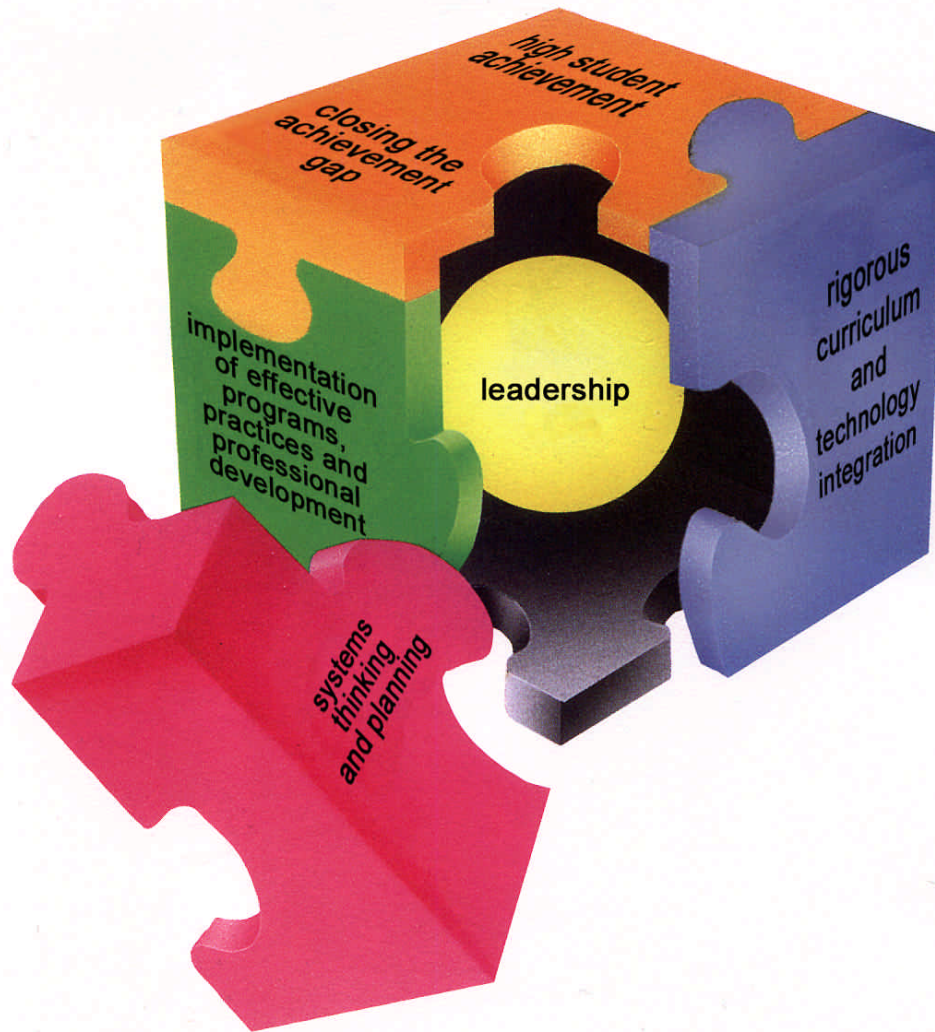


# School Improvement Planning for High Student Achievement



**Instructional Services  
2003-2004**

## Planning Team

This action plan to ensure that the 2003-04 budget priorities and long-range plan are implemented and achieved was prepared and ***unanimously supported***, by the following Division of

Instructional Services Team Members:

- Lynda Berg
- Lee Ann Dickinson-Kelley
- Janis Gaubatz
- Chuck Hatt
- Jennifer Hein
- Joyce Hunter
- Jane Landefeld
- Michele Madden
- Norma McCuiston
- Linda Prieskorn
- Karen Schulte
- Nancy Shiffler
- Peter Ways
- Tim Wendler
- Gerry Middleton

*“The quality of our schools and the nation’s future are inseparably connected. Quality education is required for America to be secure, and excellence for each student must be reaffirmed. People who cannot communicate are powerless. People who are poorly trained are ill prepared to face the future. Without good schools, America cannot remain civically vital or economically competitive...Policy makers must simply look beyond the schoolhouse door and consider what is happening to children.”*

Ernest Boyer

*Today’s profound economic, social and political upheavals require more than ever of our leaders...whether it be business or schools to examine data, ask the right questions...and implement answers that work. Easier said than done; responding correctly on today’s lightening-paced changes require courage and imagination.”*

Peter Drucker

## **One Focus, One Agenda: Academic Success for *All***

**Students**, is the focal point of the 2003-04 Ann Arbor Public Schools approved budget. It reflects the budget priorities and the long-range strategy and plan adopted by the Board of Education. Cognizant of this priority, the Division of Instructional Services Team undertook an examination of how it could facilitate attainment of this organizational priority in a manner that would result in sustained systemic improvement at each building level throughout the school district. It is the intent of the Instructional Services Staff to support each school being an organization “**Where Greatness Grows**” for *each* student.

For sustained student performance to be accomplished by *all* students, the Instructional Services Team has developed an *agenda for action* with **One Focus, One Agenda: Academic Success for All Students**.

The Instructional Services Team recognizes that the capacity of any school system to achieve greatness, to a large degree, is dependent upon the quality of information at each level within the organization. It also requires leadership that understands how to use

information to find more efficient and effective measures for improving student performance and academic success.

This plan is data based and builds upon the leadership skills and acumen of school district leaders. This agenda for action also builds upon school district strengths and improves areas in which data indicates focus should be given. It is set forth in a framework that will provide parents and community members assurance that the Instructional Services Division is making every effort to ensure effective programs and services for ***all*** students.

The strategies in this plan of action are **data** driven and research based. They have been formulated with the awareness and understanding by the Instructional Services Team that for the Ann Arbor Public Schools to achieve true greatness and to attain the recognition as a “national model” of educational excellence for ***all*** students, it must begin with the support of other school district leaders who desire the very best for the youth in our care.

The Division of Instructional Services Team strongly believes that the Ann Arbor Public School System is committed to ensuring that, for each individual student, it is an institution “**Where Greatness**

**Grows.”** We are confident that, upon review, all school system administrators, teachers, support staff and parents will understand the importance of a unified effort to ensure it’s successful implementation. Together we can provide assurance that each school within the school system is one “**Where Greatness Grows**” for each student.

## Strengths and Limitations

### Strengths

Analysis of school district indicators of student performance between 1998-99 and 2002-03 reveal some significant successes:

- Ann Arbor students *as a whole* continue to perform as well as or better than their counterparts across the state on the Michigan Educational Assessment Program (MEAP) and Terra Nova (California Achievement Test);
- Scholastic Aptitude Tests (SAT) and American College Test (ACT) scores have slightly improved;
- Graduation rates are above 90%;
- Drop out rates have declined slightly;
- Gains in achievement for students who have participated in the Literacy Initiative are beginning to have longitudinal impact as demonstrated by reading score gains in the sixth grade at Tappan school;
- Grade Point averages have remained stable;
- Career and Technology Education students at Pioneer and Huron consistently qualify and receive awards in various competition areas;

- Middle School Music and Art groups consistently receive accolades in annual state competitions and high schools in state and national competitions.

## **Limitations**

Despite these significant school district academic accomplishments, the goal of **Academic Success for All Students** continues to elude every school within the school district. Analysis of data reveals that:

- Significant achievement gaps continue to exist in each school between subgroups (ethnic groups, economically disadvantaged, special education and limited English Proficient students) as evidenced by:
  - performance on standardized tests in reading, mathematics, science, social studies and writing
  - grade point averages in middle and high schools (particularly for males)
  - graduation rates
  - drop out rates
  - suspensions

- students reported understanding of course reading material and teacher lecture contents (as reported in Youth Culture Survey)
- Legal costs due to compliance issues for exceptional children are substantial.

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# GOALS

## Instructional Services Division 2003-2004

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GOAL	DESCRIPTION
01	To improve academic achievement for all students most specifically in the 4 core academic areas.
02	To improve special education compliance as assessed by internal controls.
03	To improve facilities.
04	To improve marketing of programs and services.
05	To improve the integration of technology to benefit student learning and achievement.

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# OBJECTIVES

## Instructional Services Division 2003-2004

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OBJECTIVE	DESCRIPTION
01.01	<p>By the end of the 2003-04 academic year, all elementary schools will demonstrate a ten percentage point increase in reading or meet 2005-06 State AYP targets (56% math/49% reading) which ever is greater. Refer to Performance Standard #1, #2, #3.</p> <p>Performance Standard #1: 80% of students in all schools will demonstrate mastery of grade level targets for instructional reading levels as measured by Rigby Benchmark Assessments through level M and Ann Arbor Benchmark Assessments through level T.</p> <p>Performance Standard #2: By the end of the 2003-04 academic year, all schools will demonstrate a ten percentage point increase in reading for all sub-populations or meet 2005-06 State AYP targets (56% reading/49% math) which ever is greater.</p> <p>Performance Standard #3: Students who do not meet the 80% target as described in Performance Standard #1, in all sub-populations, will demonstrate no less than 10% growth as measured against their personal baseline data on appropriate criterion reference assessments.</p>
01.02	<p>By the end of 2003-04 early intervention programs to increase reading readiness will include a continuum of service: Head Start, MSRP, Young 5's, Kindergarten EDO, and full day kindergarten. Refer to Performance Standard #4.</p> <p>Performance Standard #4: Common baseline reading readiness data will be collected, analyzed and reported.</p>
01.03	<p>By the end of the 2003-04 academic year, all elementary schools will demonstrate a ten percentage point increase in achievement in mathematics or meet 2005-06 State AYP targets (56% math/49% reading) which ever is greater. Refer to performance Standard #5, #6, #7.</p> <p>Performance Standard #5: 80% of all students will demonstrate mastery of secure grade level outcomes as measured against unit outcomes.</p> <p>Performance Standard #6: By the end of the 2003-04 academic year, all elementary schools will demonstrate a ten percentage point increase in achievement in mathematics for all sub-populations and/or meet 2005-06 State defined AYP targets (56% math/49% reading) whichever is greater.</p> <p>Performance Standard #7: Students who do not meet the 80% target as defined in Performance Standards #1 in all sub-populations will demonstrate no less than 10% growth as measured against their personal baseline data on appropriate criterion references assessment.</p>

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# OBJECTIVES

## Instructional Services Division 2003-2004

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- 01.04 By the end of the 2003-04 school year all middle schools will continue to meet AYP (adequate yearly progress) targets in reading as measured by the MEAP.
- Performance Standard #1: By the end of the 2003-04 school year all under performing subgroups will increase 10 percentage points in reading at each school as measured by the MEAP.
- 01.05 By the end of the 2003-04 school year, all middle schools will continue to meet AYP (adequate yearly progress) targets in writing as measured by the MEAP.
- Performance Standard#1: By the end of the 2003-04 academic year all under performing subgroups will increase 10 percentage points in writing at each school as measured by MEAP.
- 01.06 By the end of the 2003-04 school year, all middle schools will continue to meet AYP (adequate yearly progress) targets in math as measured by the MEAP.
- Performance Standard#1: By the end of the 2003-04 academic year all under performing subgroups will increase 10 percentage points in math at each school as measured by the MEAP.
- 01.07 By the end of 6th and 8th grade all under performing sub-populations at each school will demonstrate a minimum of one year's growth per year in reading as measured by the Terra Nova.
- 01.08 By the end of 6th and 8th grade all under performing sub-populations at each school will demonstrate a minimum of one year's growth per year in language arts as measured by the Terra Nova.
- 01.09 By the end of 6th and 8th grade all sub-populations at each school will demonstrate a minimum of one year's growth per year in mathematics as measured by the Terra Nova.
- 01.10 By the end of the 2003-2004 school year, all middle schools will continue to meet AYP (adequate yearly progress) targets in science as measured by the MEAP.
- Performance Standard #1: By the end of the 2003-2004 school year, all under performing subgroups will increase 10 percentage points in science at each school as measured by the MEAP.
- 01.11 By the end of the 2003-04 academic year, all middle school subgroups and the school wide aggregate will increase by 10 percentage points in social studies at each school as measured by the MEAP.

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# OBJECTIVES

## Instructional Services Division 2003-2004

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- 01.12 By the end of 2003-04 data will be reviewed for Scarlett Middle School and feeder elementary schools to explore educational models for restructuring these schools based on staff input, community input, and administrative leadership input.
- 01.13 During the 2003-04 school year, all eighth grade students will complete an Educational Development Plan.
- Performance Standard #1: All students will use their EDP's as a tool in making their elective course selections.
- Performance Standard #2: Parents will sign and review the EDPs so that they are actively involved in the course selection process.
- 01.14 All Educational Development Plans will be reviewed/updated annually at the high schools.
- Performance Standard#1: All students will use their EDP's as a tool in making their course selections.
- Performance Standard #2: Parents will sign and review the EDPs so that they are actively involved in the course selection process.
- 01.15 A ninth grade program will be implemented at Huron and Pioneer for the purpose of increasing student achievement and improving student connection with school (sense of belonging). By the end of 2003-2004, the following targets will be met for 9th graders:
- The number of students failing one or more courses will decrease by 25%
  - The number of students with a grade point average lower than 2.0 in the core subject areas will decrease by 25%
  - The number of students with ten or more absences in one or more courses per semester will decrease by 25%
  - There will be 600 more spots for students, especially 9th graders, to participate in athletics and intramurals
  - Baseline data will be established for determining 9th graders' attitude toward school.
- 01.16 By the end of the 2003-04 school year, the overall high school participation rate on the MEAP will increase to 95%.
- 01.17 By the end of the 2003-04 school year, achievement as measured by the percent of all 11th grade students who score 1,2, or 3 (exceeds standards, meets standards, basic) will be increased by 5%.

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# OBJECTIVES

## Instructional Services Division 2003-2004

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- 01.18 By the end of the 2003-04 school year, we will achieve a 25% reduction in the gap between all high school under performing sub-populations and the district average as measured by district reports in each of the following areas:
- credits earned toward graduation
  - absenteeism
  - out of school suspension
  - graduation rate
  - drop out rate
- 01.19 By the end of the 2003-04 school year, all professional development at the building level will reflect the goals of the Instructional Division
- Performance Standard: Effectiveness of professional development will be measured by student achievement data..
- 01.20 By the end of the 2003-04 school year, increase and enhance partnerships with parents, business, community organizations and higher education to increase student achievement for all students and sub-populations as measured by the standards in instructional services improvement plan.
- 01.21 By the end of the 2003-04 school year, leadership for the successful implementation of division goals/objectives will be demonstrated as measured by a national normed assessment instruments, principal evaluation instrument and appropriate staff evaluation instruments.
- 01.22 By the end of the 2003-04 school year, middle school out-of-school suspensions will decrease 15%.
- 01.23 By the end of the 2003-04 school year, the number of students at the middle school level who receive two or more failing grades will be reduced by 25%.
- 02.01 By the end of the 2003-04 school year, the district will achieve 100% compliance with Special education timelines for evaluation, preK-12.
- 02.02 By the end of the 2003-04 school year, the district will achieve 100% compliance with Special Education timelines for IEP completion, preK-12.
- 02.03 By the end of the 2003-04 school year, the district will achieve 100% compliance with IEP implementation.
- 02.04 By the end of the 2003-04 school year, the district will achieve 50% reduction of formal complaints to WISD/MDE, preK-12.

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# OBJECTIVES

## Instructional Services Division 2003-2004

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- 02.05 By the end of the 2003-04 school year, the district will achieve 50% reduction of requests for mediation, preK-12.
- 02.06 By the end of the 2003-04 school year, the district will achieve 50% reduction of requests for due process, prek-12.
- 02.07 By the end of the 2003-04 school year, the district will achieve 50% reduction of legal fees, preK-12.
- 02.08 By the end of the 2003-04 school year, the district will achieve 50% reduction in settlement costs, preK-12
- 03.01 By the end of the 2003-04 school year, a five year facility plan will be developed to reflect the student achievement targets of the district.
- 04.01 By the end of the 2003-04 school year a marketing plan will be developed to include all levels of instructional services to communicate the student achievement targets for all publics.
- 05.01 By the end of the 2003-04 school year all students will assess the use of technology in the classrooms.

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# STRATEGIES

## Instructional Services Division 2003-2004

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STRATEGY	DESCRIPTION
01.01.01	Continue to train teachers in balanced literacy framework practices K-2, 3-5. Continue to train teachers in research-based effective literacy practices preK-2, 3-5.
01.01.02	Continue to train building principals to monitor and assess effective literacy practices, ensuring a 2-hour block of literacy-related instruction which includes reading, writing, language, and word study components.
01.01.03	Develop a curriculum advisory that will enhance communication between the instructional division and each building to ensure instructional continuity and effective implementation throughout the district.
01.01.04	Train and support the integration of balanced literacy strategies across all curricular areas.  Provide annual literacy training opportunities for community-based tutorial groups. Publicize through district media.
01.01.05	Continue to recruit, train, and support a building level peer coaching model through literacy coaches and demonstration site teachers (k-2, 3-5) at each elementary site-increasing by 10 demonstration teachers in 03-04.
01.01.06	Continue to collect, analyze and report reading achievement 4x/year beginning with individual fall conferences with each building principal.
01.01.07	Provide each building principal with data profile binders.
01.01.08	Develop a building level action plan with each building principal to reflect achievement profiles.
01.01.09	Revise building level action plans 3x/year with each data collection cycle.
01.01.10	Tie effective implementation to the professional evaluation process.
01.01.11	Parent/community involvement and support plans will be developed to enhance building level achievement.
01.01.12	Special area teachers will integrate elementary reading and math outcomes into instruction.
01.01.13	Continue to monitor building-level achievement trends for effective implementation for all sub-group populations 3x/year and/or as new assessment data becomes available.

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# STRATEGIES

## Instructional Services Division 2003-2004

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STRATEGY	DESCRIPTION
01.01.14	Train and support special education staff in research-based literacy strategies for special needs students consistent with the National Reading Council Report-to include prescriptive teaching/learning strategies.
01.01.15	Building level action plans will include specific classroom learning strategies for all students who are failing to meet targeted grade level outcomes as measured by the district's performance assessments.
01.01.16	Train and support effective literacy strategies for second-language learners throughout the literacy framework preK-5 Reading Recovery Training in 2004-05.  Monitor achievement data.
01.01.17	Systematically provide parents with clear and reader-friendly progress reports regarding student achievement which will indicate whether or not students are "on target".
01.01.18	Enhance collection of building materials that reflect multicultural perspectives and cultural contribution of minority persons/groups with impact at the world, national and local level.
01.02.01	Monitor the following for Head Start, MSRP, Young 5's and FDK performance assessments: - Letter Identification - Name writing - Concepts about print
01.02.02	Monitor K-2 performance assessments 4x/year for FDK, EDO and Young 5's.
01.03.01	Continue to train teachers in the Every Day mathematics implementation model to include enhanced training for current practitioners.
01.03.02	Continue to train principals to monitor implementation and assess effective implementation of the mathematics curriculum.
01.03.03	Tie effective implementation to the professional evaluation process.
01.03.04	Develop a curriculum advisory that will enhance communication between the instructional division and each building to ensure instructional continuity and effective implementation throughout the district.

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# STRATEGIES

## Instructional Services Division 2003-2004

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STRATEGY	DESCRIPTION
01.03.05	Continue to recruit, train and support building level peer coaching through demonstration site teachers (K-2, 3-5) at each elementary site.
01.03.06	Continue to collect, analyze and report mathematics achievement data 4x/year beginning with individual fall conferences with each building principal.
01.03.07	Provide each building principal with data profile binders.
01.03.08	Develop a building level action plan with each building principal to reflect achievement data profiles.
01.03.09	Identify district-wide achievement trends requiring greater instructional focus and training
01.03.10	Revise building action plans 3x/year concurrent with each data collection cycle.
01.03.11	Train and support special education staff in Every Day Mathematics strategies for special needs students consistent with current research on effective implementation practices to include differentiated instruction to meet individual needs.  Provide annual MEAP preparation training opportunities for interested community based tutorial groups.
01.03.12	Building level action plans will include specific learning strategies for all students who are failing to meet targeted grade level outcomes as measured by the district's assessments.
01.03.13	Train and support effective mathematics strategies for second language learners.
01.03.14	Systematically provide parents with clear, reader-friendly progress reports regarding student achievement.
01.03.15	Reflect contributions of minority persons/groups in mathematics when connecting historical perspective and real-world application.
01.04.01	Implement middle school Literacy Initiative-training in reading instruction for teachers in all content areas.
01.04.02	Create K-12 Literacy Team to align all organizational levels.

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# STRATEGIES

## Instructional Services Division 2003-2004

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STRATEGY	DESCRIPTION
01.04.03	Continue reading support classes at all middle schools.
01.04.04	Provide training for teachers on test taking skills taught through the 6th grade reading class, reading support classes and in the content areas.
01.04.05	Provide and help with interpretation of data at staff meetings on a regular basis.
01.04.06	Align all language arts classroom instruction to the K-8 grade level expectations as defined by the State of Michigan.
01.05.01	Monitor and support teachers in increasing writing across all subject areas in those content areas.
01.05.02	Develop a writing rubric for use in content areas.
01.05.03	Provide training to math teacher to continue and increase use of reflection questions and constructed response items in mathematics.
01.05.04	Monitor the continued and increased use of lab write ups in science.
01.05.05	Facilitate the continued and increased use of inquiry writing in social studies as modeled by extended responses on the MEAP.
01.05.06	Monitor the remediate writing skills through reading support class.
01.05.07	Facilitate the increased diversity and use of manipulative and hands on experiences in all content areas.
01.05.08	Provide training for teachers on test taking skills taught through 6th grade reading class, reading support classes and in the content areas.
01.05.09	Provide and help with interpretation of data at staff meetings on a regular basis.
01.05.10	Align all language arts classroom instruction to the K-8 grade level expectations as defined by the State of Michigan.
01.06.01	Provide training for new teachers in the launch, explore and summarize model.

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# STRATEGIES

## Instructional Services Division 2003-2004

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STRATEGY	DESCRIPTION
01.06.02	Facilitate the continued and increased writing of reflection and extended response items in math.
01.06.03	Provide training for teachers on test taking skills taught through 6th grade reading class, reading support classes and in the content areas.
01.06.04	Provide and help interpretation of data at staff meetings on a regular basis.
01.06.05	Align math classroom instruction to the K-8 grade level expectations as defined by the State of Michigan.
01.06.06	Facilitate increased diversity and use of manipulative and hands on experiences in all content areas.
01.07.01	Provide Middle School Literacy Initiative training in reading instruction for teachers in all content areas.
01.07.02	Create K-12 Literacy team to align all organizational levels
01.07.03	Continue reading support classes in all middle schools
01.07.04	Provide training for teachers on test taking skills taught through the 6th grade reading class, reading support classes and content areas.
01.07.05	Provide and help with interpretation of data at staff meetings on a regular basis.
01.08.01	Implement a Middle School Literacy Initiative training in reading instruction for teachers in all content areas.
01.08.02	Provide training for teachers on test taking skills taught through the 6th grade reading class, reading support classes and content areas.
01.08.03	Provide and help with interpretation of data at staff meetings on a regular basis.
01.08.04	Align all language arts classroom instruction to the K-8 grade level expectations as defined by the State of Michigan.
01.09.01	Provide training for teachers in the launch, explore and summarize model.

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# STRATEGIES

## Instructional Services Division 2003-2004

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STRATEGY	DESCRIPTION
01.09.02	Facilitate the continued and increased writing of reflection and extended response items in math.
01.09.03	Provide training for teachers on test taking skills taught through the 6th grade reading class, reading support classes and content areas.
01.09.04	Provide and help with interpretation of data at staff meetings on a regular basis.
01.09.05	Align all math classroom instruction to K-8 grade level expectations as defined by the State of Michigan.
01.09.06	Facilitate increased diversity and use of manipulative and hands on experiences in all content areas.
01.10.01	Facilitate continued increases in labs at all levels in science and writing lab reports.
01.10.02	Continue to support teachers in identifying best practice in a standards based curriculum.
01.10.03	Provide training for teachers on test taking skills taught through 6th grade reading class, reading support classes and in the content areas.
01.10.04	Provide and help with interpretations of data at all staff meetings on a regular basis.
01.11.01	Facilitate/promote and increase MEAP-like writing in social studies.
01.11.02	Develop district-wide models for sample extended response questions to each grade level.
01.11.03	Continue to support teachers in identifying best practice in a standards based curriculum.
01.11.04	Provide training for teachers on test taking skills taught through 6th grade reading class, reading support classes and in the content areas.
01.11.05	Provide and help with interpretation of data at all staff meetings on a regular basis.
01.12.01	Examine data to determine trends, strength and needs.
01.12.02	Conduct survey of parents, students and community to determine vision and mission for school..

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# STRATEGIES

## Instructional Services Division 2003-2004

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STRATEGY	DESCRIPTION
01.12.03	Conduct site visits to schools serving student and community populations similar to Scarlett.
01.12.04	Monitor the continued implementation of school climate initiative.
01.12.05	Identify a research-base program model to increase the achievement of all students and increase student enrollment.
01.13.01	Each middle school will develop a plan that integrates Career Pathways in 6th, 7th and 8th grade,
01.13.02	Provide training for all middle school counselors on how to access and use electronic EDP's (Educational Development Plans).
01.13.03	Workshops will be offered for teachers on the integration of Career Components in their subject area(s).
01.13.04	The eighth and ninth grade counselors will develop a transition plan for the 8th grade EDP's.
01.13.05	Collect baseline data related to all middle school electives by sub-groups.
01.13.06	Course selection sheets will be revised so students can select a career focus and/or a career pathway
01.14.01	All five high schools will develop a plan for reviewing EDP's and incorporating Career Pathways in 9th, 10th, 11th and 12th grade.
01.14.02	An EDP administrator will be assigned to each high school.
01.14.03	Training will be provided for all high school counselors on how to access and use the electronic EDP software.
01.14.04	A Career Software (e.g. Discover, Bridges, etc) will be selected and used by all five high schools as part of the EDP process.
01.14.05	Workshops will be offered for teachers on the integration of Career Components in their subject area(s).

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# STRATEGIES

## Instructional Services Division 2003-2004

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STRATEGY	DESCRIPTION
01.14.06	The Career Centers at the two comprehensive high schools will provide opportunities for businesses to come in and make presentations on career opportunities in their field(s).
01.14.07	A Career Pathways Certificate program will be developed and implemented with the class of 2007.
01.14.08	Reports will be compiled annually on the completion of EDP's at each high school.
01.14.09	Course selection sheets will be revised so students can select a career focus and/or career pathway.
01.15.01	Create a steering committee to oversee the program at each school. This group is charged with maintaining focus on the objective and the targets for student achievement.
01.15.02	Reduce class size to an average 25:1 in each of the core subject areas, increase academic support and elective offerings, maintain offerings at the other grade levels.
01.15.03	Assign each 9th grader to a teaching team (Huron) or group (Pioneer)
01.15.04	Provide a summer bridge program for selected 9th graders.
01.15.05	Provide opportunities for teachers to work together during the summer on program planning and curriculum coordination.
01.15.06	Enhanced orientation programs for incoming 9th grade students.
01.15.07	Provide student profiles for schools to use in identifying students who may need academic support.
01.15.08	Creation of academic support and intervention teams at each school to identify and provide services to students.
01.15.09	Provide for additional opportunities for participation in interscholastic athletics and increased support for 9th grade participants.
01.15.10	Provide an intramural program during the school day.

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# STRATEGIES

## Instructional Services Division 2003-2004

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STRATEGY	DESCRIPTION
01.15.11	Monitor introduction of PASS class and AVID curriculum (Huron only)
01.15.12	Establishment of home base for 9th graders (Pioneer only)
01.15.13	Maintain or increase academic recovery options.
01.16.01	Facilitate and promote MEAP preparation at each school to include test taking skills preparation.
01.16.02	Communicate state requirements (95%) to all constituents.
01.16.03	Use district communications office to assist with media coverage, advertising and other communications.
01.17.01	Collect and analyze data related to teaching practices including differentiated instruction and communication of expectations.
01.17.02	Conduct item analysis to identify common content deficiencies across sub-populations.
01.17.03	Develop plan for aligning curriculum to eliminate content deficiencies.
01.17.04	Monitor implementation of aligned curriculum.
01.18.01	Study effectiveness of PASS, AVID, pre AP and other academic programs.
01.18.02	Collect and analyze data related to teaching practices including differentiated instruction and communication of expectations.
01.18.03	Provide help in the interpretation of data.
01.18.04	Research National Criteria/Standards for high schools.
01.18.05	Conduct audit to determine high school status (baseline).
01.18.06	Analyze data relative to National Criteria/Standards.
01.18.07	Develop plan for correction of deficiencies.

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# STRATEGIES

## Instructional Services Division 2003-2004

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STRATEGY	DESCRIPTION
01.18.08	Explore the implementation of a SAT/ACT preparation program for identified students.
01.19.01	Develop a common set of criteria for approval of building professional development.
01.19.02	Develop a menu of choices for professional plans reflecting district goals and priorities.
01.19.03	Develop an annual review process to assess effectiveness of professional development plans, as related to student achievement.
01.19.04	Continue and expand upon professional development initiatives reflecting a "tripod approach" to improved student achievement (climate/relationships, pedagogy, content/curriculum).
01.20.01	Review current research on Effective Parent Involvement practices.
01.20.02	Develop/identify survey to elicit current parent involvement based on research.
01.20.03	Determine current level of participation from information submitted on survey.
01.20.04	Identify current liaisons, affiliations, partnerships with the University of Michigan.
01.20.05	Develop partnerships with Ann Arbor NAACP and African American churches as a means to reach their parent constituencies and support district achievement efforts.
01.20.06	Provide schools with information to assist with development of school parent involvement strategies
01.20.07	Develop PR strategy to attract minority parents based on Minority Involvement research from Dr. Sellers (UM).
01.20.08	Assist schools with implementation of parent involvement plans.
01.21.01	Identify an instrument or process to identify leadership.
01.21.02	Design a leadership training program for administrators and central office staff.
01.21.03	Revise job descriptions to support goals and objectives of the Instructional Services Division.

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# STRATEGIES

## Instructional Services Division 2003-2004

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STRATEGY	DESCRIPTION
01.21.04	Design an organizational chart to describe the inter-relationships of staff to meet the goals and objectives of the Instructional Services Division.
01.21.05	Develop a training program for clerical and support staff to increase the skills needed to meet the goals and objectives of the Instructional Services Division.
01.21.06	Develop a school-based Management and Accountability Procedures Manual.
01.22.01	Continue review from last year at district and school levels,
01.22.02	Provide assistance at school level to review data from last year.
01.22.03	Encourage parent conferences where needed.
01.23.01	Parents will be notified at interim reporting if their students are in danger of falling into this category (increase use of interims by teachers).
01.23.02	Review tutoring options and enhance where needed.
01.23.03	Ask that principals consider pulling students out of elective classes for tutoring and academic support.
02.01.01	Distribution of individual building and composite reports by elementary and secondary departments
02.01.02	Provide training for principals on setting high expectations for special education students.
02.01.03	Provide ongoing professional development for faculty
02.02.01	Distribution of individual building and composite reports by elementary and secondary departments
02.03.01	Distribution of individual building and composite reports by elementary and secondary departments
02.04.01	Distribution of individual building and composite reports by elementary and secondary departments

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# STRATEGIES

## Instructional Services Division 2003-2004

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STRATEGY	DESCRIPTION
02.05.01	Distribution of individual building and composite reports by elementary and secondary departments
02.06.01	Distribution of individual building and composite reports by elementary and secondary departments
02.07.01	Distribution of individual building and composite reports by elementary and secondary departments
02.08.01	Distribution of individual building and composite reports by elementary and secondary departments
02.08.03	Create and recommend to Cabinet a proposal to evaluate pro-rated distribution of legal/settlement costs to effected buildings
02.08.04	Create and recommend to cabinet proposal to restructure SISS supervision.
02.08.05	Develop a SISS manual to establish practice for intervention referral evaluation and implementation of special education services.
02.08.06	Request an external audit of SISS procedures and practices, compliance and staff role and responsibilities.
03.01.01	Collect and provide data to DeJong and Associates for district facility study.
03.01.02	Facilitate a process with principals to develop a five year instructional program plan for each school which will determine the specifics of a five year security plan.
04.01.01	Conduct two public information meetings to provide parents and community information on district student achievement strategies.
04.01.02	Develop a website to provide the public with district information on student achievement.
04.01.03	Produce a program for community access TV on student achievement issues.
04.01.04	Meet with the Board of Education student achievement committee to discuss student achievement issues and report progress toward district goals and objectives.

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# STRATEGIES

Instructional Services Division  
2003-2004

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STRATEGY	DESCRIPTION
05.01.01	Conduct a survey to determine the availability of technology in each school..
05.01.02	Conduct a survey of teachers to determine the use of technology in each classroom.
05.01.03	Assist middle school principals with developing a plan to address the state sixth grade lap top program.