal school hours at our administration building. Involved parents were selected by referrals from building administrators and then were notified by the Superintendent.

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

Team representatives include district administrators, parents, students and community members. Meeting were held in a collaborative fashion with district superintendent overseeing the process.

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

Student achievement information is shared in staff meetings held monthly called School Improvement meeting. Also, one of the two School Board meeting is designated as a District Improvement Meeting to communicate to board members the progress of our plans. We have a quarterly district newspaper, the annual report, school newspapers that go out to all parents. Parent meetings are held to educate them on academic progress through fall and spring meetings.
District Additional Requirements Diagnostic
Introduction

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.
District Improvement Plan
Bangor Township Schools

**District Additional Requirements Diagnostic**

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

<table>
<thead>
<tr>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The District School Improvement Team reviews the CIMS data.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIMS data is used to prepare our District Improvement Plan.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The district has a process to monitor adult and student use of the internet.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The district has an Internet Safety Policy in place.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.</td>
<td>Yes</td>
<td>NWEA is used district wide.</td>
<td></td>
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<tr>
<td>Assurance</td>
<td>Response</td>
<td>Comment</td>
<td>Attachment</td>
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<td>--------------------------------------------------------------------------</td>
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<td>------------</td>
</tr>
<tr>
<td>The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If &quot;yes,&quot; specify the needs in the comments section.</td>
<td>Yes</td>
<td>We need to continue to upgrade our infrastructure so we will be ready for Smarter Balanced assessments. We evaluate and amend the school technology plan.</td>
<td></td>
</tr>
<tr>
<td>The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If &quot;yes,&quot; specify the actions in the comments section.</td>
<td>Yes</td>
<td>Our math strategies include computer based programs. We are almost entirely wireless in our district and have mediated almost the entire district with Smart Boards in every classrooms.</td>
<td></td>
</tr>
<tr>
<td>The district adjusts its curriculum to include technology literacy for all students.</td>
<td>Yes</td>
<td>We have highly qualified computer teachers within the district and other students have a variety of classes to choose from.</td>
<td></td>
</tr>
<tr>
<td>The district adjusts its instructional program to promote technology literacy. If &quot;yes,&quot; specify the adjustments in the comments section.</td>
<td>Yes</td>
<td>Many of our teachers have been trained by attending the workshops &quot;21 Things for the 21st Century Learners&quot;. We have incorporated Ipads, Nooks and &quot;clickers&quot; into our curriculum.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If &quot;yes,&quot; list the name, position, address and telephone number of the employee in the comments section.</td>
<td>Yes</td>
<td>Diane Hurley, Interim Superintendent Bangor Township Schools 3359 E, Midland Road Bay City, MI 48706</td>
<td></td>
</tr>
<tr>
<td>Assurance</td>
<td>Response</td>
<td>Comment</td>
<td>Attachment</td>
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<tr>
<td>--------------------------------------------------------------------------</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>The District has a District Board Policy that is related to Parent Involvement.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The District has additional information necessary to support your improvement plan.</td>
<td>Yes</td>
<td>Yes, school improvement meetings including presentations monthly to educate school board members on the plans.</td>
<td></td>
</tr>
</tbody>
</table>
Overview

Plan Name

2013-2014

Plan Description

District Improvement Plan
## 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.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All students will be proficient writers.</td>
<td>Objectives: 1 Strategies: 2 Activities: 10</td>
<td>Academic</td>
<td>$96467</td>
</tr>
<tr>
<td>2</td>
<td>All students will be proficient in mathematics.</td>
<td>Objectives: 1 Strategies: 2 Activities: 6</td>
<td>Academic</td>
<td>$150500</td>
</tr>
<tr>
<td>3</td>
<td>All students at Bangor Township Schools will be proficient readers.</td>
<td>Objectives: 1 Strategies: 2 Activities: 7</td>
<td>Academic</td>
<td>$30500</td>
</tr>
<tr>
<td>4</td>
<td>All Bangor Township Schools students will be proficient in science.</td>
<td>Objectives: 1 Strategies: 1 Activities: 2</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>5</td>
<td>All students at Bangor Township Schools will be proficient in social studies.</td>
<td>Objectives: 1 Strategies: 1 Activities: 3</td>
<td>Academic</td>
<td>$0</td>
</tr>
</tbody>
</table>
Goal 1: All students will be proficient writers.

Measurable Objective 1:
A 6% increase of All Students will Demonstrate a proficiency in written communication in English Language Arts by 06/01/2014 as measured by proficiency on the MEAP writing test.

Strategy 1:
Writers Workshop - Each building will implement a comprehensive writing program to provide consistent authentic writing opportunities for all students (Lucy Calkins, 6+1 Traits, Writing Diner, etc.). Language Arts teachers will utilize a Writers Workshop approach. Appropriate writing opportunities will be integrated in all curricular areas focusing on narrative, persuasive, argumentative and informational writing.


Writing skill is a powerful predictor of academic success, yet only about half of our High School graduates possess the basic writing skills to be successful in college or the workplace. This report outlines 11 teaching techniques that have proven effective in improving writing for students in grades 4-12. Among these 11 elements are: direct instruction in writing strategies; summarization; process writing approach; utilizing technology; and writing for content learning.


Once children learn to write letters, they should be encouraged to write them, use them to begin writing words or parts of words, and to use words to begin writing sentences. Instruction should be designed with the understanding that the use of invented spelling is not in conflict with teaching correct spelling. Beginning writing with inventive spelling can be helpful for developing understanding of phoneme identity, phoneme segmentation, and sound-spelling relationships. Conventionally correct spelling should be developed through focused instruction and practice. Primary grade children should be expected to spell previously studied words and spelling patterns correctly in their final writing products. Writing should take place on a daily basis to encourage children to become more comfortable and familiar with it (Snow, 1998).


Excerpt: Teachers who regularly read their students’ writing and discuss it with them are in a much better position to select appropriate strategies for whole-group, small-group, or individual instruction than teachers who are less familiar with their students’ current writing habits or patterns. The complex nature of writing lends to a recursive process approach in which students are motivated to develop their own ideas and to develop those ideas into coherent text while building a “writing vocabulary” within a community of authors (Roberts and Wibbens, 2010).

Writing to Read: Evidence of How Writing Can Improve Reading http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf

Writing to Read builds on Writing Next by providing evidence for how writing can improve reading. It describes the ability to read, comprehend, and write—the ability to
organize information into knowledge—as tantamount to a survival skill and recommends a cluster of closely related writing practices shown to be effective in improving students’ reading.

Learning to Read and Write: Developmentally Appropriate Practices for Young Children
http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF
This document explains the developmental stages of early childhood and outlines appropriate literacy goals and teaching practices to enable children to read well enough by the end of 3rd grade so they can read to learn in all curriculum areas.

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School
http://www.all4ed.org/files/WritingNext.pdf
Emphasizes the need to integrate writing skill development into adolescent literacy instruction and details eleven key elements that can be combined in flexible ways to strengthen literacy development for middle and high school students.

Writing to Read: Evidence of How Writing Can Improve Reading
http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf
Writing to Read builds on Writing Next by providing evidence for how writing can improve reading. It describes the ability to read, comprehend, and write—the ability to organize information into knowledge—as tantamount to a survival skill and recommends a cluster of closely related writing practices shown to be effective in improving students’ reading.

Framework for Success in Postsecondary Writing
This Framework describes the rhetorical and twenty-first-century skills as well as habits of mind and experiences that are critical for college success.

Writing during a math lesson is more than just a way to document information; it is a way to deepen student learning and a tool for helping students gain new perspectives. Writing supports mathematical reasoning an problem solving and helps students develop logical conclusions, justification of answers and processes, and the use of facts to explain their thinking.

Consistent with the NAEP results, experts in adolescent literacy estimate that as many as 70 percent of students struggle with reading in some manner, and therefore require differentiated instruction—especially in the content areas where multiple difficult cognitive tasks conspire against students’ chances for success. Among the 15 elements recommended for adolescent literacy programs are: direct, explicit comprehension instruction; embedding literacy instruction into content area texts and content area teachers providing instruction and practice in reading and writing skills specific to their subject area; incorporating technology; and ongoing formative and summative assessment of students.
The district will provide professional development for thinking maps, integrating content, writing across the curriculum, engaging boys in writing, using instructional technology to enhance learning, using a rubric to evaluate writing, and writing strategies for informational, argumentative, and persuasive writing. Instructional coaches will model effective strategies and provide feedback to teachers as they implement strategies. Teachers may choose a learning lab opportunity to participate in where they will observe a host teacher to learn more about a best practice, engage in professional discussion about implementation in their own teaching, and implement the knowledge gained.

**Schools:** All Schools

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district will conduct grade level/department meetings to align curriculum and assessments; disaggregate data and determine instructional implications; create common writing prompts and scoring rubrics; and provide professional development in incorporating writing instruction in the content areas.</td>
<td>08/28/2013</td>
<td>06/05/2015</td>
<td>$0</td>
<td>General Fund</td>
<td>Assistant Superintendent Building Principals Instructional Coaches</td>
</tr>
</tbody>
</table>

**Schools:** All Schools

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will utilize scoring rubrics to assess student writing. Instructional coaches will train teachers how to use rubrics, collect and analyze data, and prescribe interventions.</td>
<td>09/03/2013</td>
<td>05/22/2015</td>
<td>$0</td>
<td>General Fund</td>
<td>Building Principals Assistant Superintendent Instructional Coaches</td>
</tr>
</tbody>
</table>

**Schools:** All Schools

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will implement best practice instructional strategies such as thinking maps, summarization, differentiated instruction, and educational technology for learning.</td>
<td>09/03/2013</td>
<td>06/05/2015</td>
<td>$0</td>
<td>General Fund</td>
<td>Building principals Classroom teachers</td>
</tr>
</tbody>
</table>

**Schools:** All Schools

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district will provide professional development for thinking maps, integrating content, writing across the curriculum, engaging boys in writing, using instructional technology to enhance learning, using a rubric to evaluate writing, and writing strategies for informational, argumentative, and persuasive writing. Instructional coaches will model effective strategies and provide feedback to teachers as they implement strategies. Teachers may choose a learning lab opportunity to participate in where they will observe a host teacher to learn more about a best practice, engage in professional discussion about implementation in their own teaching, and implement the knowledge gained.</td>
<td>09/03/2013</td>
<td>06/05/2015</td>
<td>$25000</td>
<td>Title II Part A</td>
<td>Principals Assistant Superintendent Instructional Coaches</td>
</tr>
</tbody>
</table>
Strategy 2:
Supplemental Instruction - In grades K-5, Title I teachers and instructional paraprofessionals will provide small group and individual instruction during intervention time focusing on applying evidence-based strategies to writing informational text. The district will provide extended learning opportunities for at-risk students at all grade levels through summer school, after school programs, and special classes designed to meet the needs of these students.


Torgesen, J.K. (2002) The prevention of reading difficulties. Journal of School Psychology, 40, 7-26. Effective literacy instruction provides explicit teaching of the five elements outlined in the National Reading Panel's report; provides frequent monitoring of student progress; and provides intensive instruction for at-risk students through additional time for reading instruction in addition to core instructional time in small-group and individual instruction.

www.mi.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
What the Research Says About Parent Involvement in Relation to Academic Achievement
Outlines the positive effects of parent involvement on student achievement.

www.edweek.org/ew/issues/parent-involvement
Parent Involvement
A synthesis of the research on parent involvement supports the positive effect of parent involvement on student achievement, social skills, and post secondary education.
All K-5 teachers will use the RtI model to differentiate instruction and provide timely and additional assistance for the most at risk learners (Tier II). Classroom teachers will identify eligible Title I students for support in all core content areas. Title I teacher will provide daily reteaching strategies using individualized materials and technology to engage students differently to increase/accelerate skill development (Tier III).

<table>
<thead>
<tr>
<th>Activity - Differentiation</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will differentiate writing instruction for students. Instructional coaches will provide professional development and/or model effective strategies for those teachers needing extra support.</td>
<td>Direct Instruction</td>
<td>06/18/2013</td>
<td>06/05/2015</td>
<td>$25000</td>
<td>Title II Part A</td>
<td>Building principals, Assistant superintendents, Instructional coaches</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Parent Involvement</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangor Township staff will provide opportunities for parents to be involved in their students' writing instruction by communicating writing goals to parents, informing parents about the writing process and how rubrics are used to score writing, explaining the developmental stages of writing, sharing activities for parents to do with their children to encourage writing, and inviting parents into the classroom for writing celebrations.</td>
<td>Parent Involvement</td>
<td>09/20/2013</td>
<td>05/30/2014</td>
<td>$200</td>
<td>Title I Part A</td>
<td>Building Principals, Classroom Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Extended Time</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>After school programs and summer school will be offered for identified students to increase their skills. After school staff will provide 50 1-hour sessions of re-teaching/support during the school year using individualized materials and technology. Summer school staff will provide 64 hours of instruction (16 days @ 4 hours) utilizing appropriate intervention materials.</td>
<td>Academic Support Program</td>
<td>07/31/2013</td>
<td>08/21/2013</td>
<td>$21267</td>
<td>Title I Part A</td>
<td>Building Principals, Assistant Superintendents</td>
</tr>
</tbody>
</table>

**Goal 2: All students will be proficient in mathematics.**

**Measurable Objective 1:**
A 6% increase of All Students will Demonstrate a proficiency in mathematics in Mathematics by 06/06/2014 as measured by MEAP/MME, NWEA, PLAN, EXPLORE mathematics tests.
Strategy 1:
Conceptual Understanding - All math teachers will utilize manipulatives to improve conceptual understanding of math concepts, moving from concrete to pictorial to abstract (symbolic) to written representations of information.

Four national advisory panels have researched how best to teach mathematics. Learning mathematics is a complex process. The National Research Council identified five intertwining strands necessary to achieve math proficiency: conceptual understanding; procedural fluency; strategic competence; adaptive reasoning; and productive disposition. Learning these strands is an ongoing process. As new concepts are learned, new terms and symbols must also be learned. Research-based instructional strategies that promote conceptual understanding, procedural fluency, and automatic recall of facts produce the best results for students. For students with disabilities, four methods that show the most promise are: systematic and explicit instruction; self-instruction; peer tutoring; and visual representation (manipulatives, pictures, number lines, and graphs).

Analysis of the pre- and post-interviews indicate that students receiving a multiple representations curriculum are significantly more likely to show signs of algebraic reasoning than their traditionally taught peers when integrating variables into equations they write.

This study presents evidence that students need to be encouraged to use multiple representations (such as diagrams) to move fluently between verbal, symbolic, graphical, and numerical forms of mathematics concepts.

Making instructional changes to the core program will enhance learning at Tier II. Using effective curricula in whole group or in supplemental interventions only will show some gains in student achievement. Increasing the amount of instructional time with an effective curriculum (core instructional time plus tutoring time) can significantly improve the skills of students receiving Tier II instruction.

<table>
<thead>
<tr>
<th>Activity - Multi Tiered Instruction</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
All K-5 teachers will use the RtI model to differentiate instruction and provide timely and additional assistance for the most at-risk learners (Tier II). Classroom teachers and paraprofessionals will provide appropriate Tier II interventions while other students are working on enrichment activities (IXL and Study Island) such as: DELTA Math (grades 1-12); Math U See (grades 1-12); and Essentials for Algebra (grades 8-12 at risk and special education).

<table>
<thead>
<tr>
<th>Schools: All Schools</th>
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<table>
<thead>
<tr>
<th>Activity - Test Preparation</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>All K-5 teachers will implement daily word problems to make problem solving a more consistent focus in math instruction. Secondary teachers will incorporate test taking strategies and math practice tests into daily instruction.</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>General Fund</td>
<td>Building Principals Classroom Teachers Title I Teachers</td>
</tr>
</tbody>
</table>

| Schools: All Schools |

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<thead>
<tr>
<th>Activity - Math Training</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district will provide comprehensive professional development for teachers in grades K-6: effective mathematics instructional strategies (including instruction in moving from concrete to abstract representations); using instructional technology to enhance instruction; reading strategies for Math; intervention strategies, and RtI in mathematics. Instructional coaches will provide professional development; model effective teaching strategies; observe classroom teachers; provide feedback to classroom teachers to improve their instructional delivery; and meet with teachers to analyze data and prescribe interventions. The district will provide professional development on intervention strategies for teachers and paraprofessionals: DELTA Math (1-12); Math U See (1-12); Math Facts in a Flash (1-12); Study Island (1-5); IXL (6-8); Corrective Math (6-12); Essentials for Algebra (6-12). Teachers may choose a learning lab opportunity to participate in where they will observe a host teacher to learn more about a best practice. The teachers will engage in professional discussion about implementation in their own teaching, and receive feedback on their implementation of the practice. A team of teachers will attend the MCTM Conference.</td>
<td>Professional Learning</td>
<td>08/12/2013</td>
<td>06/05/2015</td>
<td>$150000</td>
<td>Title II Part A</td>
<td>Assistant Superintendent Building Principals Instructional Coaches</td>
</tr>
</tbody>
</table>

| Schools: All Schools |

<table>
<thead>
<tr>
<th>Activity - Grade Level/Department Meetings</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>

District Improvement Plan
Bangor Township Schools
Strategy 2:
Extended Time - District staff will provide appropriate interventions for individual students and small groups as evidenced by in-class support, pull-out, extra support classes, and extended day and extended year learning opportunities.
Lays the foundations underlying differentiating instruction for students with learning difficulties in mathematics. Illustrates its application using a lesson emphasizing the National Research Panel's five process standards.

<table>
<thead>
<tr>
<th>Activity - Tier III Interventions</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>District staff will provide appropriate Tier III interventions: Math PALS (k-5); Corrective Math (6-12); Supplemental Course (6-12)</td>
<td>Academic Support Program</td>
<td>09/03/2013</td>
<td>06/05/2015</td>
<td>$0</td>
<td>Title I Part A</td>
<td>Building Principals Classroom Teachers Title I Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Parent Involvement</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>District staff will provide opportunities for parent involvement to communicate math curriculum goals and assessment results; provide parents with strategies they can use at home to help strengthen their child's math skills; and provide parents with opportunities to be involved in the design, implementation and evaluation of the Title IA Plan through Open House, Parent Teacher Conferences, Family Math Night, Title I meetings.</td>
<td>Parent Involvement</td>
<td>09/03/2013</td>
<td>06/05/2015</td>
<td>$500</td>
<td>Title I Part A</td>
<td>Building Principals Classroom Teachers Title I Teachers</td>
</tr>
</tbody>
</table>

Goal 3: All students at Bangor Township Schools will be proficient readers.

Measurable Objective 1:
A 3% increase of All Students will Demonstrate a proficiency in reading in English Language Arts by 06/06/2014 as measured by proficiency on NWEA, MEAP and MME reading assessments.
Strategy 1:
Direct Instruction - All teachers will provide explicit instruction in informational reading strategies such as Readers Workshop, Daily 5, Cafe, text dependent questioning, close and critical reading, vocabulary development, and summarization strategies. Selected upper elementary and secondary teachers will utilize the EBLI protocol. Teachers will incorporate informational reading strategies into the content areas. Content area texts will be used in reading classes. This will provide the support needed for students who are at risk of not achieving science and social studies goals.

In a study comparing content and strategy instruction, evidence favors the content instruction approach.

Gives examples of text-dependent questions for narrative and informational text. Provides a progression for text-dependent questions.

Us schools are failing to adequately prepare students for success in college and the workplace. While US 4th grade students are among the best in the world compared to other countries, by the time these students are in 10th grade, they are among the worst. Literacy demands continue to become more complex as students move through grades 4-12. Students are expected to learn new words, new facts, and new ideas from reading, as well as to interpret, critique, and summarize the texts they read. The literacy practices embedded in these tasks, combining literacy skills and content knowledge, require a high level of sophistication. Students in grades 4-12 need systematic support to learn how to read to learn across a wide variety of contexts and content.

Recent data through NAEP assessments and other reports of college and workplace readiness show that high school students with average reading ability are currently unprepared for literacy demands of many workplace and post-secondary educational settings. This demonstrates the need for teachers to provide adolescents with direct and explicit instruction in comprehension strategies across the curriculum, such as summarizing, asking and answering questions, paraphrasing, using graphic organizers, and finding the main idea. Direct and explicit teaching involves a teacher modeling and providing explanations of the specific strategies students are learning, giving guided practice and feedback on the use of the strategies, and promoting independent practice to apply the strategies.

Consistent with the NAEP results, experts in adolescent literacy estimate that as many as 70 percent of students struggle with reading in some manner, and therefore require differentiated instruction especially in the content areas where multiple difficult cognitive tasks conspire against students’ chances for success. Among the 15 elements recommended for adolescent literacy programs are: direct, explicit comprehension instruction; embedding literacy instruction into content area texts and
content area teachers providing instruction and practice in reading and writing skills specific to their subject area; incorporating technology, and ongoing formative and summative assessment of students.


to develop scientific thinking skills, students must go beyond learning isolated facts or just doing hands-on activities. They must also employ logic and reasoning skills. These skills are enhanced through instructional methods such as comparing, classifying, and using analogies to identify similarities and differences, analyzing and synthesizing information that leads to summarizing and note taking; creating non-linguistic representations such as graphs, physical models, and pictures; and advance organizers. To develop scientific thinking, all students should complete one full investigation each year at a minimum.


This report is a synthesis of the research on instructional strategies used by K-12 teachers. A meta-analysis of the research shows that instructional strategies likely to enhance student learning include: identifying similarities and differences; summarizing and note taking; and non linguistic representations.


This report shows that there is a statistically significant positive effect on reading comprehension for the Reading Apprenticeship program.

<table>
<thead>
<tr>
<th>Activity - Data Analysis</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional coaches will work with teachers to collect and analyze data and prescribe instructional strategies.</td>
<td>Monitor</td>
<td>09/09/2013</td>
<td>05/29/2015</td>
<td>$5000</td>
<td>General Fund</td>
<td>Building Principals Instructional Coaches</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Professional Development</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
**Strategy 2:**

Supplemental Instruction - In grades K-5, Title I teachers and instructional parapros will provide small group and individual instruction during intervention time focusing on applying evidence-based strategies to reading informational text. The district will provide extended learning opportunities for at-risk students at all levels through summer school, after school programs, and special classes designed to meet the needs of these students.

Research Cited: The prevention of reading difficulties, Journal of School Psychology, 40, 7-26. Effective literacy instruction provides explicit teaching of the five elements outlined in the National Reading Panel's report; provides frequent monitoring of student progress; and provides intensive instruction for at-risk students.
through additional time for reading instruction in addition to core instructional time in small-group and individual instruction.

<table>
<thead>
<tr>
<th>Activity - Parent Involvement</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building staff will provide opportunities for parent involvement through Open House, Title I parent meetings, parent input meetings, Parent/Teacher conferences, Family Literacy Night to share reading and writing strategies for parents to do at home to support their children's learning, and opportunities to communicate curriculum goals and assessment results.</td>
<td>Parent Involvement</td>
<td>09/03/2013</td>
<td>05/29/2015</td>
<td>$500</td>
<td>Title I Part A</td>
<td>Building Principals Classroom Teachers Title I Teachers Instructional Coaches</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Extended Time</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>In grades K-5, Title I teachers and instructional parapros will provide small group and individual instruction during intervention time focusing on applying evidence-based strategies to informational text. The district will provide extended learning opportunities for at-risk students at all grade levels through summer school, after school programs, and special classes designed to meet the needs of these students.</td>
<td>Academic Support Program</td>
<td>09/09/2013</td>
<td>06/05/2015</td>
<td>$0</td>
<td>Title I Part A</td>
<td>Building Principals Title I teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Response to Intervention</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5 teachers will continue to use a multi-tiered system of support to accelerate learning for at-risk students. Eligible students will be identified through data analysis and interventions will be prescribed. Teachers and parapros will provide appropriate interventions for at-risk students (KPALS, Read Naturally, Reading A to Z, Raz Kids, Orton Gillingham, SRA Corrective Reading, Reading Mastery, EBLI, Scoot Pad, Education City, etc.).</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/05/2015</td>
<td>$0</td>
<td>General Fund</td>
<td>Building Principals Classroom Teachers Title I Teachers Parapros</td>
</tr>
</tbody>
</table>

**Goal 4: All Bangor Township Schools students will be proficient in science.**

**Measurable Objective 1:**
A 7% increase of All Students will Demonstrate a proficiency in reasoning and process skills in Science by 06/06/2014 as measured by MEAP/MME science test.

**Strategy 1:**
Direct Instruction - Science teachers will explicitly teach informational reading and writing strategies in science classes. Language Arts teachers will use science texts during reading and writing instruction. Instruction will include best practices such as Thinking Maps, summarizing, using technology to enhance learning, close and
critical reading, writing to learn, and text sets. Secondary science teachers will incorporate ACT style readings, timed writings, and tasks to prepare students for standardized assessments.


US schools are failing to adequately prepare students for success in college and the workplace. While US 4th grade students are among the best in the world compared to other countries, by the time these students are in 10th grade, they are among the worst. Literacy demands continue to become more complex as students move through grades 4 – 12. Students are expected to learn new words, new facts, and new ideas from reading, as well as to interpret, critique, and summarize the texts they read. The literacy practices embedded in these tasks, combining literacy skills and content knowledge require a high level of sophistication. Students in grades 4-12 need systematic support to learn how to “read to learn” across a wide variety of contexts and content.

Recent data through NAEP assessments and other reports of college and workplace readiness show that high school students with average reading ability are currently unprepared for the literacy demands of many workplace and postsecondary educational settings. This demonstrates the need for teachers to provide adolescents with direct and explicit instruction in comprehension strategies across the curriculum, such as summarizing, asking and answering questions, paraphrasing, using graphic organizers, and finding the main idea. Direct and explicit teaching involves a teacher modeling and providing explanations of the specific strategies students are learning, giving guided practice and feedback on the use of the strategies, and promoting independent practice to apply the strategies.


Consistent with the NAEP results, experts in adolescent literacy estimate that as many as 70 percent of students struggle with reading in some manner, and therefore require differentiated instruction—especially in the content areas where multiple difficult cognitive tasks conspire against students’ chances for success. Among the 15 elements recommended for adolescent literacy programs are: direct, explicit comprehension instruction; embedding literacy instruction into content area texts and content area teachers providing instruction and practice in reading and writing skills specific to their subject area; incorporating technology; and ongoing formative and summative assessment of students.

The Recommendations
The Fifteen Elements of Effective Adolescent Literacy Programs

This report delineates fifteen elements aimed at improving middle and high school literacy achievement right now.

1. Direct, explicit comprehension instruction, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one's own understanding, and a host of other practices
2. Effective instructional principles embedded in content, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area
3. Motivation and self-directed learning, which includes building motivation to read and learn and providing students with the instruction and supports needed for independent learning tasks they will face after graduation
4. Text-based collaborative learning, which involves students interacting with one another around a variety of texts
5. Strategic tutoring, which provides students with intense individualized reading, writing, and content instruction as needed
6. Diverse texts, which are texts at a variety of difficulty levels and on a variety of topics
7. Intensive writing, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond
8. A technology component, which includes technology as a tool for and a topic of literacy instruction
9. Ongoing formative assessment of students, which is informal, often daily assessment of how students are progressing under current instructional practices
10. Extended time for literacy, which includes approximately two to four hours of literacy instruction and practice that takes place in language arts and content-area classes
11. Professional development that is both long term and ongoing
12. Ongoing summative assessment of students and programs, which is more formal and provides data that are reported for accountability and research purposes
13. Teacher teams, which are interdisciplinary teams that meet regularly to discuss students and align instruction
14. Leadership, which can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools
15. A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community


ED Thoughts: What we know about science teaching and learning.
To develop scientific thinking skills, students must go beyond learning isolated fact or just doing hands-on activities. They must also employ logic and reasoning skills. These skills are enhanced through instructional methods such as comparing, classifying, and using analogies to identify similarities and differences; analyzing and synthesizing information that leads to summarizing and notetaking; creating nonlinguistic representations such as graphs, physical models, and pictures; and advance organizers. To develop scientific thinking, all students should complete one full investigation each year at a minimum.

The use of instructional technology in the science classroom is effective only if teaching moves toward more student-centered, inquiry-based practices. In these classrooms, technology is an essential tool for gathering, storing, manipulating, and displaying data. Students are immersed in data and can share data with scientists in the field as well as with other students.
Goal 5: All students at Bangor Township Schools will be proficient in social studies.

Measurable Objective 1:
A 6% increase of All Students will Demonstrate a proficiency reading informational text in Social Studies by 06/06/2014 as measured by MEAP/MME, NWEA, PLAN, EXPLORE tests.

Strategy 1:
Direct Instruction - Social Studies teachers will provide explicit instruction on informational reading strategies such as text dependent questioning, close and critical reading, Thinking Maps, and summarizing. Selected upper elementary and secondary teachers will utilize the EBI protocol. Social studies texts will be used in reading classes.

McREL.
This report is a synthesis of the research on instructional strategies used by K-12 teachers. A meta-analysis of the research shows that several instructional strategies that are likely to enhance student learning. Among these are: identifying similarities and differences; summarizing and note taking; and nonlinguistic representations.

Carnegie Corporation of New York.  
US schools are failing to adequately prepare students for success in college and the workplace. While US 4th grade students are among the best in the world compared to other countries, by the time these students are in 10th grade, they are among the worst. Literacy demands continue to become more complex as students move through grades 4 – 12. Students are expected to learn new words, new facts, and new ideas from reading, as well as to interpret, critique, and summarize the texts they read. The literacy practices embedded in these tasks, combining literacy skills and content knowledge require a high level of sophistication. Students in grades 4-12 need systematic support to learn how to “read to learn” across a wide variety of contexts and content.


Recent data through NAEP assessments and other reports of college and workplace readiness show that high school students with average reading ability are currently unprepared for the literacy demands of many workplace and postsecondary educational settings. This demonstrates the need for teachers to provide adolescents with direct and explicit instruction in comprehension strategies across the curriculum, such as summarizing, asking and answering questions, paraphrasing, using graphic organizers, and finding the main idea. Direct and explicit teaching involves a teacher modeling and providing explanations of the specific strategies students are learning, giving guided practice and feedback on the use of the strategies, and promoting independent practice to apply the strategies.


Consistent with the NAEP results, experts in adolescent literacy estimate that as many as 70 percent of students struggle with reading in some manner, and therefore require differentiated instruction— especially in the content areas where multiple difficult cognitive tasks conspire against students’ chances for success. Among the 15 elements recommended for adolescent literacy programs are: direct, explicit comprehension instruction; embedding literacy instruction into content area texts and content area teachers providing instruction and practice in reading and writing skills specific to their subject area; incorporating technology; and ongoing formative and summative assessment of students.

The Recommendations

The Fifteen Elements of Effective Adolescent Literacy Programs

This report delineates fifteen elements aimed at improving middle and high school literacy achievement right now.

1. Direct, explicit comprehension instruction, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one’s own understanding, and a host of other practices

2. Effective instructional principles embedded in content, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area

3. Motivation and self-directed learning, which includes building motivation to read and learn and providing students with the instruction and supports needed for
independent learning tasks they will face after graduation
4. Text-based collaborative learning, which involves students interacting with one another around a variety of texts
5. Strategic tutoring, which provides students with intense individualized reading, writing, and content instruction as needed
6. Diverse texts, which are texts at a variety of difficulty levels and on a variety of topics
7. Intensive writing, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond
8. A technology component, which includes technology as a tool for and a topic of literacy instruction
9. Ongoing formative assessment of students, which is informal, often daily assessment of how students are progressing under current instructional practices
10. Extended time for literacy, which includes approximately two to four hours of literacy instruction and practice that takes place in language arts and content-area classes
11. Professional development that is both long term and ongoing
12. Ongoing summative assessment of students and programs, which is more formal and provides data that are reported for accountability and research purposes
13. Teacher teams, which are interdisciplinary teams that meet regularly to discuss students and align instruction
14. Leadership, which can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools
15. A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community


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<thead>
<tr>
<th>Activity - Professional Development</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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</thead>
<tbody>
<tr>
<td>The district will provide professional development on integrating curriculum (including developing and implementing Standards Based instructional units); informational reading strategies (such as close and critical reading, text dependent questioning, summarizing, Thinking Maps, etc.); and using technology for learning. Instructional coaches will model effective reading strategies and provide feedback and support to classroom teachers as they begin to implement these strategies. Teams of teachers will attend EBLI training and participate in follow up meetings to support this training. A team of teachers will become trainers for Thinking Maps so they can train other staff members. Teachers may choose a learning lab opportunity to participate in where they will observe a host teacher to learn more about a best practice, engage in professional discussion about implementation in their own teaching, and implement the knowledge gained. A team of teachers will attend training for Document Based Questions.</td>
<td>Professional Learning</td>
<td>08/15/2013</td>
<td>05/29/2015</td>
<td>$0</td>
<td>Title II Part A</td>
<td>Assistant Superintendent, Building Principals Instructional Coaches</td>
</tr>
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Schools: All Schools
### Activity - Test Preparation

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/05/2015</td>
<td>$0</td>
<td>General Fund</td>
<td>Building Principals Secondary Teachers</td>
</tr>
</tbody>
</table>

Social Studies teachers will implement ACT/MME type activities using ACT style readings and timed writings to prepare students for standardized assessments.

Schools: Christa McAuliffe Middle School, John Glenn High School

### Activity - Grade Level/Department Meetings

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td>08/26/2013</td>
<td>06/05/2015</td>
<td>$0</td>
<td>Title II Part A</td>
<td>Assistant Superintendent Building Principals Instructional Coaches</td>
</tr>
</tbody>
</table>

Grade level/department meetings will be held to align curriculum, create integrated units, create common assessments, analyze data, and develop curriculum maps. Instructional coaches will provide professional development on analyzing data, differentiating instruction, depth of knowledge, and informational reading and writing strategies.

Schools: All Schools
Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended Time</td>
<td>In grades K-5, Title I teachers and instructional parapros will provide small group and individual instruction during intervention time focusing on applying evidence-based strategies to informational text. The district will provide extended learning opportunities for at-risk students at all grade levels through summer school, after school programs, and special classes designed to meet the needs of these students.</td>
<td>Academic Support Program</td>
<td>09/09/2013</td>
<td>06/05/2015</td>
<td>$0</td>
<td>Building Principals Title I teachers</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>Bangor Township staff will provide opportunities for parents to be involved in their students’ writing instruction by communicating writing goals to parents, informing parents about the writing process and how rubrics are used to score writing, explaining the developmental stages of writing, sharing activities for parents to do with their children to encourage writing, and inviting parents into the classroom for writing celebrations.</td>
<td>Parent Involvement</td>
<td>09/20/2013</td>
<td>05/30/2014</td>
<td>$200</td>
<td>Building Principals Classroom Teachers</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>District staff will provide opportunities for parent involvement to communicate math curriculum goals and assessment results; provide parents with strategies they can use at home to help strengthen their child’s math skills; and provide parents with opportunities to be involved in the design, implementation and evaluation of the Title IA Plan through Open House, Parent Teacher Conferences, Family Math Night, Title I meetings.</td>
<td>Parent Involvement</td>
<td>09/03/2013</td>
<td>06/05/2015</td>
<td>$500</td>
<td>Building Principals Classroom Teachers Title I Teachers</td>
</tr>
<tr>
<td>Extended Time</td>
<td>After school programs and summer school will be offered for identified students to increase their skills. After school staff will provide 50 1-hour sessions of re-teaching/support during the school year using individualized materials and technology. Summer school staff will provide 64 hours of instruction (16 days @ 4 hours) utilizing appropriate intervention materials.</td>
<td>Academic Support Program</td>
<td>07/31/2013</td>
<td>08/21/2013</td>
<td>$21267</td>
<td>Building Principals Assistant Superintendente</td>
</tr>
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</table>
### District Improvement Plan

**Bangor Township Schools**

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<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
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</thead>
<tbody>
<tr>
<td><strong>Parent Involvement</strong></td>
<td>Building staff will provide opportunities for parent involvement through Open House, Title I parent meetings, parent input meetings, Parent/Teacher conferences, Family Literacy Night to share reading and writing strategies for parents to do at home to support their children’s learning, and opportunities to communicate curriculum goals and assessment results.</td>
<td>Parent Involvement</td>
<td>09/03/2013</td>
<td>05/29/2015</td>
<td>$500</td>
<td>Building Principals Classroom Teachers Title I Teachers Instructional Coaches</td>
</tr>
<tr>
<td><strong>Multi Tiered Instruction</strong></td>
<td>All K-5 teachers will use the RtI model to differentiate instruction and provide timely and additional assistance for the most at risk learners (Tier II). Classroom teachers will identify eligible Title I students for support in all core content areas. Title I teacher will provide daily reteaching strategies using individualized materials and technology to engage students differently to increase/accelerate skill development (Tier III).</td>
<td>Academic Support Program</td>
<td>09/10/2013</td>
<td>05/22/2015</td>
<td>$25000</td>
<td>Title I teachers Classroom teachers</td>
</tr>
<tr>
<td>** Tier III Interventions**</td>
<td>District staff will provide appropriate Tier III interventions: Math PALS (k-5); Corrective Math (6-12); Supplemental Course (6-12)</td>
<td>Academic Support Program</td>
<td>09/03/2013</td>
<td>06/05/2015</td>
<td>$0</td>
<td>Building Principals Classroom Teachers Title I Teachers</td>
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<tr>
<td><strong>Total</strong></td>
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<td>$47467</td>
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### General Fund

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<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multi Tiered Instruction</strong></td>
<td>All K-5 teachers will use the RtI model to differentiate instruction and provide timely and additional assistance for the most at-risk learners (Tier II). Classroom teachers and parapros will provide appropriate Tier II interventions while other students are working on enrichment activities (IXL and Study Island) such as: DELTA Math (grades 1-12); Math U See (grades 1-12); and Essentials for Algebra (grades 8-12 at risk and special education).</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/05/2015</td>
<td>$0</td>
<td>Building Principals Classroom Teachers Title I Teachers</td>
</tr>
<tr>
<td><strong>Test Taking Strategies</strong></td>
<td>Secondary teachers will incorporate test taking strategies and practice tests into all core content areas.</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>05/30/2014</td>
<td>$0</td>
<td>Secondary Core Content Area Teachers Building Principals</td>
</tr>
</tbody>
</table>
## Grade Level/Department Meetings

Grade level/department meetings will be held for teachers to align curriculum and assessments; develop pacing guides; provide professional development on analyzing data, conducting guided reading groups, differentiating instruction, and using technology for learning; and designing and implementing standards-based instructional units.

### Professional Learning

<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>08/26/2013</th>
<th>03/31/2015</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Principals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Coaches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Superintendent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department/Curriculum Chairs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Best Practice Instruction

Teachers will implement best practice instructional strategies such as thinking maps, summarization, differentiated instruction, and educational technology for learning.

### Direct Instruction

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>09/03/2013</th>
<th>06/05/2015</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building principals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Writing Across the Curriculum

Teachers will utilize

### Direct Instruction

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>09/03/2013</th>
<th>06/05/2015</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building principals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional coaches</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Response to Intervention

K-5 teachers will continue to use a multi-tiered system of support to accelerate learning for at-risk students. Eligible students will be identified through data analysis and interventions will be prescribed. Teachers and parapros will provide appropriate interventions for at-risk students (KPALS, Read Naturally, Reading A to Z, Raz Kids, Orton Gillingham, SRA Corrective Reading, Reading Mastery, EBLI, Scoot Pad, Education City, etc.).

### Direct Instruction

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>09/03/2013</th>
<th>06/05/2015</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Principals Classroom Teachers Title I Teachers Parapros</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Test Preparation

Social Studies teachers will implement ACT/MME type activities using ACT style readings and timed writings to prepare students for standardized assessments.

### Direct Instruction

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>09/03/2013</th>
<th>06/05/2015</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Principals Secondary Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Scoring Rubrics

Teachers will utilize scoring rubrics to assess student writing. Instructional coaches will train teachers how to use rubrics, collect and analyze data, and prescribe interventions.

### Implementation

<table>
<thead>
<tr>
<th>Implementation</th>
<th>09/03/2013</th>
<th>05/22/2015</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Principals Assistant Superintendent Instructional Coaches</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Test Preparation

All K-5 teachers will implement daily word problems to make problem solving a more consistent focus in math instruction. Secondary teachers will incorporate test taking strategies and math practice tests into daily instruction.

### Direct Instruction

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>09/03/2013</th>
<th>06/06/2014</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Principals Mathematics Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Grade Level/Department Meetings

The district will conduct grade level/department meetings to align curriculum and assessments; develop pacing guides; develop common formative and summative assessments; provide professional development on analyzing data, using data for differentiating instruction, using technology for learning, and providing accommodations for students with disabilities.

### Professional Learning

<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>08/26/2013</th>
<th>06/05/2015</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Principals Instructional Coaches</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**District Improvement Plan**

Bangor Township Schools

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www.advanc-ed.org
### Data Analysis
Instructional coaches will work with teachers to collect and analyze data and prescribe instructional strategies.

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor</td>
<td></td>
<td></td>
<td>09/09/2013</td>
<td>05/29/2015</td>
<td>$5000</td>
<td>Building Principals Instructional Coaches</td>
</tr>
</tbody>
</table>

### Test Preparation
Secondary Language Arts teachers will incorporate test taking strategies into instruction using ACT/MME type activities and prompts. Timed writings will be used to prepare students for standardized assessments.

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td></td>
<td></td>
<td>09/03/2013</td>
<td>06/05/2015</td>
<td>$0</td>
<td>Building Principals Secondary ELA Teachers</td>
</tr>
</tbody>
</table>

### Grade Level/Department Meetings
Grade level/department meetings will be held for teachers to align curriculum and assessments; provide professional development on analyzing data, differentiating instruction, and using technology for learning; designing and implementing standards based instructional units, and creating common assessments.

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>06/28/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>Assistant Superintendent Building Principals</td>
</tr>
</tbody>
</table>

### Grade Level/Department Meetings
The district will conduct grade level/department meetings to align curriculum and assessments; disaggregate data and determine instructional implications; create common writing prompts and scoring rubrics; and provide professional development in incorporating writing instruction in the content areas.

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>08/28/2013</td>
<td>06/05/2015</td>
<td>$0</td>
<td>Assistant Superintendent Building Principals Instructional Coaches</td>
</tr>
</tbody>
</table>

**Total** $5000

### Title II Part A

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Training</td>
<td>The district will provide comprehensive professional development for teachers in grades K-6: effective mathematics instructional strategies (including instruction in moving from concrete to abstract representations); using instructional technology to enhance instruction; reading strategies for Math; intervention strategies, and RtI in mathematics. Instructional coaches will provide professional development; model effective teaching strategies; observe classroom teachers; provide feedback to classroom teachers to improve their instructional delivery; and meet with teachers to analyze data and prescribe interventions. The district will provide professional development on intervention strategies for teachers and paraprofs: DELTA Math (1-12); Math U See (1-12); Math Facts in a Flash (1-12); Study Island (1-5); IXL (6-8); Corrective Math (6-12); Essentials for Algebra (6-12). Teachers may choose a learning lab opportunity to participate in where they will observe a host teacher to learn more about a best practice, engage in professional discussion about implementation in their own teaching, and receive feedback on their implementation of the practice. A team of teachers will attend the MCTM Conference.</td>
</tr>
</tbody>
</table>
Grade Level/Department Meetings | Grade level/department meetings will be held to align curriculum, create integrated units, create common assessments, analyze data, and develop curriculum maps. Instructional coaches will provide professional development on analyzing data, differentiating instruction, depth of knowledge, and informational reading and writing strategies.

| Professional Development | The district will provide training in integrating curriculum (including developing and implementing Standards Based Instructional units); informational reading strategies (such as close and critical reading, text dependent questioning, summarizing, Thinking Maps, etc.); and using technology for learning. Instructional coaches will model effective reading and writing strategies and provide feedback and support to classroom teachers as they begin to implement these strategies. Teams of teachers will attend EBLI training and participate in follow up meetings to support this training. Teachers may choose a learning lab opportunity to participate in where they will observe a host teacher to learn more about a best practice, engage in professional discussion about implementation in their own teaching, and implement the knowledge gained. A team of teachers will attend the MSTA Conference.

| Differentiation | All students will differentiate writing instruction for students. Instructional coaches will provide professional development and/or model effective strategies for those teachers needing extra support.

| Professional Development | The district will provide professional development for thinking maps, integrating content, writing across the curriculum, engaging boys in writing, using instructional technology to enhance learning, using a rubric to evaluate writing, and writing strategies for informational, argumnetative, and persuasive writing. Instructional coaches will model effective strategies and provide feedback to teachers as they implement strategies. Teachers may choose a learning lab opportunity to participate in where they will observe a host teacher to learn more about a best practice, engage in professional discussion about implementation in their own teaching, and implement the knowledge gained.

| Professional Learning | 08/26/2013 | 06/05/2015 | $0 | Assistant Superintendent Building Principals Instructional Coaches

| Professional Learning | 08/26/2013 | 05/29/2015 | $0 | Assistant Superintendent Building Principals Instructional Coaches

| Direct Instruction | 06/18/2013 | 06/05/2015 | $25000 | Building principals Assistant superintendent Instructional coaches

| Professional Learning | 09/03/2013 | 06/05/2015 | $25000 | Principals Assistant Superintendent Instructional Coaches
### Professional Development

The district will provide professional development on integrating curriculum (including developing and implementing Standards Based instructional units); informational reading strategies (such as close and critical reading, text dependent questioning, summarizing, Thinking Maps, etc.); Depth of Knowledge; differentiating instruction, intervention strategies, and using technology for learning. Instructional coaches will model effective reading strategies and provide feedback and support to classroom teachers as they begin to implement these strategies. Teams of teachers will attend EBLI training and participate in follow up meetings to support this training. Title I teachers and Instructional Coaches will provide training in interventions to paraprofessionals. A team of teachers will become trainers for Thinking Maps. Teachers may choose a learning lab opportunity to participate in where they will observe a host teacher to learn more about a best practice, engage in professional discussion about implementation in their own teaching, and implement the knowledge gained. A team of teachers will attend MRA.

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Professional Learning</th>
<th>08/01/2013</th>
<th>05/29/2015</th>
<th>$25000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>$225000</td>
</tr>
</tbody>
</table>

Assistant Superintendent Building Principals Classroom Teachers Instructional Coaches
### Activity Summary by School

Below is a breakdown of activity by school.

#### All Schools

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi Tiered Instruction</td>
<td>All K-5 teachers will use the RtI model to differentiate instruction and provide timely and additional assistance for the most at risk learners (Tier II). Classroom teachers will identify eligible Title I students for support in all core content areas. Title I teacher will provide daily reteaching strategies using individualized materials and technology to engage students differently to increase/accelerate skill development (Tier III).</td>
<td>Academic Support Program</td>
<td>09/10/2013</td>
<td>05/22/2015</td>
<td>$25000</td>
<td>Title I teachers, Classroom teachers</td>
</tr>
<tr>
<td>Scoring Rubrics</td>
<td>Teachers will utilize scoring rubrics to assess student writing. Instructional coaches will train teachers how to use rubrics, collect and analyze data, and prescribe interventions.</td>
<td>Implementation</td>
<td>09/03/2013</td>
<td>05/22/2015</td>
<td>$0</td>
<td>Building Principals, Assistant Superintendent, Instructional Coaches</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>Bangor Township staff will provide opportunities for parents to be involved in their students’ writing instruction by communicating writing goals to parents, informing parents about the writing process and how rubrics are used to score writing, explaining the developmental stages of writing, sharing activities for parents to do with their children to encourage writing, and inviting parents into the classroom for writing celebrations.</td>
<td>Parent Involvement</td>
<td>09/20/2013</td>
<td>05/30/2014</td>
<td>$200</td>
<td>Building Principals, Classroom Teachers</td>
</tr>
<tr>
<td>Grade Level/Department Meetings</td>
<td>The district will conduct grade level/department meetings to align curriculum and assessments; disaggregate data and determine instructional implications; create common writing prompts and scoring rubrics; and provide professional development in incorporating writing instruction in the content areas.</td>
<td>Professional Learning</td>
<td>08/28/2013</td>
<td>06/05/2015</td>
<td>$0</td>
<td>Assistant Superintendent, Building Principals, Instructional Coaches</td>
</tr>
<tr>
<td>Extended Time</td>
<td>After school programs and summer school will be offered for identified students to increase their skills. After school staff will provide 50 1-hour sessions of re-teaching/support during the school year using individualized materials and technology. Summer school staff will provide 64 hours of instruction (16 days @ 4 hours) utilizing appropriate intervention materials.</td>
<td>Academic Support Program</td>
<td>07/31/2013</td>
<td>08/21/2013</td>
<td>$21267</td>
<td>Building Principals, Assistant Superintendent</td>
</tr>
<tr>
<td>Area</td>
<td>Description</td>
<td>Funding</td>
<td>Timeline</td>
<td>Contact</td>
<td></td>
<td></td>
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<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>---------------------------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differentiation</td>
<td>All students will differentiate writing instruction for students. Instructional coaches will provide professional development and/or model effective strategies for those teachers needing extra support.</td>
<td>Direct Instruction</td>
<td>06/18/2013 - 06/05/2015</td>
<td>$25000 Building principals Instructional coaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td>The district will provide professional development for thinking maps, integrating content, writing across the curriculum, engaging boys in writing, using instructional technology to enhance learning, using a rubric to evaluate writing, and writing strategies for informational, argumentative, and persuasive writing. Instructional coaches will model effective strategies and provide feedback to teachers as they implement strategies. Teachers may choose a learning lab opportunity to participate in where they will observe a host teacher to learn more about a best practice, engage in professional discussion about implementation in their own teaching, and implement the knowledge gained.</td>
<td>Professional Learning</td>
<td>09/03/2013 - 06/05/2015</td>
<td>$25000 Principals Assistant Superintendent Instructional Coaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Across the Curriculum</td>
<td>Teachers will utilize</td>
<td>Direct Instruction</td>
<td>09/03/2013 - 06/05/2015</td>
<td>$0 Building principals Instructional Coaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Best Practice Instruction</td>
<td>Teachers will implement best practice instructional strategies such as thinking maps, summarization, differentiated instruction, and educational technology for learning.</td>
<td>Direct Instruction</td>
<td>09/03/2013 - 06/05/2015</td>
<td>$0 Building principals Classroom teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi Tiered Instruction</td>
<td>All K-5 teachers will use the RtI model to differentiate instruction and provide timely and additional assistance for the most at-risk learners (Tier II). Classroom teachers and paraprofessionals will provide appropriate Tier II interventions while other students are working on enrichment activities (IXL and Study Island) such as: DELTA Math (grades 1-12); Math U See (grades 1-12); and Essentials for Algebra (grades 8-12 at risk and special education).</td>
<td>Direct Instruction</td>
<td>09/03/2013 - 06/05/2015</td>
<td>$0 Building Principals Classroom Teachers Title I Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Level/Department Meetings</td>
<td>The district will conduct grade level/department meetings to align curriculum and assessments; develop pacing guides; develop common formative and summative assessments; provide professional development on analyzing data, using data for differentiating instruction, using technology for learning, and providing accommodations for students with disabilities.</td>
<td>Professional Learning</td>
<td>08/26/2013 - 06/05/2015</td>
<td>$0 Building Principals Instructional Coaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Preparation</td>
<td>All K-5 teachers will implement daily word problems to make problem solving a more consistent focus in math instruction. Secondary teachers will incorporate test taking strategies and math practice tests into daily instruction.</td>
<td>Direct Instruction</td>
<td>09/03/2013 - 06/06/2014</td>
<td>$0 Building Principals Mathematics Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math Training</strong></td>
<td>The district will provide comprehensive professional development for teachers in grades K-6: effective mathematics instructional strategies (including instruction in moving from concrete to abstract representations); using instructional technology to enhance instruction; reading strategies for Math; intervention strategies, and RtI in mathematics. Instructional coaches will provide professional development; model effective teaching strategies; observe classroom teachers; provide feedback to classroom teachers to improve their instructional delivery; and meet with teachers to analyze data and prescribe interventions. The district will provide professional development on intervention strategies for teachers and parapro: DELTA Math (1-12); Math U See (1-12); Math Facts in a Flash (1-12); Study Island (1-5); IXL (6-8); Corrective Math (6-12); Essentials for Algebra (6-12). Teachers may choose a learning lab opportunity to participate in where they will observe a host teacher to learn more about a best practice, engage in professional discussion about implementation in their own teaching, and receive feedback on their implementation of the practice. A team of teachers will attend the MCTM Conference.</td>
<td><strong>Professional Learning</strong></td>
<td>08/12/2013</td>
<td>06/05/2015</td>
<td>$150000</td>
<td>Assistant Superintendent Building Principals Instructional Coaches</td>
</tr>
<tr>
<td><strong>Parent Involvement</strong></td>
<td>District staff will provide opportunities for parent involvement to communicate math curriculum goals and assessment results; provide parents with strategies they can use at home to help strengthen their child’s math skills; and provide parents with opportunities to be involved in the design, implementation and evaluation of the Title IA Plan through Open House, Parent Teacher Conferences, Family Math Night, Title I meetings.</td>
<td><strong>Parent Involvement</strong></td>
<td>09/03/2013</td>
<td>06/05/2015</td>
<td>$500</td>
<td>Building Principals Classroom Teachers Title I Teachers</td>
</tr>
<tr>
<td><strong>Tier III Interventions</strong></td>
<td>District staff will provide appropriate Tier III interventions: Math PALS (k-5); Corrective Math (6-12); Supplemental Course (6-12)</td>
<td><strong>Academic Support Program</strong></td>
<td>09/03/2013</td>
<td>06/05/2015</td>
<td>$0</td>
<td>Building Principals Classroom Teachers Title I Teachers</td>
</tr>
<tr>
<td><strong>Response to Intervention</strong></td>
<td>K-5 teachers will continue to use a multi-tiered system of support to accelerate learning for at-risk students. Eligible students will be identified through data analysis and interventions will be prescribed. Teachers and parapro will provide appropriate interventions for at-risk students (KPALS, Read Naturally, Reading A to Z, Raz Kids, Orton Gillingham, SRA Corrective Reading, Reading Mastery, EBLI, Scoot Pad, Education City, etc.).</td>
<td><strong>Direct Instruction</strong></td>
<td>09/03/2013</td>
<td>06/05/2015</td>
<td>$0</td>
<td>Building Principals Classroom Teachers Title I Teachers Parapro</td>
</tr>
<tr>
<td>Professional Development</td>
<td>The district will provide professional development on integrating curriculum (including developing and implementing Standards Based instructional units); informational reading strategies (such as close and critical reading, text dependent questioning, summarizing, Thinking Maps, etc.); Depth of Knowledge; differentiating instruction, intervention strategies, and using technology for learning. Instructional coaches will model effective reading strategies and provide feedback and support to classroom teachers as they begin to implement these strategies. Teams of teachers will attend EBLI training and participate in follow up meetings to support this training. Title I teachers and Instructional Coaches will provide training in interventions to parapros. A team of teachers will become trainers for Thinking Maps. Teachers may choose a learning lab opportunity to participate in where they will observe a host teacher to learn more about a best practice, engage in professional discussion about implementation in their own teaching, and implement the knowledge gained. A team of teachers will attend MRA.</td>
<td>Professional Learning</td>
<td>08/01/2013</td>
<td>05/29/2015</td>
<td>$25000</td>
<td>Building Principals Classroom Teachers Instructional Coaches</td>
</tr>
<tr>
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</tr>
<tr>
<td>Parent Involvement</td>
<td>Building staff will provide opportunities for parent involvement through Open House, Title I parent meetings, parent input meetings, Parent/Teacher conferences, Family Literacy Night to share reading and writing strategies for parents to do at home to support their children’s learning, and opportunities to communicate curriculum goals and assessment results.</td>
<td>Parent Involvement</td>
<td>09/03/2013</td>
<td>05/29/2015</td>
<td>$500</td>
<td>Building Principals Classroom Teachers Title I Teachers Instructional Coaches</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Instructional coaches will work with teachers to collect and analyze data and prescribe instructional strategies.</td>
<td>Monitor</td>
<td>09/09/2013</td>
<td>05/29/2015</td>
<td>$5000</td>
<td>Building Principals Instructional Coaches</td>
</tr>
<tr>
<td>Extended Time</td>
<td>In grades K-5, Title I teachers and instructional parapros will provide small group and individual instruction during intervention time focusing on applying evidence-based strategies to informational text. The district will provide extended learning opportunities for at-risk students at all grade levels through summer school, after school programs, and special classes designed to meet the needs of these students.</td>
<td>Academic Support Program</td>
<td>09/09/2013</td>
<td>06/05/2015</td>
<td>$0</td>
<td>Building Principals Title I teachers</td>
</tr>
<tr>
<td>Test Taking Strategies</td>
<td>Secondary teachers will incorporate test taking strategies and practice tests into all core content areas.</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>05/30/2014</td>
<td>$0</td>
<td>Secondary Core Content Area Teachers Building Principals</td>
</tr>
<tr>
<td>Grade Level/Department Meetings</td>
<td>Professional Development</td>
<td>Grade Level/Department Meetings</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade level/department meetings will be held for teachers to align curriculum and assessments; provide professional development on analyzing data, conducting guided reading groups, differentiating instruction, and using technology for learning; and designing and implementing standards-based instructional units.</td>
<td>The district will provide training in integrating curriculum (including developing and implementing Standards Based Instructional units); informational reading strategies (such as close and critical reading, text dependent questioning, summarizing, Thinking Maps, etc.); and using technology for learning. Instructional coaches will model effective reading and writing strategies and provide feedback and support to classroom teachers as they begin to implement these strategies. Teams of teachers will attend EBLI training and participate in follow up meetings to support this training. Teachers may choose a learning lab opportunity to participate in where they will observe a host teacher to learn more about a best practice, engage in professional discussion about implementation in their own teaching, and implement the knowledge gained. A team of teachers will attend the MSTA Conference.</td>
<td>Grade level/department meetings will be held to align curriculum, create integrated units, create common assessments, analyze data, and develop curriculum maps. Instructional coaches will provide professional development on analyzing data, differentiating instruction, depth of knowledge, and informational reading and writing strategies.</td>
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<td>Professional Learning</td>
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The district will provide professional development on integrating curriculum (including developing and implementing Standards Based instructional units); informational reading strategies (such as close and critical reading, text dependent questioning, summarizing, Thinking Maps, etc.); and using technology for learning. Instructional coaches will model effective reading strategies and provide feedback and support to classroom teachers as they begin to implement these strategies. Teams of teachers will attend EBLI training and participate in follow up meetings to support this training. A team of teachers will become trainers for Thinking Maps so they can train other staff members. Teachers may choose a learning lab opportunity to participate in where they will observe a host teacher to learn more about a best practice, engage in professional discussion about implementation in their own teaching, and implement the knowledge gained. A team of teachers will attend training for Document Based Questions.

### John Glenn High School

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Preparation</td>
<td>Secondary Language Arts teachers will incorporate test taking strategies into instruction using ACT/MME type activities and prompts. Timed writings will be used to prepare students for standardized assessments.</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/05/2015</td>
<td>$0</td>
<td>Building Principals Secondary ELA Teachers</td>
</tr>
<tr>
<td>Test Preparation</td>
<td>Social Studies teachers will implement ACT/MME type activities using ACT style readings and timed writings to prepare students for standardized assessments.</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/05/2015</td>
<td>$0</td>
<td>Building Principals Secondary Teachers</td>
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**Total** $0

### Christa McAuliffe Middle School

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<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
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</thead>
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<tr>
<td>Test Preparation</td>
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<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/05/2015</td>
<td>$0</td>
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<tr>
<td>Test Preparation</td>
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<td>09/03/2013</td>
<td>06/05/2015</td>
<td>$0</td>
<td>Building Principals Secondary Teachers</td>
</tr>
</tbody>
</table>

**Total** $0