

Professional Development to Address Instructional Needs

All buildings' goals have/are targeting benchmark gaps across the curriculum, approaching alignment in different ways, but requiring training and support in background knowledge and skills. Benchmarks describe skills necessary in all content areas.

Structures	Purpose	2008-2009 Initiatives
SIP	Benchmark gaps: <ul style="list-style-type: none"> • Use of performance activities • Appropriate performance assessment • Multiple intelligence theory • Cooperative learning for grouping and assessment • Research-based activities (including tech integration) • Speaking and listening 	<p>HS – Implementation of Focus Study Hall targeting improvement in reading and math achievement through the use of KeyTrain. Increased parental involvement through the implementation of Freshman Orientation, email, and phone calls home – targeting an increase in positive phone calls to parents.</p> <p>JH –Began math curriculum adoption process. Implementation of Middle School Best Practices. Professional Development targeting instructional strategies in reading, math and technology integration through the use of SmartBoards.</p> <p>Rogers – Implementation of Aimsweb for progress monitoring and benchmarking. Professional Development targeting instructional strategies in reading, math and technology integration through the use of SmartBoards.</p> <p>Zahnnow – Implementation of Aimsweb for progress monitoring and benchmarking. Professional Development targeting instructional strategies in reading, math and technology integration through the use of SmartBoards.</p>
FLA	Address common needs toward meeting benchmarks for alignment across all Pre-K through 12 grade levels	<ul style="list-style-type: none"> • Differentiation - FY 06-present • Response to Intervention – FY 08-present
On-Cycle	In-depth work on particular needs in each content area to meet benchmarks for alignment Setting and maintaining vertical alignment of Pre-K through 12 curriculum in each content area	K-5 Math began researching different programs to pilot for the 09-10 school year. One pilot group is doing Everyday Math, the other is doing envision Math. 6-12 Math participated in in-house professional development workshops instructed by George Reese and Jana Sebestik. The Math Team will continue on-cycle 09-10.

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The focus of each building will be to use research-based strategies to identify and target students that are below grade level performance in core content areas, with an emphasis on reading and math.

The curricular focus will be to target benchmark gaps across the curriculum, design and implement common grade/subject level assessments, improve instructional strategies to meet the needs of diverse learners, and analyze and interpret standardized and local assessments to determine curricular revisions.

School Improvement Process	Purpose	2009-2010 Initiatives
Building Focus	<ul style="list-style-type: none"> • Identification of at-risk students through the use of a universal screening system. • Increase reading and math achievement. • Improve and increase parent participation in school committees to increase communication and shared decision making. • Implementation of Instructional Practices Inventory to determine current reality of instructional practices and data analysis to guide improvement of instruction. 	<p>HS –Using data to inform instruction to meet the needs of individual learners in reading and in math. Rtl planning and implementation. Instructional Practice Inventory data gathering and analysis to guide improvement of instructional practices.</p> <p>JH –Identification and implementation of reading and math strategies for at-risk students. Implementation of Middle School best practices. Reading strategy collaboration and peer review. Research Encore Offerings. Rtl implementation practice and planning. Instructional Practice Inventory data gathering and analysis to guide improvement of instructional practices.</p> <p>Rogers – Using data to inform instruction to meet the needs of individual learners in reading. Using formative and summative assessments to assess the student’s learning. Instructional Practice Inventory data gathering and analysis to guide improvement of instructional practices.</p> <p>Zahnow – Using data to inform instruction to meet the needs of individual learners in reading. Identify and implement specific interventions that target individual student needs. Using formative and summative assessments to assess the student’s learning. Instructional Practice Inventory data gathering and analysis to guide improvement of instructional practices.</p>
Curricular Focus	<p>Address common needs toward meeting benchmarks for alignment across all Pre-K through 12 grade levels</p> <p>Address common needs of grade/subject level assessment, analysis, and interpretation of the data to identify curriculum and instruction revision.</p>	<p>Curricular Collaboration K-5 and 6-12 Curricular Area Workshops (1/2 day in fall and ½ day in spring) that would focus on analysis of assessment data, use of IIRC, curricular goal setting, problem solving, revision of curriculum maps, course outlines, development of local assessments, technology integration, etc.</p>
On-Cycle	<p>In-depth work on particular needs in each content area to meet benchmarks for alignment</p> <p>Setting and maintaining vertical alignment of Pre-K through 12 curriculum in each content area</p>	<p>K-5 Math is piloting Everyday Math and envision.</p> <p>6-12 Math will continue to evaluate curriculum, textbooks, and adopt program to be used FY11.</p> <p>K-12 Science will begin their Research year.</p> <p>K-5 Language Arts – Writing curriculum</p>