

**Times² Academy
Three Year Plan
2007-2010**

School Improvement Planning and Monitoring Process

Goal:
Enhance literacy achievement

Specific Target:
Reduce percentages of the lowest groups of students who do not meet or exceed ELA GLEs/GSEs.

Expected Increments of Gains:
3% annual increase of students of students who meet or who exceed the standard in ELA.
3% annual decrease of students who are below proficiency in ELA GLEs/GSEs.

TACTIC/OBJECTIVE FOR SCHOOL CHANGE	EVIDENCE OF NEED	ACTION/STRATEGY	MEANS/ASSISTANCE REQUIRED	EVALUATION AND EXPECTED OUTCOME
<p>1. Create a comprehensive standards-based instructional program with a particular focus on teaching literacy and communication strategies and GLEs/GSEs across all grade levels in all content areas.</p>	<p>1a. State Assessments <u>NECAP - Reading</u></p> <ul style="list-style-type: none"> • Elementary Grades 3-6 <u>Proficient (Levels 3 & 4)</u> – 51 % • <u>Partially Proficient (Level 2)</u> – 33% • <u>Substantially Below Proficient</u> – 16 % <p>Disaggregated Results - Gender</p> <ul style="list-style-type: none"> • Elementary Grades 3-6 <u>Proficient</u> Males: 43% Females: 59% • <u>Partially Proficient</u> Males: 30% Females: 36% • <u>Substantially Below Proficient</u> Males: 27% Females: 5% <ul style="list-style-type: none"> • Middle School Grades 7-8 <u>Proficient (Levels 3 & 4)</u> – 60.5 % • <u>Partially Proficient (Level 2)</u> – 33 % • <u>Substantially Below Proficient</u> – 6.5 % 	<p>1a. Design Professional Development in:</p> <ul style="list-style-type: none"> • Understanding of Reading and Written & Oral Communication GLEs and GSEs. • Mapping of coursework, curriculum, and assessments to Reading and Written & Oral Communication GLEs and GSEs. • Understanding and creating interdisciplinary content specific lessons that incorporate reading and written & oral communication GSEs. • Understanding and developing assessments (common tasks, end-of-course assessments, portfolio work) that are aligned to the reading and written & oral communication GSEs. • Understanding and implementation of the PBGR system, including the criteria and evidence required by the State Department of Education. 	<p>1a. Continuous & on-going professional development days, faculty meetings, common planning for teams and departments focused on reading achievement, written and oral communication, and criteria of PBGR system.</p> <p>1b. Continued allocation of budget funds to purchase professional texts for a literacy library for daily access by teachers.</p> <p>1c. Continued funds for employment of a K-12 Reading Specialist.</p> <p>1d. Continuous training on the use of DRA and other formal assessments to identify struggling students.</p> <p>1e. Plan daily schedule to allow for common planning time for grade levels, content areas, and cross-grade levels on a regular basis in order to allow for the planning of teaching reading and written and oral communication</p>	<p>1a. Teachers will increase their understanding of teaching the Reading and Written & Oral Communication GLEs and GSEs in all content areas as observed in teaching practice and in coursework.</p> <p>1b. Annual gains on state ELA assessments at all grade levels.</p> <p>1c. Increase in the proficient scores on disaggregated data.</p> <p>1d. Increase of proficient scores on student portfolio work.</p> <p>1e. Increased % of students passing course work.</p> <p>1f. Upgraded evaluation from PBGR Peer Review and Commissioner's Review in all areas of</p>

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	<p>Disaggregated Results - Gender</p> <ul style="list-style-type: none"> • Middle School Grades 7-8 <p><u>Proficient</u> Males: 59 % Females: 63.5%</p> <p><u>Partially Proficient</u> Males: 31% Females: 34%</p> <p><u>Substantially Below Proficient</u> Males: 10% Females: 3.5%</p> <ul style="list-style-type: none"> • High School – Grade 11 - 2006 (New Standards Reference Exam) <p><i>Reading – Basic Understanding</i> <u>Honors/Achieved</u> – 23% <u>Nearly Achieved</u> – 54% <u>Below/Little Evidence</u> – 23%</p> <p><i>Reading – Analysis & Interpretation</i> <u>Honors/Achieved</u> – 15% <u>Nearly Achieved</u> – 62% <u>Below/Little Evidence</u> – 23%</p> <p>Disaggregated Results - Gender</p> <ul style="list-style-type: none"> • High School Reading Grade 11 <p><u>Honors/Achieved</u> Males: 0 % Females: 31.5%</p> <p><u>Nearly Achieved</u> Males: 40% Females: 68.5%</p> <p><u>Below/Little Evidence</u> Males: 60%</p>	<p>1b. Continue use of a coaching model with the reading specialist and all teachers in all content areas to include: Planning; Modeling; Co-teaching; & On-going dialogue</p> <p>1c. Acquire teacher resource texts related to language arts to be used in conjunction with professional development.</p> <p>1d. Research, identify and implement strategies and reevaluate texts to engage males, as well as female students, at all grade levels in the reading and writing process.</p> <p>1e. Identify struggling students at all grade levels in reading and writing using formal assessments (i.e.: DRA, portfolio assessments, end-of-course assessments, NWEA, QRI), informal assessments (e.g., student work, etc/) and intervention support (e.g., Teacher-Support-Team [TST], Personal Learning Plan [PLP], Advocacy, tutoring, etc.).</p> <p>1f. Provide in-class interventions for all students struggling in ELA with the collaboration of all classroom teachers, Reading Specialist, and/or Divisional Content Coordinators in order to meet the individual and diverse needs (i.e., gender differences) of students.</p> <p>1g. Provide collaborative planning time for teachers to allow for implementation of integrated and differentiated instruction.</p>	<p>strategies and to examine student work demonstrating reading and writing proficiency.</p> <p>1f. Continued allocation of funds for content area coordinators (secondary school) to assist with the PBGR criteria of aligning reading and written and oral communication GSEs to all coursework and assessments.</p>	<p>need for technical support.</p>
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	<p>Females: 0%</p> <p>State Assessments <u>NECAP - Writing</u></p> <ul style="list-style-type: none"> Elementary Grade 5 (Reflects K-4) <u>Proficient (Levels 3 & 4)</u> – 66 % <u>Partially Proficient (Level 2)</u> – 28% <u>Substantially Below Proficient</u> – 6 % <p>Disaggregated Results - Gender</p> <ul style="list-style-type: none"> Elementary Grade 5 <u>Proficient</u> Males: 54% Females: 76% <u>Partially Proficient</u> Males: 33% Females: 24% <u>Substantially Below Proficient</u> Males: 13% Females: 0% Middle School Grade 8 (Reflects 5-7) <u>Proficient (Levels 3 & 4)</u> – 61 % <u>Partially Proficient (Level 2)</u> – 37 % <u>Substantially Below Proficient</u> – 3 % <p>Disaggregated Results - Gender</p> <ul style="list-style-type: none"> Middle School Grade 8 <u>Proficient</u> Males: 49% Females: 72% <u>Partially Proficient</u> Males: 49% Females: 25% <u>Substantially Below Proficient</u> Males: 3% Females: 3% 	<p>1h. Establish and implement a secondary school literacy plan and monitor student achievement toward reading and written communication GSEs.</p>		
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	<ul style="list-style-type: none"> ● High School – Grade 11 – 2006 (Reflects 8-11) (New Standards Reference Exam) Writing – Effectiveness <u>Honors/Achieved</u> – 85% <u>Nearly Achieved</u> – 15% <u>Below/Little Evidence</u> – 0% Writing – Conventions <u>Honors/Achieved</u> – 54% <u>Nearly Achieved</u> – 38% <u>Below/Little Evidence</u> – 8% <p>Disaggregated Results - Gender</p> <ul style="list-style-type: none"> ● High School Writing Grade 11 <u>Honors/Achieved</u> Males: 50% Females: 81% <u>Nearly Achieved</u> Males: 40% Females: 19% <u>Below/Little Evidence</u> Males: 10% Females: 0% <p>1b. School-Based Assessments:</p> <ul style="list-style-type: none"> ● Report Card Grades % of students passing % of students failing ● Portfolio Assessments(*Pending) % of students proficient % of students non-proficient ● Anecdotal Information 			
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	<p>1c. PBGR Peer Review and Commissioner's Review Process</p> <ul style="list-style-type: none"> ● Maximum Technical Support needed for evidence of Supports to Students ● Maximum Technical Support needed for evidence of Supports to Staff ● Maximum Technical Support needed for evidence of Communication ● Maximum Technical Support needed for evidence of Policy Infrastructure and Use of Data 			
<p>2. Create a literacy based ramp-up extended-school and summer program for students in the elementary and secondary school grades.</p>	<p>2a. State Assessments <u>NECAP</u></p> <ul style="list-style-type: none"> ● See above scores <p>2b. School-Based Assessments: noted above:</p> <ul style="list-style-type: none"> ● Report Card Grades ● Student Work ● Teacher Observation ● Progress Reports 	<p>2a. Frame professional development around Reading and Written & Oral communication GLEs, including the use of strategies.</p> <p>2b. Continue to identify eligible students for the extended day ramp-up program and summer program.</p> <p>2c. Identify texts and expected outcomes for each grade/division by the end of the after-school and summer programs.</p> <p>2d. Administer and facilitate pre-, mid-, and post-assessments to measure student progress toward the GLEs and GSEs.</p> <p>2e. Identify and implement common rubrics for measuring student academic gains and provide training for teaching staff.</p>	<p>2a. Identify budgetary needs and allocate funds for ramp-up and summer programs.</p> <p>2b. Identify a coordinator of the summer programs.</p> <p>2c. Identify and train teaching staff of the ramp-up and the summer literacy programs.</p>	<p>2a. Academic gains on pre-, mid-, and post-assessments.</p> <p>2b. Annual gains on statewide ELA assessments.</p> <p>2c. Academic gains on classroom literacy performance.</p>

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<p>3. Involve parents more fully as partners in preparing students for high achievement in Reading and Written & Oral performance and Proficiency Based Graduation Requirements.</p>	<p>3a. Informal assessments – completion and accuracy of student homework assignments in ELA.</p> <p>3b. Commissioner's Review – communication to parents regarding PBGR System.</p>	<p>3a. Provide concrete information to parents on tips for helping children demonstrate proficiency on Reading and Written & Oral Communication GSEs.</p> <p>3b. Create a motivational series of demonstration workshops with a focus on literacy.</p> <p>3c. Establish a parent volunteer program, which provides training for parents to work with students in reading and writing,</p> <p>3d. Establish a parent reading program to include parent read alouds, and after-school readathons.</p> <p>3e. Create summer curriculum packets for grades K-6 and summer reading/curriculum packets for grades 7-12 to encourage parent involvement and understanding of reading.</p>	<p>3a. Identify budgetary needs and allocate funds for parent programs.</p> <p>3b. Select coordinator for parent publications, parent workshops, parent training for K-12 or divisional levels.</p> <p>3c. Identify teacher volunteers for disseminating information at parent workshops.</p> <p>3f. Establish a core group of consistent parent volunteers for classroom work.</p>	<p>3a. Increased parent understanding of reading achievement as indicated on SALT survey results.</p> <p>3b. Academic gains on:</p> <ul style="list-style-type: none"> ● homework proficiency in ELA assignments, ● classroom literacy performance, and ● state ELA assessments.
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