

**M.S.D. of Warren Township**  
**Second Annual District Report 2014-2015**  
**The District Framework: Aligning Core Work to District Goals**

## **HISTORY AND BACKGROUND**

According to Indiana's approved Elementary and Secondary Education Act Flexibility Waiver, Local Education Agency (LEA) and school must demonstrate adequate progress on each measurable objective for each metric (i.e. Annual State Assessments Proficiency, Annual College and Career Readiness (CCR) Rate, and Annual Graduation Goal).

On February 7, 2012 the U.S. Department of Education approved The Elementary and Secondary Education Act (ESEA) Waiver. This waiver provided Indiana with flexibility regarding requirements of the No Child Left Behind (NCLB) Act of 2001 in exchange for a rigorous and comprehensive state-developed plan designed to improve educational outcomes using the following indicators:

1. Improve educational outcomes for **ALL** students
2. Close the achievement gap(s)
3. Increase equity
4. Improve the quality of instruction

The waiver is intended to build on, and support, state and local reform efforts already underway in critical areas, such as transitioning to college and career ready standards and assessments; developing systems of differentiated recognition; accountability and support; and evaluating and supporting teacher and principal effectiveness.

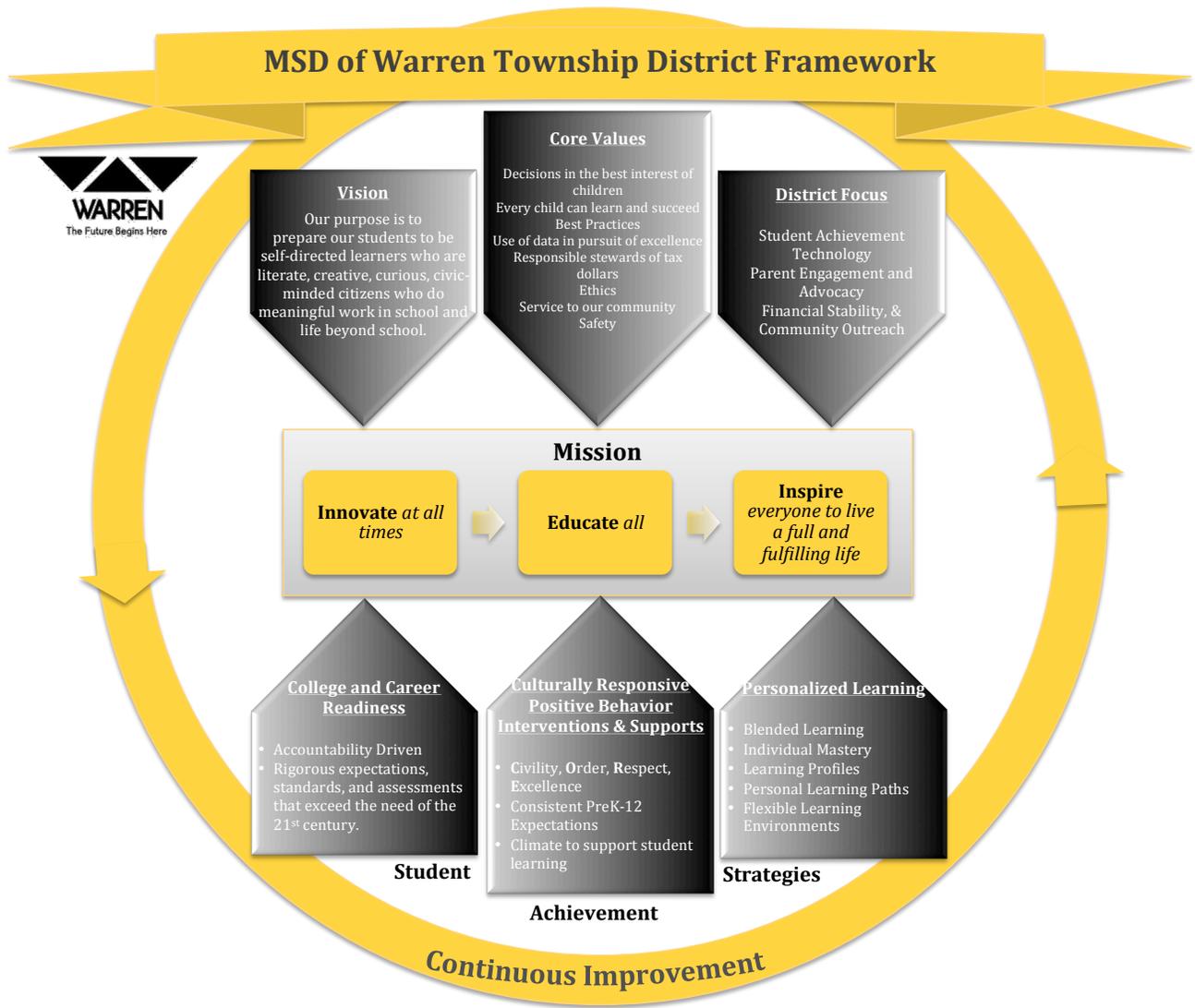
In December of 2012 M.S.D Warren Township received a 28.5 million dollar grant to promote personalized learning, develop alternative pathways to graduation, and establish positive behavior support for students PreK-12 within a 21<sup>st</sup> Century CCR perspective.

The purpose of this second annual report is to summarize the District's progress toward achieving the goals laid out in the District's Framework, including the fulfillment of our responsibilities as outlined in the Federal Race To The Top Grant. These two compelling interests have been combined into a single, comprehensive, and aligned district continuous improvement platform and plan. Like the State of Indiana, M.S.D Warren Township is committed to student success. Ensuring the success of each student begins with a clear idea of why we exist as a district, how we are building on our historically successful Continuous Improvement Process,

how we will move forward to accomplish our goals, and how we report our successes in attaining our desired end results.

**DISTRICT FRAMEWORK**

The District Framework, outlined below, includes the following elements: The District’s Mission, Vision, Core Values, and its explicit goals. It also incorporates our major strategies tied to evidence-based practices.



More specifically, the Warren Township goals for 2015 to 2018 are to:

- (1) *Build a personalized learning system*
- (2) *Prepare all students to be college and career ready*
- (3) *Bring together technology integration*
- (4) *Build Positive Behavior Support Systems based upon the principles outlined in CORE*

The District Framework provides a helpful way of thinking about school and district improvement as we build capacity (student, teacher, principal) to increase career and college readiness. While all the dimensions included in the district framework are ambitious, they are possible to attain with the intentional focus of the Continuous Improvement Platform and Process, and a commitment to evidenced-based practices that yield our desired results. The specific research that is guiding our choices can be found in the accompanying document entitled, “District Framework Supporting Research.”

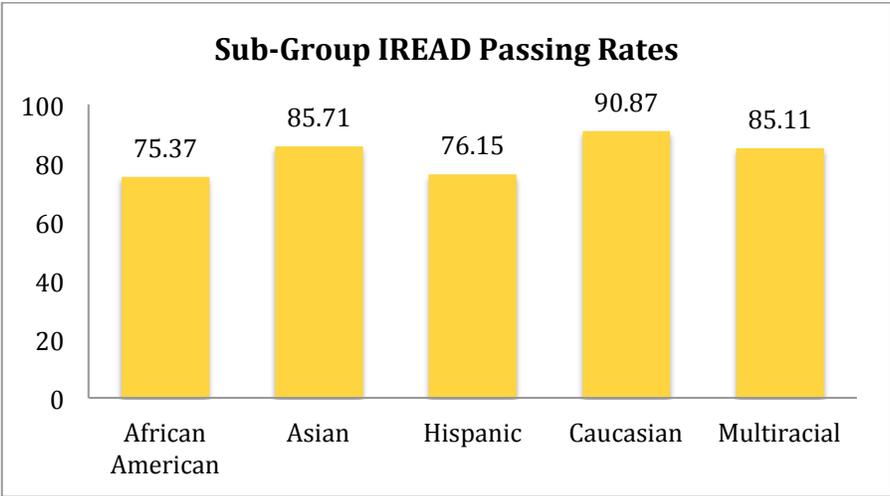
---

## **ACADEMIC FRAMEWORK**

### **Year End Review**

The M.S.D of Warren Township had a historical year in 2014-2015. The introduction of new Indiana Academic Standards along with digital content for personalized learning is pushing us to re-think our continuous learning platform. The implementation of CR-PBIS, CORE across the district is another highlight of this insanely busy year. We are at a tipping point. We can easily continue down the road we have already built or we can begin to discover a new pathway for the next generation of students and ourselves. Without exception, assistant superintendents and principals were under enormous pressure to react, adjust and lead unprecedented change across the district.

Assistant superintendents experienced successes and challenges. Our first success of 2014 was the high school graduation rate of 90.7%; the highest in the history of the district. This spring, the IREAD test scores were, for most buildings, the highest in four years. The district pass rate was 80.79% with subgroup pass rates illustrated in the chart below.



These levels of success can be attributed to the hard work of district leaders, principals, third grade teachers, and the implementation of Lexia digital content with fidelity. Other technology that has influenced achievement across the district include: APEX, Achieve 3000, IXL math, SRI reading inventory, MyOn, and a host of other digital content used in individual buildings. The Walker Career Center was named one of the first STEM schools in the state. Increased instructional time at our middle schools has resulted in improved rigor and higher levels of student engagement. Actually, an increase in rigor was a key finding of the RttT evaluation team from Indiana University evidenced across our K-12 system.

The body of work our teachers and staff engaged in started with the long-term effort to personalize learning within the new Indiana Academic Standards. The initiatives included: student voice and choice, personalized PD for teachers, integration of technology and new digital content, redesigned instructional calendars, assessments, middle school English Language Arts 100-minute block, Close reading K-12, STEM- K-12, and deeper levels of thinking through Depth of Knowledge and Bloom's type of thinking. In sum, the district staff was challenged to reinvent how teachers delivered instruction in the new educational environment.

The speed at which these initiatives were introduced inevitably caused some issues. Chief among those was a host of online assessment problems. Building leaders endured criticism and frustration on the part of teachers trying to make use of the flawed online assessment process. District administrators quickly found a solution, and while not perfect, resolved some frustration for teachers and students.

Anticipation of Blended Learning implementation, which will enhance personalized learning, takes considerable planning and preparation prior to the January roll out of Cohort I. Our consultation with Education Elements will ensure a smooth transition as we transform learning for students in Warren Township. District and building leaders are to be commended for helping their respective communities make the necessary adjustments.

The budget picture at both the state and local level continue to plague district administration. The change to the complexity formula will force the district to push direct certification, in the coming years, to make up for the anticipated short fall in the near future. The reduction of Title I funds by \$400,000 will force district administration to prioritize staffing and supply needs.

### **Achievement Across Framework Dimensions**

The District Framework provides the focus and structure to our work, and also functions as a roadmap. Intentional plans along with intentional goals are

necessary. To that end, strategies and action steps have been identified to achieve the goals of the four major areas of work outlined here:

1. Personalized Learning – Transforming teaching and learning for students through the exploration of blended learning data based system;
2. College and Career Ready - Students Will statements, assessments, projects, and performance task. See Appendix A
3. Technology Integration – Digital content alignment
4. PBIS culturally relevant teaching – CORE, Parent Engagement and Community Advocacy – Tier I PBIS implementation district-wide, with training for Tier II implementation to take place in 2015-16. See Appendix B for more information.

Priority number one is improving academic achievement, along with social competence, which allows our students to compete in an uncertain and ambiguous world. Using personalized Blended Learning is how this goal is being tackled. Extensive work is being done K-12 to increase the academic rigor of curriculum, including the attention required to ensure success in using the new instructional calendars. Science and social studies have also been added to the curriculum. The Center for Evaluation & Education Policy (CEEP), a Race to the Top outside evaluation team at Indiana University, stated in their April 2015 report that there has been a significant increase in expectations for student learning and academic rigor in both English Language Arts (ELA) and Math. The following two tables highlight the gains reported by CEEP in both ELA and Math.

**Mean English/Language Arts (ELA) Instructional Quality Assessment Scores by Principle of Learning**

	ELA 2013/14	ELA 2014/15	Change (SD Units)	Stat. Sig. (p<0.05)
Overall IQA Score	<b>3.16</b>	<b>3.29</b>	<b>0.20</b>	<b>No</b>
Accountable Talk	<b>3.27</b>	<b>3.11</b>	<b>-0.23</b>	<b>No</b>
Engagement in the Learning Community	3.81	3.51		
Participation in the Learning Community	3.53	3.24		
Teacher’s Linking and Revoicing Contributions	3.16	2.87		
Student’s Linking and Revoicing Contributions	2.30	2.45		
Teachers Asking for Evidence or Reasoning	3.52	3.41		
Students Providing Evidence or Reasoning	3.46	3.33		
Academic Rigor	<b>3.37</b>	<b>3.45</b>	<b>0.09</b>	<b>No</b>
Rigor of the Test	3.00	3.09		
Rigor of the Discussion in Reading	3.35	3.46		
Potential of the Task	3.26	3.73		
Implementation of the Task	2.98	3.50		
Clear Expectations	<b>2.97</b>	<b>3.45</b>	<b>0.46</b>	<b>Yes</b>
Clarity of Detail of Expectation	2.84	3.26	0.39	Yes
Rigor of Expectation in Reading Comprehension	3.13	3.64	0.45	Yes

### Mean Math Instructional Quality Assessment Scores by Principle of Learning

	Math 2013/14	Math 2014/15	Change (SD Units)	Stat. Sig. (p<0.05)
Overall IQA Score	<b>3.14</b>	<b>3.34</b>	<b>0.33</b>	<b>Yes</b>
Accountable Talk	<b>3.10</b>	<b>3.22</b>	<b>0.17</b>	<b>No</b>
Engagement in the Learning Community	3.72	3.79		
Participation in the Learning Community	3.43	3.44		
Teacher's Linking and Revoicing Contributions	2.95	2.87		
Student's Linking and Revoicing Contributions	2.18	2.41		
Teachers Asking for Evidence or Reasoning	3.25	3.45		
Students Providing Evidence or Reasoning	3.14	3.35		
Academic Rigor	<b>3.25</b>	<b>3.63</b>	<b>0.50</b>	<b>Yes</b>
Potential of the Task	3.42	3.87	0.54	Yes
Implementation of the Task	3.23	3.62	0.47	Yes
Student Discussion Following the Task in Math	3.07	3.24	0.20	No
Clear Expectations	<b>3.21</b>	<b>3.32</b>	<b>0.14</b>	<b>No</b>
Clarity of Detail of Expectation	3.17	3.42		
Academic Rigor in Teacher's Expectation	3.25	3.42		

Resources have also been focused on the incorporation of digital content to further build upon the district's historic record of academic success. Tireless work will continue until the integration of meaningful digital content is extended to every classroom across the district. The table below represents the significant amount of growth 3rd grade students in Warren Township gained through the strategic use of Lexia's Core 5 Reading Program in harmony with the their teacher created curriculum maps. All schools were able to increase the amount of students who were proficient with grade level reading skills. The average growth each school obtained was +24%. Brookview Elementary excelled by showing an increase of +42%.

## Student Achievement Growth As Measured by Lexia Core 5 Reading Program

School	Overall	Jul 1	Aug 1	Sep 1	Oct 1	Nov 1	Dec 1	Jan 1	Feb 1	Mar 1	Apr 1	May 1 ▼
Hawthorne Elementary School		n/a	n/a	n/a	n/a	n/a	28%	36%	45%	62%	64%	67%
Brookview Elementary School		n/a	n/a	n/a	n/a	n/a	20%	29%	43%	47%	53%	62%
Liberty Park Elementary School		n/a	n/a	n/a	n/a	n/a	26%	25%	30%	41%	47%	57%
Eastridge Elementary School		n/a	n/a	n/a	n/a	n/a	29%	26%	35%	37%	41%	50%
Lowell Elementary School		n/a	n/a	n/a	n/a	n/a	17%	21%	23%	38%	46%	49%
Pleasant Run Elementary School		n/a	n/a	n/a	n/a	n/a	15%	20%	22%	31%	41%	49%
Grassy Creek Elementary School		n/a	n/a	n/a	n/a	n/a	20%	23%	27%	34%	38%	46%
Lakeside Elementary School		n/a	n/a	n/a	n/a	n/a	14%	14%	15%	23%	28%	33%
Sunny Heights Elementary School		n/a	n/a	n/a	n/a	n/a	17%	16%	23%	28%	16%	29%

Core goals, strategies and projects for PBIS implementation were developed with input from district administrators, principals, teachers, and parents and draw heavily from Race To the Top milestones and deliverables. Tier I implementation has commenced and student discipline data presented below demonstrates the level of accomplishment in this area so far.

Number of Student Referrals by School			
SCHOOL	2013-2014	2014-2015	Difference
<b>BROOKVIEW</b>	153	21	-132
<b>EASTRIDGE</b>	30	20	-10
<b>GRASSY CREEK</b>	62	65	3
<b>HAWTHORNE</b>	72	135	63
<b>LAKESIDE</b>	31	76	45
<b>LIBERTY PARK</b>	52	48	-4
<b>LOWELL</b>	11	12	1
<b>PLEASANT RUN</b>	91	85	-6
<b>SUNNY HEIGHTS</b>	177	142	-35
<b>CIA</b>	130	90	-40
<b>RPIA</b>	141	39	-102
<b>SIA</b>	251	119	-132
<b>CMS</b>	130	83	-47
<b>RPMS</b>	162	120	-42
<b>SMS</b>	184	93	-91
<b>WCHS</b>	537	356	-181
<b>REN</b>	473	210	-263
<b>Total</b>	<b>2687</b>	<b>1714</b>	<b>-973</b>

## **District Performance Measures**

**Evaluating Practices-** Ensuring quality performance, and effectiveness are the cornerstones of excellence. The district revised practices that integrate the development of instructional calendars in the content areas of science and social studies. ELA calendars K-12 were also added to ensure learning progression sequences are developmentally and grade level appropriate. The district continues to seek effective educational practices that integrate high quality instruction, rigorous instructional calendars and assessments, personalized learning through Blended Learning and 21<sup>st</sup> Century skills. We continue to understand that a persisting culture of collaboration must be present in every aspect of the educational program and that CORE, a culture of care, continues to be demonstrated daily throughout the district. An indicator that the CORE initiative is working is that fact that discipline referrals across the district are down by 973 compared to this time last year. Adding the PBIS next steps of Tier II and Tier III implementation, as school readiness assessments are complete, will further enhance the achievement of this goal.

The M.S.D of Warren Township's Teacher Evaluation Assessment Model (TEAM) document is a means by which high-quality instruction and performance is evaluated. In 2011 Warren Township was selected by the Indiana Department of Education to develop a "pilot" evaluation tool along with six other districts in the state. M.S.D Warren Township worked collaborative with the teachers union (WEA) to create our customized evaluation tool to meet the new requirements of SEA.

In an effort to prepare administrators for the revised evaluation document all K-12 principals, engaged in rich conversation and deep learning with Dr. Jerri Thompson, from the National Center for the Improvement of Educational Assessment, on helping teachers identify levels of thinking and depth of understanding.

District performance measures to gauge progress towards attaining our goals within each core work area were reviewed. The district report card identifies performance measures that indicate both a desired outcome and degree to which individual schools and the district are making progress towards meeting those goals. Our district report card will also measure progress towards creating the nation's best students prepared for the workforce. The report card will be updated and reviewed annually.

In addition, focus and priority schools were monitored through the use of SMART Goals and turnaround principles as prescribed by State guidelines for D or F

schools. The eight principles are: 1.) School Leadership 2.) School Climate and Culture 3.) Effective Instruction 4.) Curriculum, Assessment, and Intervention System 5.) Effective Staffing Practices 6.) Enabling the Effective Use of Data 7.) Effective Use of Time and 8.) Effective Family and Community Engagement. At a minimum the report card will use the following assessments to measure the degree to which individual schools and the district are accomplishing 5 items:

Report Card Focus Area	Assessment
Personalized learning	The level at which “Student Will” behaviors are enacted to increase student voice and choice
Graduation rate	Graduation rate (target improvement 88%-90%)
Reducing the Achievement Gap	Academic achievement gap (by student subgroup) is measured by Acuity and 3-week district assessment success K-12
Student Literacy	Performance on the Indiana IREAD-3 assessment
College and Career Readiness	College and career dual credit and certifications rate above 25% State criteria yet to be determined

College and Career Readiness benchmarks for instruction and student achievement (calendars and assessments) have been redesigned by the district and can be provided to stakeholders in snapshot form upon request. The purpose of the calendar and benchmark assessments is to provide a clear view of college and career readiness starting in PreK-10. In addition, these assessments will enable teachers, parents and students to monitor students’ progress from a very early age and adjust programming as needed to ensure continuous improvement on a quarterly and annual basis. Grades 11-12 will use benchmark data to measure success from SAT/ACT, Advanced Placement Exams and future graduation rates.

**Plans for Improvement:** The district’s continuous improvement platform (outlined below) provides the foundation for improvement. The pursuit of excellence is part of Warren’s DNA. The goal of the Continuous Improvement Process is to drive improved instruction and student outcomes. In their book, *School Leadership that works*, Marzano, Waters & McNulty (2005) define continuous improvement as, “the continual and incremental-complex improvement of the critical aspects of the organization” (p.16). **Continuous Improvement** is a simple concept: *keep working to make things better and never give up.*

The Continuous Improvement Process provides teachers and principals with a consistent framework for planning and provides clarity around their roles. Big changes will occur as we transform the process and we will be challenged to expand

on this time tested strategy. Race To the Top provided the fuel and the focus to enter the next phase of improvement for Warren students.

*“When continuous improvement becomes embedded in a system’s culture, it functions as the guiding force that keeps the schools on target in an uncompromising quest for quality at every corner of the district.” (Zmuda, Kuklis & Klein, 2004, p.6)*

# Continuous Improvement Process

## PLAN

### Constant Data Review

Student test scores are used to identify instructional groups and to identify strong and weak curriculum areas and practices. Flexible grouping provides the necessary level of instructional support for mastery of standards. 1) Enhancing assessments 2) Increasing Data Access 3) Collecting new types of data 4) investing in staff learning

### Instructional Timeline/Calendars

A timeline that encompasses all college-and career ready standards serve as a guide for instruction based on the need of the student group and the weight of the standard/objective/project. 1) Redesigning Curriculum, 2) Shifting to Common Core

## DO

### Instructional Focus Student and Teacher Facilitated

Using the timeline, instruction is delivered using multiple pathways, to address the unique learning interest, needs and pace of each student.

Technology enhances personalize learning. 1) Increasing Personalization of Learning 2) Expanding Learning Time & Ensuring Relevance of Learning 3) Initiating Online Learning Options

## ACT

### Adjust Instruction/ Tutorials

Teacher teams (PLC's)/(Learning Log) and key stakeholders collaborate to reflect on assessment data for the purpose of adjusting instruction to personalize student learning. 1) Increase learning options for students 2) Deliver curriculum through digital age tools

### Personalized Interventions and Enrichment STEAM activity

Provide intervention/time to re-teach non- mastered targeted College and Career Ready standards and STEAM opportunities for both mastery and non-mastery whenever possible.  
\*Adaptive software identified to provide a personalized intervention path.

## CHECK

### Assessment

District provides high quality assessments that are administered to identify intentional next step when mastery and non-mastery is attained. 1) Enhance assessment tools 2) Improving feedback for teachers, students, and parents

### Intentional Maintenance

Based on individual student need, intentional and consistent maintenance of college and career ready standards through personalized digital content. 1) Enlisting parents as partners 2) Upgrading technology for digital age learning

### Monitor

Continuously monitor and evaluate the process/progress of student achievement. 1) Examining responses to student behavior 2) Building strong connections with all students 3) Ensuring grant activities are successful 4) Analyzing data trends

---

## **SUMMARY**

As we look back over the past year, we are beginning to more clearly understand the many intricacies involved in moving our district forward in a meaningful way. As anticipated, we have needed to fine-tune our plans as we move ahead. With each step forward we become renewed and energized by the improvements we are seeing in our schools.

We recognize that we will still face many challenges, but we are beginning to see the seeds of a new tomorrow taking root. We are actively changing what we do to meet the demands of the next generation of students growing up within digital spaces and increased cognitive demands. The new world requires creative thinkers and problem solvers with the emotional intelligence to relate to others in a global society. If we fail to prepare our students in these ways they will be unable to succeed, and so we too will have failed.

As we move to a Personalized Learning model for teaching and learning, we anticipate a blended learning implementation process that will be installed in three phases, over a 3-year period. We are consulting with Education Elements to help us with this transformation to a student-centered digital learning environment. This will help us integrate strategies that promote 21st Century skills and deeper learning outcomes for students in the classroom.

Warren Township is poised to be a leading educational institution. We are forward thinking and our educational resources and opportunities for students, teachers and parents are many. There is no better time than now to accept the challenge of redesigning education and leading our district and the nation.

## APPENDIX A: WILL STATEMENTS

1. Student will model civility, order, respect, and excellence.		
<p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• Model</li> <li>• <b>Build relationships</b></li> <li>• Develop class plans (aligned to Building plans)</li> <li>• Build relationships</li> <li>• Teach CORE plans</li> <li>• Analyze data for trends constantly</li> <li>• Monitor reactions/decisions</li> <li>• Speak to students as if they believe they all belong here</li> </ul>	<p><b>Building Administrators will:</b></p> <ul style="list-style-type: none"> <li>• Share data with staff</li> <li>• Be consistent with plan and implementations</li> <li>• Model for teachers and students</li> <li>• Give school wide staff recognition</li> <li>• <b>Support the plan</b></li> <li>• Work with parents</li> <li>• Lead communication</li> <li>• Provide PD</li> <li>• Discipline data meetings as needed</li> </ul>	<p><b>District Office Admin. will:</b></p> <ul style="list-style-type: none"> <li>• Provide data</li> <li>• Provide money</li> <li>• <b>Communicate with all stakeholders on data and training</b></li> <li>• Give technical support</li> <li>• Provide training</li> <li>• Recognize bldg administration</li> <li>• Revise R&amp;R handbook</li> <li>• Coordinate with PBIS</li> </ul>
2. Student will have access to learning anytime and anywhere (24/7/365).		
<p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• <b>Create and provide online lessons/activities</b></li> <li>• Flip classrooms</li> <li>• Implement what they have learned in PD</li> <li>• Understand that the Chromebook is an instructional tool to expand and extend learning</li> </ul>	<p><b>Building Administrators will:</b></p> <ul style="list-style-type: none"> <li>• Help to educate parents as to the “why”</li> <li>• Model what this looks like - “Practice what you preach”</li> <li>• <b>Provide supports internally as the district provides it</b></li> <li>• Create personalized PD to meet different needs</li> <li>• Monitor implementation</li> </ul>	<p><b>District Office Admin. will:</b></p> <ul style="list-style-type: none"> <li>• Provide dollars for PD</li> <li>• <b>Help principals education the community</b></li> <li>• Anticipate tech hand-ups</li> <li>• Define 24/7 vision expectation</li> </ul>
3. Student will maintain a portfolio of work supporting their achievement and growth of college & career ready standards.		
<p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitate the creation of a rubric to assess student achievement and growth</b></li> </ul>	<p><b>Building Administrators will:</b></p> <ul style="list-style-type: none"> <li>• <b>Provide direction and support necessary to promote student success</b></li> </ul>	<p><b>District Office Admin. will:</b></p> <ul style="list-style-type: none"> <li>• <b>Cultivate an environment supportive of implementing innovative ideas</b></li> </ul>

**4. Student will have access to their achievement and growth data and set goals based on data points to personalize their learning.**

<p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• See that students can easily access their own personal data (incorporating a system of accountability with scheduled regularity)</li> <li>• <b>Stay current in recording student data</b></li> <li>• Assist students in data interpretation and goal setting</li> </ul>	<p><b>Building Administrators will:</b></p> <ul style="list-style-type: none"> <li>• Monitor teachers data collection and reporting</li> <li>• <b>Collaborate with chairs and APs to include data collection as a professional expectation</b></li> <li>• Provide school wide professional development</li> </ul>	<p><b>District Office Admin. will:</b></p> <ul style="list-style-type: none"> <li>• <b>Create an efficient and comprehensive data warehouse</b></li> <li>• Collaborate with principals to include data collection as a professional expectation</li> <li>• Provide district wide professional development</li> </ul>
---	---	--

**5. Student will have choice and voice in their learning process in terms of content, pace, process, and product.**

<p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• Be proficient in content level</li> <li>• <b>Be receptive to options and choice for students</b></li> <li>• Organize and understand technology</li> <li>• “Coach” students vs. direct students</li> <li>• Know how to properly assess</li> <li>• Allow students to “create” products</li> </ul>	<p><b>Building Administrators will:</b></p> <ul style="list-style-type: none"> <li>• Seek new skill sets for instruction in hiring practices</li> <li>• Allow teachers to take risks</li> <li>• Agree that the daily schedule will look different</li> <li>• Trust the process</li> <li>• Look at teams - need technologically savy person for support</li> <li>• <b>Shift PD and time for collaboration</b></li> </ul>	<p><b>District Office Admin. will:</b></p> <ul style="list-style-type: none"> <li>• Recognize calendar parameters may need reassessment</li> <li>• Redesign classroom setup</li> <li>• Provide examples of clear vision</li> <li>• <b>Monitor and train</b></li> <li>• Allow for risk taking</li> <li>• Embrace new ways to look at teachers in their classrooms</li> </ul>
---	---	---

**6. Student will learn and demonstrate competency (mastery) with the content and skills of college and career standards.**

<p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• <b>Deliver effective instruction</b></li> <li>• Participate in PD</li> <li>• Use data driven instruction</li> <li>• Have an understanding of district vision</li> <li>• Personalize student instruction</li> <li>• Communicate student progress data with parents</li> </ul>	<p><b>Building Administrators will:</b></p> <ul style="list-style-type: none"> <li>• <b>Understand and support district plan and timeline</b></li> <li>• Understand district vision</li> <li>• Coach and support instruction</li> <li>• Ensure certainty</li> </ul>	<p><b>District Office Admin. will:</b></p> <ul style="list-style-type: none"> <li>• Provide PD</li> <li>• Set clear expectations that are realistic</li> <li>• Create a timeline</li> <li>• Communicate with community members</li> <li>• <b>Ensure certainty</b></li> </ul>
--	---	--

7. Students learning will be characterized by regular opportunities for project-based learning anchored in mastery of college and career ready standards.		
<b>Teachers will:</b> <ul style="list-style-type: none"> <li>• Serve and provide excellence as a facilitator</li> <li>• <b>Seek out community partnerships</b></li> <li>• Participate in professional development</li> <li>• Have a good understanding of the standards and objective of PBL</li> <li>• Establish protocols for the class</li> <li>• Integrate and model CORE in all aspects of PBL</li> </ul>	<b>Building Administrators will:</b> <ul style="list-style-type: none"> <li>• <b>Coordinate and participate in professional development</b></li> <li>• Provide financial support through budgeting</li> <li>• Be mindful of PBL while developing the master schedule</li> </ul>	<b>District Office Admin. will:</b> <ul style="list-style-type: none"> <li>• Set expectations that PBL will occur</li> <li>• Coordinate and participate in professional development</li> <li>• Provide financial support for PBL</li> <li>• <b>Set a framework for what PBL will look like</b></li> </ul>
8. Student will demonstrate competency with information age skills such as collaboration, critical thinking, and problem solving (beyond the walls of the classrooms).		
<b>Teachers will:</b> <ul style="list-style-type: none"> <li>• Use a web-based system to house curriculum</li> <li>• <b>Flip classes</b></li> <li>• Allow collaboration between students in/out of class</li> <li>• Participate in PD</li> </ul>	<b>Building Administrators will:</b> <ul style="list-style-type: none"> <li>• <b>Provide PD for teachers and staff</b></li> <li>• Monitor implementation and provide constructive feedback</li> <li>• Model flipped staff meetings</li> </ul>	<b>District Office Admin. will:</b> <ul style="list-style-type: none"> <li>• <b>Cast the vision for learning beyond the walls of the classroom</b></li> <li>• Provide tools for staff and students</li> <li>• Provide professional development</li> <li>• Model flipped classroom PD</li> </ul>
9. Student will read and write on or above grade level across content.		
<b>Teachers will:</b> <ul style="list-style-type: none"> <li>• Assure that reading and writing instruction will occur across disciplines</li> <li>• Receive PD that makes cross disciplinary literacy instruction possible</li> <li>• Access and assess data on student reading/writing skills regularly</li> <li>• Use technology to personalize reading and writing instruction</li> <li>• <b>Collaborate with each other and library media colleagues on ideas, strategies, and resources to support this goal</b></li> </ul>	<b>Building Administrators will:</b> <ul style="list-style-type: none"> <li>• Provide time for collaboration and planning for high quality instruction</li> <li>• Analyze trends</li> <li>• Provide resources and interventions in support of student needs</li> <li>• Expect focused time instructionally for students with greatest needs</li> <li>• <b>Model, observe, and visit classrooms to inspect what we expect</b></li> <li>• Celebrate improvement and professional growth</li> <li>• Provide accountability for achieving results</li> </ul>	<b>District Office Admin. will:</b> <ul style="list-style-type: none"> <li>• <b>Provide and set a vision and direction that is measurable and goal oriented with benchmarks</b></li> <li>• Celebrate progress</li> <li>• Allocate funds aligned to this priority</li> <li>• Identify best practices</li> <li>• Develop district capacity, trainers, champions, etc.</li> <li>• Support a learning environment that is characterized by thinking outside the box and creativity</li> </ul>

**10. Student will utilize a range of appropriate tools (technology, manipulatives, etc.) to support the learning process and personalize learning.**

**Teachers will:**

- Assign work via technology and/or requiring technology
- Provide feedback and facilitate communication via technology
- Attend PD to learn new technologies and/or research
- Be lifelong learners in research technologies
- Use data to inform instruction and personalize
- **Access student learning styles and match with appropriate tools**

**Building Administrators will:**

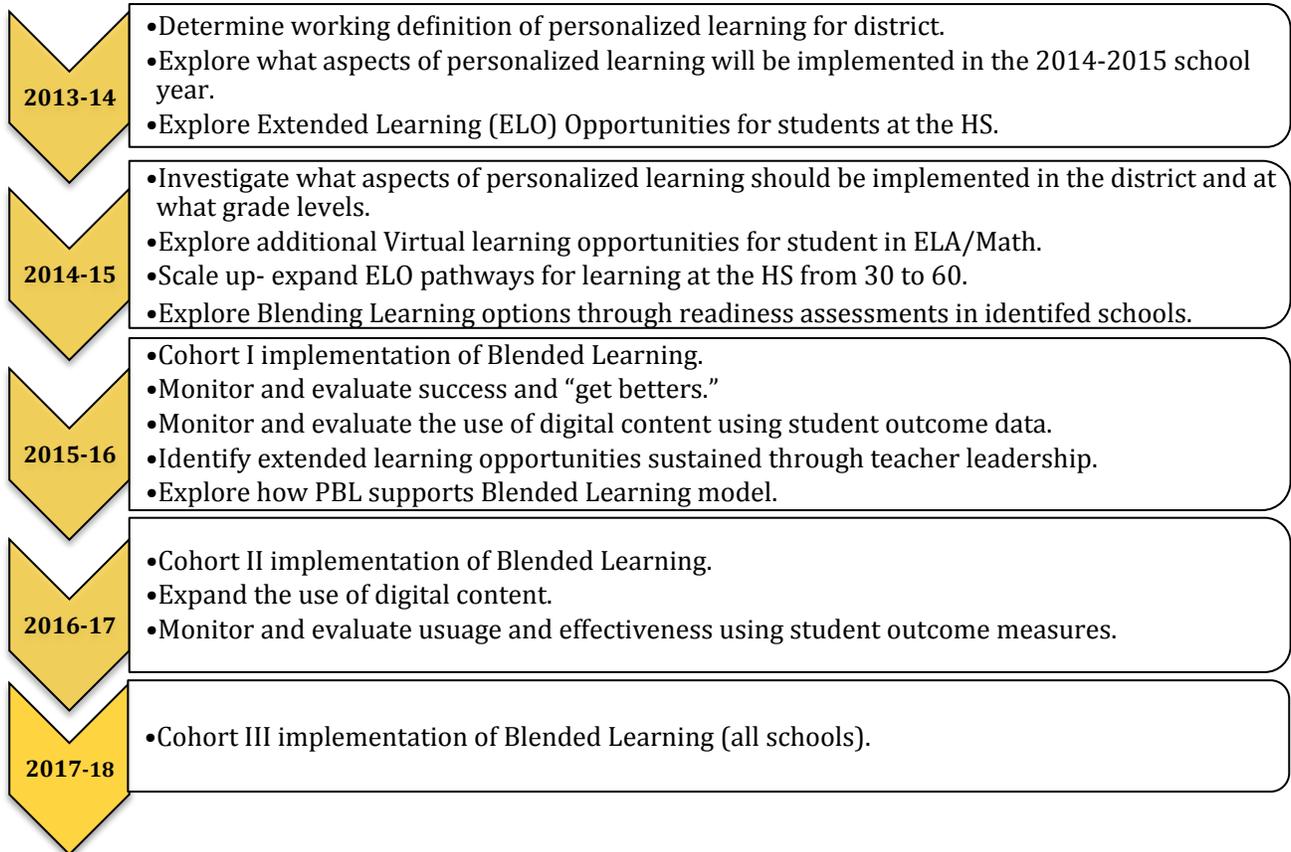
- Model how to utilize a range of appropriate tools
- **Access teacher needs to plan effective and personalized PD**
- Provide time for teachers to research alternative tools
- Provide feedback to teachers and students and families
- Use data to support the personalization of the learning process

**District Office Admin. will:**

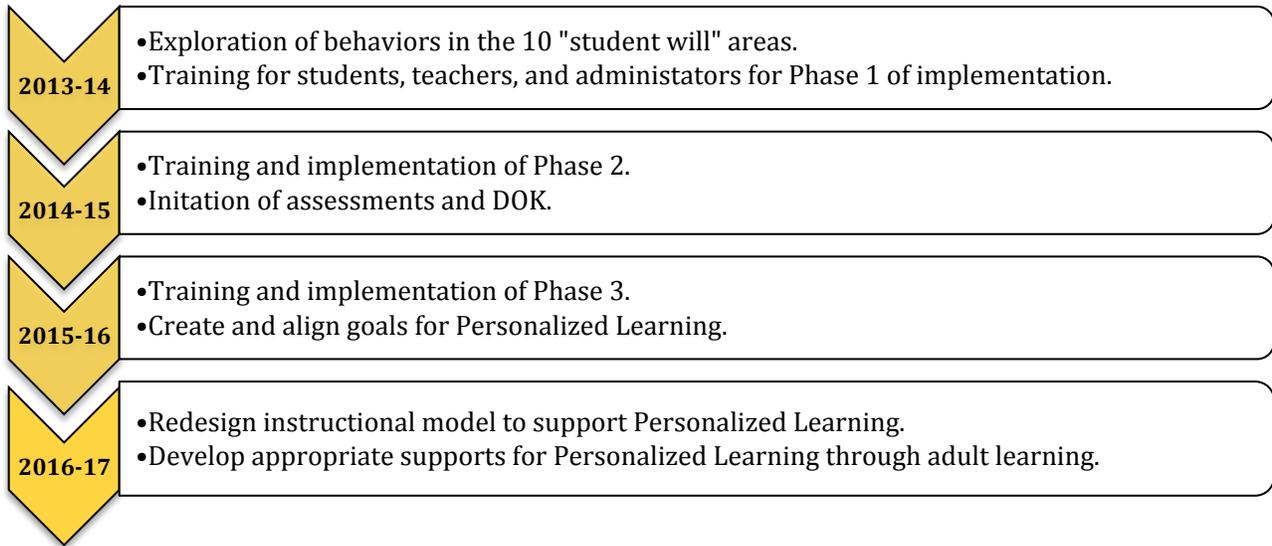
- Provide PD for the assessment and use of a variety of tools
- Provide up-to-date and engaging tools for students and staff
- **Allocate funds to best support the personalization of learning**
- Provide feedback for principals and teachers

## APPENDIX B: DISTRICT GOAL ACHIEVEMENT PLANS

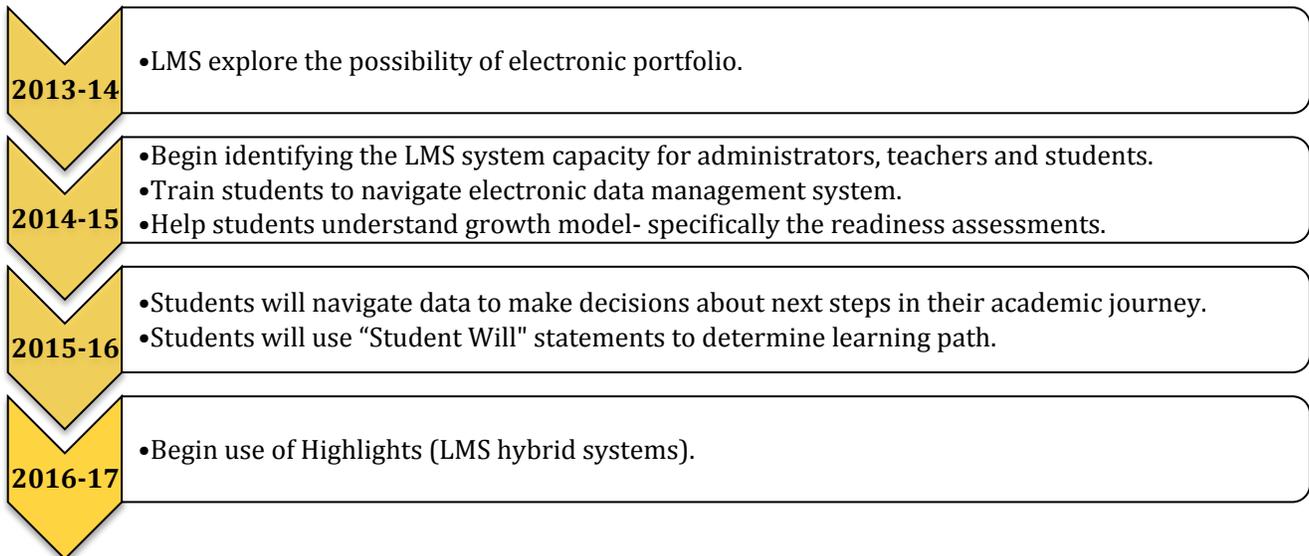
**District Goal 1:** Build a personalized learning system; via an electronic student data-base of performance



**District Goal 2:** Prepare all students to be college and career ready; through focusing on the 10 “Students Will” areas

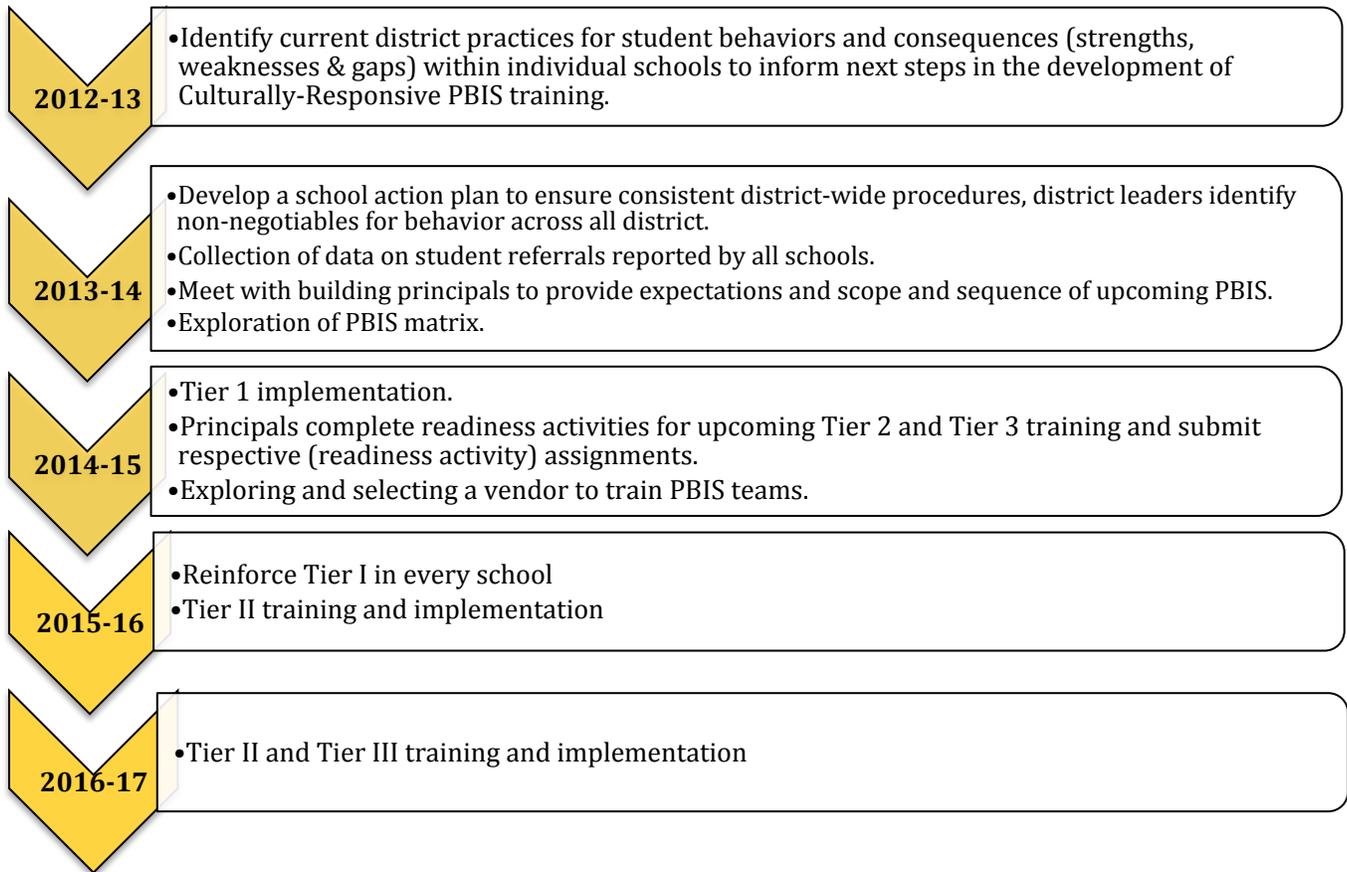


**District Goal 3:** Bring together technology integration and collaborative learning environments



**District Goal 4: (A)** Build Positive Behavior Support Systems based upon the principles outlined in CORE that also **(B)** provide educational opportunities for families to support learning at home and at school.

**(A)**



**(B)**

