



FOSTORIA COMMUNITY SCHOOLS

2007-2010 Continuous Improvement Plan

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Goal 1: By 2013-2014, all Fostoria Community Schools' students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

GOAL 1 STRATEGIES	LONGFELLOW ACTION STEPS What will be done?	FIELD ACTION STEPS	RILEY ACTION STEPS	FMS ACTION STEPS	FHS ACTION STEPS
<p>Increase the depth of reading content knowledge and skills and the cognitive demand levels in the teaching and learning of reading and core content, which is aligned with Achievement and Graduation Test content and cognitive demand levels</p>	<p>Students engage in purposeful reading to include deep reading for meaning, strategic reading, questioning, predicting, and confirming or disconfirming predictions.</p>	<p>Students engage in purposeful reading to include deep reading for meaning, strategic reading, questioning, predicting, and confirming or disconfirming predictions.</p>	<p>Students engage in purposeful reading to include deep reading for meaning, strategic reading, questioning, predicting, and confirming or disconfirming predictions.</p>	<p>Students engage in purposeful reading to include deep reading, strategic reading, reading with pen in hand, reading and writing as thinking, and argumentative literacy.</p>	<p>Students engage in purposeful reading to include deep reading, strategic reading, reading with pen in hand, reading and writing as thinking, and argumentative literacy.</p>
	<p>Students engage in weekly shared reading, discuss details and make predictions, which are supported by literal and inferential interpretations, analyses, and judgments.</p>	<p>Students engage in daily interpretive reading, reading with pen-in-hand, to provide details and arguments, which support literal and inferential interpretations, analyses, and judgments.</p>	<p>Students engage in daily interpretive reading, reading with pen-in-hand, to provide details and arguments, which support literal and inferential interpretations, analyses, and judgments.</p>	<p>Students apply various comprehension strategies to understand diverse genres, fiction and nonfiction texts, including informational, reference, multimedia and electronic resources.</p>	<p>Students apply various comprehension strategies to understand diverse genres, fiction and nonfiction texts, including informational, reference, multimedia and electronic resources.</p>
	<p>Students use metacognition, self-monitor, and understand their own reading interests and strategies.</p>	<p>Students use metacognition, self-monitor, and understand their own reading interests and strategies.</p>	<p>Students apply various comprehension strategies to understand diverse genres, fiction and nonfiction texts, including informational, reference, multimedia and electronic resources.</p>	<p>Students comprehend and critically analyze the deeper meaning of content, concepts, and terms across the curriculum using higher level vocabulary, questioning, analyzing, predicting, and synthesizing.</p>	<p>Students comprehend and critically analyze the deeper meaning of content, concepts, and terms across the curriculum using higher level vocabulary, questioning, analyzing, predicting, and synthesizing.</p>
	<p>Students self-assess, set goals, monitor and chart their own reading progress through the use of portfolios, data folders, personal KWL charts (PIs in student-friendly language) or work walls, etc.</p>	<p>Students self-assess, set goals, monitor and chart their own progress through the use of work walls, portfolios, data folders, personal KWL charts (PIs in student-friendly language), etc.</p> <p>Performance Indicators are prioritized by depth of reading knowledge and cognitive demand levels.</p>	<p>Students self-assess, set goals, monitor and chart their own progress through the use of portfolios, data folders with PIs in student-friendly language.</p> <p>Performance Indicators are prioritized by depth of reading knowledge and cognitive demand levels.</p> <p>Students use metacognition, self-monitor, and understand their own reading interests and strategies.</p>	<p>Students self-assess, set goals, monitor and chart their own progress through the use of portfolios, data folders with PIs in student-friendly language.</p> <p>Students use metacognition, self-monitor, and understand their own reading interests and strategies.</p>	<p>Staff identifies instructional materials readability levels and provides instructional support to ensure student comprehension.</p> <p>Students use metacognition, self-monitor, and understand their own reading interests and strategies.</p>
<p>Provide access to content-rich general education teaching and learning experiences for all students, including all student subgroups, through implementation of Least Restrictive Environment (LRE)</p>	<p>Student Achievement, Diagnostic, PI Mastery and DIBELS data will be used to identify students in need of intervention/enrichment. Differentiated tutorial intervention/enrichment will be provided during the school day, and outside of school hours, as resources are available.</p>	<p>Student Achievement, Diagnostic, PI Mastery and DIBELS data will be used to identify students in need of intervention/enrichment. Differentiated tutorial intervention/enrichment will be provided during the school day, and outside of school hours, as resources are available (e.g., Project MORE).</p>	<p>Student PI mastery, Achievement Test and Study Island data will be used to identify students in need of intervention and tutoring. Differentiated intervention and/or tutoring will be provided before, during and after school. A 21st CCLC before/after school and summer school program, Project SUCCESS, will be provided to students most at risk.</p> <p>Students participate in differentiated and fluid guided reading instruction within a balanced literacy program that provides rigor and challenge for all students.</p>	<p>Student PI mastery, Achievement Tests, and Study Island data will be used to identify students in need of intervention and tutoring. Differentiated intervention and/or tutoring will be provided before, during and after school. A 21st CCLC before/after school and summer school program, Project SUCCESS, will be provided to students most at risk.</p> <p>Professional development is focused on data, job-embedded, ongoing, evaluated, and monitored for effectiveness.</p>	<p>Student PI mastery, Graduation Test, Terra Nova, Study Island, and IQity data will be used to identify students in need of intervention and tutoring. Differentiated intervention and/or tutoring will be provided during and after school for students scoring Limited or Basic on the Reading Graduation Test or at risk of scoring Limited or Basic, according to student data.</p> <p>General education teachers and intervention specialists plan, deliver, and assess literacy and content area instruction, which is differentiated to meet the learning needs of all students.</p>
	<p>All Longfellow students, beginning the second semester of kindergarten, will participate in differentiated and fluid guided reading instruction within a balanced literacy program that provides literacy rigor and challenge for each student.</p>	<p>Students participate in differentiated and fluid guided reading experiences within a balanced literacy program, to provide rigor, and challenge for all students.</p>	<p>Professional development (differentiated instruction, guided reading, integrated unit/assessment development) is focused on data, job-embedded, ongoing, evaluated, and monitored for effectiveness.</p> <p><i>Essential</i> reading standards will take priority to ensure adequate depth of content comprehension and cognitive demand levels for all students.</p>	<p>General education teachers and intervention specialists plan, deliver, and assess literacy and content area instruction, which is differentiated to meet the learning needs of all students (all value-added quintile groups).</p>	<p>Staff participates in literacy professional development to learn research-based instructional practices, differentiated instruction, and specific intensive intervention techniques to increase reading student achievement in all content areas.</p>
<p>All district personnel are accountable and take responsibility for achievement of all students, including district leadership and teachers through a district accountability system, which is aligned vertically and horizontally—all teachers are Highly Qualified (HQT)</p>	<p>All teachers are Highly Qualified (HQT). Staff engages in ongoing job-embedded professional development, including collaborative lesson study, peer and colleague observations, study-groups and self-reflection to implement scientifically research-based best practices that result in increased student achievement.</p>	<p>All teachers are Highly Qualified (HQT). Staff engages in ongoing job-embedded professional development, including collaborative lesson study, peer and colleague observations, study-groups, and self-reflection to implement scientifically research-based best practices that result in increased student achievement.</p>	<p>All teachers are Highly Qualified (HQT). General education teachers, intervention specialists and literacy teachers plan, deliver, and assess literacy and content area instruction, which is differentiated to meet the learning needs of all students (all value-added quintile groups).</p>	<p>All teachers are Highly Qualified (HQT). Literacy comprehension depth is systematically integrated into all content areas daily, so that <i>essential</i> content standards are mastered.</p> <p>Staff collaboratively examines student common assessment results, which are used to inform differentiated instruction and intervention.</p>	<p>All teachers are Highly Qualified (HQT). Teachers and administrators examine and apply district, school, and student LRC, accountability workbook, common assessment, value-added, and survey of enacted curriculum data to inform instruction.</p>
	<p>Teachers and administrators examine and apply district, school, and student LRC, accountability workbook, common assessment, value-added, and survey of enacted curriculum data to inform instruction.</p>	<p>Staff collaboratively examines student common assessment results, which are used to inform differentiated instruction and intervention.</p>	<p>Students and parents are provided with academic assignment/progress monitoring systems (e.g., Agenda Books, School Notes, Homework Hotline, Ask-A-Teacher, Study Island, email, Progress Book, etc.)</p>	<p>Grade 6-12 department members meet monthly to apply district, school, and student LRC, acct. workbook, common assessment, value-added, and survey of enacted curriculum data to inform instruction.</p>	<p>Department members work together, at least quarterly, to examine student assessment results, which are used to inform differentiated classroom instruction and individual student intervention.</p>
	<p>Grade level teams work together, at least quarterly, to examine student assessment items for PI validity, calibrate scoring using rubrics, and use data to inform differentiated classroom instruction and individual student intervention/enrichment.</p>	<p>Teachers and administrators examine and apply district, school, and student LRC, accountability workbook, common assessment, value-added, and survey of enacted curriculum data to inform instruction.</p>	<p>Staff develops, administers, and collaboratively examines student common assessment results and designs and delivers differentiated instruction and intervention, based on each student's achievement data.</p>	<p>Grade 6-12 department members meet monthly to apply district, school, and student LRC, acct. workbook, common assessment, value-added, and survey of enacted curriculum data to inform instruction.</p>	<p>Quarterly and semester core content common assessments will be developed and administered to all students.</p>

Goal 2: By 2013-2014, all Fostoria Community Schools' students will reach high standards, at a minimum attaining proficiency or better in mathematics.

GOAL 2 STRATEGIES	LONGFELLOW ACTION STEPS What will be done?	FIELD ACTION STEPS What will be done?	RILEY ACTION STEPS What will be done?	FMS ACTION STEPS What will be done?	FHS ACTION STEPS What will be done?
<p>Increase the depth of mathematics knowledge and skills and cognitive demand levels in the teaching and learning of mathematics in alignment with Achievement and Graduation Test content and cognitive demand levels</p>	<p>Students engage in real-world quantitative problem-solving that includes planning for the problem-solving process, applying quantitative reasoning and procedures for solution, explaining, and reflecting on the solution.</p>	<p>Students engage in real-world quantitative problem-solving that includes planning for the problem-solving process, applying quantitative reasoning and procedures for solution, explaining, and reflecting on the solution.</p>	<p>Students engage in real-world quantitative problem-solving that includes planning for the problem-solving process, applying quantitative reasoning and procedures for solution, explaining, and reflecting on the solution.</p>	<p>Students engage in real-world quantitative problem-solving that includes planning for the problem-solving process, applying quantitative reasoning and procedures for solution, explaining, as well as reflecting on the solution. <i>Essential</i> mathematics standards are prioritized to ensure adequate depth of content comprehension and cognitive demand levels for all students.</p>	<p>Students engage in real-world quantitative problem-solving that includes planning for the problem-solving process, applying quantitative reasoning and procedures for solution, explaining, as well as reflecting on the solution.</p>
	<p>Students use mathematical tools, drawings, illustrations, and manipulatives to solve and explain problems with increasing complexity (concrete to abstract).</p>	<p>Students use mathematical tools, drawings, illustrations, and manipulatives to solve and explain problems with increasing complexity (concrete to abstract).</p>	<p>Students use differentiated mathematical tools, drawings, illustrations, and manipulatives to solve and explain problems with increasing complexity (concrete to abstract).</p>	<p>Students use mathematical tools, drawings, illustrations, manipulatives and multiple problem-solving strategies to solve and explain problems with increasing complexity (concrete to abstract). Staff identifies and utilizes instructional materials that deepen mathematical content knowledge and cognitive demand levels of students.</p>	<p>Students apply various quantitative reasoning strategies, individually and in small groups, to solve complex real-world mathematical problems, which includes the use of tools, such as, manipulatives, calculators, electronic and multimedia resources, etc.</p>
	<p>Students read, comprehend and apply mathematical vocabulary and terminology in text, and then accurately choose and implement quantitative reasoning and procedures to solve mathematical problems.</p>	<p>Students read, comprehend and apply mathematical vocabulary and terminology in text, and then accurately choose and implement quantitative reasoning and procedures to solve mathematical problems.</p>	<p>Students read, comprehend and apply mathematical vocabulary and terminology in text, and then accurately choose and implement quantitative reasoning and procedures to solve mathematical problems.</p>	<p>Students self-assess, set goals, monitor and chart their own progress through the use of portfolios, data folders with PIs in student-friendly language. Students read, comprehend and apply mathematical vocabulary and terminology in text, and then accurately choose and implement quantitative reasoning and procedures to solve mathematical problems.</p>	<p>Students read, comprehend and apply mathematical vocabulary and terminology in text, and then accurately choose and implement quantitative reasoning and procedures to solve mathematical problems. Identify and utilize instructional materials, which will deepen mathematical content knowledge and cognitive demand levels of students.</p>
	<p>Provide access to content-rich general education teaching and learning experiences for all students, including all student subgroups, through implementation of Least Restrictive Environment (LRE)</p>	<p>General education teachers and intervention specialists plan, deliver, and assess mathematics concepts and skills, which is differentiated to meet the learning needs of all students.</p>	<p>General education teachers and intervention specialists plan, deliver, and assess mathematics concepts and skills, which is differentiated to meet the learning needs of all students.</p>	<p>Teachers model and all students use metacognition to determine, demonstrate and explain strategies used to solve mathematical problems.</p>	<p>Staff participates in mathematics professional development to learn research-based instructional practices, differentiated instruction, and specific intensive intervention techniques to increase student achievement in mathematics and other content areas.</p>
<p>Staff participates in mathematics professional development focused on differentiated instruction, which includes the selection and delivery of Everyday Mathematics learning activities and assessments that meet the learning needs of all students and are aligned with the PIs.</p>		<p>Staff participates in mathematics professional development to select and implement Everyday Mathematics learning activities that are differentiated instruction to meet all students' learning needs.</p>	<p>Staff participates in mathematics professional development focused on differentiated instruction, which includes the selection and delivery of Everyday Mathematics learning activities and assessments that meet the learning needs of all students and are aligned with the PIs.</p>	<p>General education teachers and intervention specialist teams plan, deliver, and assess mathematics content area instruction, which is differentiated to meet the learning needs of all students. Student PI mastery, Achievement Tests, & Study Island data will be used to identify students in need of intervention & tutoring. Differentiated intervention &/or tutoring will be provided before, during & after school. A 21st CCLC before/after school & summer school program, Project SUCCESS, will be provided to students most at risk. Professional development is focused on data, job-embedded, ongoing, evaluated, and monitored for effectiveness.</p>	
<p>All teachers are Highly Qualified (HQT). Common monthly assessment results and PI Mastery levels are monitored to ensure assessment validity and alignment with state assessment content and cognitive demand levels. Staff reflects on own mathematics instructional content and student cognitive demand using the Survey of Enacted Curriculum (SEC), individually and collaboratively analyzes SEC data, and revises curriculum maps/lesson plans to align with SEC instructional and cognitive demands. Teachers and administrators examine and apply district, school, and student LRC, accountability workbook, common assessment, value-added, and survey of enacted curriculum data to inform instruction and guide vertical collaboration across grade levels.</p>		<p>All teachers are Highly Qualified (HQT). Common monthly assessment results and PI Mastery levels are monitored to ensure assessment validity and alignment with state assessment content and cognitive demand levels. Quarterly and semester common summative assessments will be developed, administered to all students, and scored with calibrated rubrics.</p>	<p>All teachers are Highly Qualified (HQT). Common assessment results, Aimsweb benchmarks, and PI Mastery levels are monitored and inform instruction and student preparation for state assessments. Quarterly and semester common summative assessments will be developed, administered to all students, and scored with calibrated rubrics.</p>	<p>All teachers are Highly Qualified (HQT). Grade 6-12 department members meet monthly to apply district, school, and student LRC, acct. workbook, common assessment, value-added, and survey of enacted curriculum data to inform instruction. Students and parents are provided with academic assignment/progress monitoring systems (e.g., Agenda Books, School Notes, Homework Hotline, Ask-A-Teacher, Study Island, email, Progress Book, etc.)</p>	
	<p>Teachers and administrators examine and apply district, school, and student LRC, accountability workbook, common assessment, value-added, and survey of enacted curriculum data to inform instruction.</p>	<p>Teachers and administrators examine and apply district, school, and student LRC, accountability workbook, common assessment, value-added, and survey of enacted curriculum data to inform instruction. Staff collaboratively examines and monitors common monthly assessment results and PI Mastery levels to ensure assessment validity and alignment with state assessment content and cognitive demand levels, which are used to inform differentiated instruction and intervention.</p>	<p>Teachers and administrators examine and apply district, school, and student LRC, accountability workbook, common assessment, value-added, and survey of enacted curriculum data to inform instruction.</p>		

Goal 3: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

GOAL 3 STRATEGIES	LONGFELLOW ACTION STEPS What will be done?	FIELD ACTION STEPS What will be done?	RILEY ACTION STEPS What will be done?	FMS ACTION STEPS What will be done?	FHS ACTION STEPS What will be done?
Building rules and consequences will be consistent with Board Policy to support coherence and build the capacity within the Fostoria Community Schools to improve student achievement. (5, 6)	Building-wide rules will clearly state behavioral expectations for all areas of the school, including hallways, cafeteria, restrooms, buses, etc. (1, 6, 9).	Building-wide rules will clearly state behavioral expectations for all areas of the school including hallways, cafeteria, restrooms, buses, etc. (1, 6, 9).	The building-wide Code of Conduct based on the six pillars of CHARACTER COUNTS!™ clearly states behavioral expectations in all areas of the school, including hallways, cafeteria, restrooms, buses, etc. (1, 6, 9). Staff and students discuss the Code of Conduct at the Code of Conduct is enforced consistently at all times by all staff. (5, 6)	The building-wide Code of Conduct (High 5) will be implemented throughout the middle school in all areas. (2, 3, 6, 10) The building-wide Code of Conduct (High 5) will be followed consistently through team meetings and classroom practices, utilizing the High Five and CHARACTER COUNTS! Building initiative in the middle school. (2, 3, 6, 10)	The building-wide Code of Conduct (rules and consequences) consistent with Board Policy will be reviewed and edited. Building-wide rules will clearly state behavioral expectations for each area of the school, including hallways, cafeteria, restrooms, buses, etc. (1, 6, 9).
	Positive Behavior Support (PBS) instruction, discussion, and demonstration of behavioral expectations are provided by all staff at the beginning of the school year for all persons in the school building (e.g., quiet in hallways and restrooms; treat others the way we want to be treated; conversational voices in the lunchroom; safe play on the playground). (2, 3, 5, 6)	Instruction, discussion, and demonstration of behavioral expectations are provided by all staff at the beginning of the school year and reviewed periodically. (e.g., CHARACTER COUNTS!™ Pillars, Second Step. (2, 6, 9)	Instruction, discussion, and demonstration of behavioral expectations are provided by all staff at the beginning of the school year, during building-wide theme day, and throughout the school year. Emphasis is placed on the belief that it is everyone's responsibility to keep Riley a safe welcoming learning environment.	The building-wide Code of Conduct (High 5) will be addressed in Grade Level teaming (6 th , 7 th , 8 th & UA) and all classes throughout the year. (2, 3, 6, 10)	The Code of Conduct will be printed in the student handbook and be available on-line. Staff and students will discuss the Code at the beginning of the school year during orientation, class meetings, and on an as needed basis, and summer school: students will discuss the Code at home with a parent or guardian. The Code will be enforced consistently at all times by all staff. (5, 6)
	Approved classroom behavior expectations will be developed by each teacher with his/her students, kept on file in the main office, posted in the classroom, reviewed with students, and consistently enforced. (2, 5, 9)	Approved classroom behavior expectations will be developed by each teacher with his/her students, posted in the classroom. Data folders will be utilized as students manager and reflect on their own behaviors. (2, 5, 9)	Behavior expectations based on the six pillars of CC! are developed in each classroom by the teacher with his/her students, kept on file in the main office, posted in the classroom, reviewed with students, and consistently enforced. Supervised lunch time activities (e.g., Clue, Monopoly, UNO, Mix-It Up, Walking Club, etc.) are provided for students to help them learn social skills through cooperative play. (2, 5, 9)		
Data will be collected on behavioral referrals and number of students identified as good citizens; data will be analyzed to identify patterns, pose hypotheses, design action steps, evaluate criteria, and drive decisions about results. (1, 9)	Teachers monitor student behavior and handle specified problems in the classroom using a problem-solving approach with the goal of teaching replacement behaviors rather than only punitive consequences. (2, 3, 9)	Teachers monitor student behavior and handle specified problems in the classroom using a problem-solving approach with the goal of teaching replacement behaviors along with appropriate linkages as needed. (2, 3, 9)	Teachers monitor student behavior and handle specified problems in the classroom using a problem-solving approach with the goal of teaching replacement behaviors and strategies to deal with bully behavior. (2, 3, 9)	Data from SWIS referrals will be analyzed and reviewed by administration and grade level teams on a consistent basis and review effectiveness data related to student interventions from grade level teams, also dialogue during April/May to review for strategies for the following year. (2, 3, 6, 10)	Teachers will consistently enforce the building wide Code of Conduct and take direct responsibility for handling the specific problems in the classroom using a problem-solving approach. (2, 3, 9) Training for staff will be provided as needed as well as linkage protocol
	Students monitor and evaluate their own behavior so that the learning environment is free of disruption. (9)	Students monitor and evaluate their own behavior so that the learning environment is free of disruption. (9)	Students set goals, monitor and evaluate their own behavior, and recognize others for demonstrating the pillars of character, so that the learning environment is free of disruption. Quality tools (e.g., class meetings, reflection time, + Δ, issue bin, 2-way specific feedback) will be used daily to help students identify problems and find and implement solutions. (9)	Behavioral (SWIS) data will be used for the purpose of providing multiple recognition programs to motivate students to be good citizens (e.g., Pillar of the Month-Student of the Month, Year-End Recognition, Success Card, individual teacher recognitions, and High 5 Honor Roll). (2, 3, 6, 10)	Students will follow the building and classroom rules and monitor their own behavior so that the learning environment is free of disruption. (9)
	Positive specific feedback and monthly events are provided to help students learn to be active participants in building a community of learners (e.g., Character Counts, Right to Read week, Bingo, assemblies). (2, 5, 10)	Specific, positive feedback and celebrations are provided so that students learn to be active participants in building a community of learners. (Homework heroes, Green Team, Citizen of the Month, compliment Program Awards Assembly)	Students who complete work, excel academically, and demonstrate leadership or good citizenship are recognized (e.g., CC! Student of the Week, pre- post- test graphs). (5)	Behavioral data will be used to identify, develop and implement specific programs that help students resolve conflict, build pro-social behavior, and use energy productively using behavioral data. (e.g., Peer Mediation, Mentoring, Service Learning, Tutoring) (2, 3, 6, 10)	An academic recognition program will be developed that motivates students to complete work and excel academically. (5)
					Criteria will be developed to identify exemplar student leadership or citizenship. One student from each grade level who meets the criteria will be selected each month for recognition. (5) Teachers will utilize and enforce hall passes. Teachers will be assigned to general supervision, check restrooms, water fountains, hall passes, and other assignments. Teachers and administrators will be outside their classrooms/offices during class changes. Administrators will be present in the hallways periodically throughout the day. Promote a drug free lifestyle for all students. Investigate avenues to increase awareness of drug and alcohol related issues.
A planned process designed to insure a safe, orderly school environment. (5, 9)	A Longfellow Linkage Protocol including a comprehensive system of services and resources has been developed to provide prevention, early intervention and intensive intervention/treatment strategies to address non-academic barriers to learning.	A Field Linkage Protocol including a comprehensive system of services and resources has been developed to provide prevention, early intervention and intensive intervention/treatment strategies to address non-academic barriers to learning.	A Riley Linkage Protocol including a comprehensive system of services and resources has been developed to provide prevention, early intervention and intensive intervention/treatment strategies to address non-academic barriers to learning.	A FMS Linkage Protocol including a comprehensive system of services and resources has been developed to provide prevention, early intervention and intensive intervention/treatment strategies to address non-academic barriers to learning.	A FHS Linkage Protocol including a comprehensive system of services and resources has been developed to provide prevention, early intervention and intensive intervention/treatment strategies to address non-academic barriers to learning.

Goal 4: All students will graduate from high school.

GOAL 4 STRATEGIES	LONGFELLOW ACTION STEPS What will be done?	FIELD ACTION STEPS What will be done?	RILEY ACTION STEPS What will be done?	FMS ACTION STEPS What will be done?	FHS ACTION STEPS What will be done?
<p>Student achievement data, including mastery of Performance Indicators, response to intervention strategies (classroom or home-school collaboration activities), transition into new school buildings, and performance on statewide assessments will be collected and analyzed to identify patterns, pose hypotheses, design action steps, conduct action research, and drive decisions to increase student achievement.</p>	<p>All students will master the Fostoria core content Performance Indicators at their respective grade levels. Student PI mastery will be documented for all students on ADAM and data will be analyzed by student and student groups to inform instruction. (1, 2, 6, 7)</p>	<p>All students will master the Fostoria core content Performance Indicators at their respective grade levels. Student PI mastery will be documented for all students on ADAM and data will be analyzed to inform instruction. (1, 2, 6, 7)</p>	<p>All students will master the Fostoria core content Performance Indicators at their respective grade levels. Student PI mastery will be documented for all students on ADAM and students will explain their own current levels of performance using data charts, portfolios, and ADAM reports as a part of student-led parent conferences. (1, 2, 6, 7)</p> <p>All students will participate in state and districtwide testing programs and uses DIBELS to monitor reading progress. Assessment data will be analyzed for individual students and student groups to inform instruction, identify and design effective interventions according to student need, and secure instructional resources. (2, 6, 9)</p>	<p>All students will master the Fostoria Performance Indicators (PIs) at grades 6, 7, and 8. Student PI mastery is documented for all students on ADAM; data will be analyzed by students and teachers to form instruction. (1, 2, 3, 6, 8, 9, 10)</p>	<p>All students are challenged through rigorous coursework and reach high levels of achievement through participation in Advanced Placement (AP), Honors, and college preparatory courses. Students master all core content course level Performance Indicators (PIs) and AP Board of Regents Curriculum standards. PI mastery is documented and is used to guide instruction. (1, 2, 6, 7)</p> <p>Progress monitoring in the classroom will be ongoing with regular teacher feedback (e.g., ADAM, Progress Book, student conferences, etc.), so that students know their current levels of performance (1,2,6,7)</p>
	<p>All students will participate in the statewide testing program, and progress monitoring in the classroom will be ongoing with regular teacher feedback. Students will know their current levels of performance, and the use of data charts and student participation at parent conferences will increase by 10% annually. (2, 6, 9)</p>	<p>All students will participate in the statewide testing program. All students will participate in Diagnostics and/or other District Wide Assessments. Progress monitoring in the classroom will be ongoing with regular teacher feedback. Students will know their current levels of performance (e.g., data charts, data portfolios, and student-led parent conferences). (2, 6, 9)</p>	<p>On and off-site school-based learning traditions will be established to provide fourth and fifth grade students with opportunities to learn integrated content area PIs in authentic learning environments (e.g., Camp Wilson, Riley Fitness Trail, Noon Walking Club, Distance Learning, Zoo, COSI on Wheels, etc.)</p> <p>In cooperation with <i>Project Success</i>, five parents will be recruited to implement the Riley Parent Academy, so that parents learn strategies for supporting and working with their students on PIs. A Parent Lending Library will be developed and resources will be advertised. (6)</p>	<p>All students will participate in the statewide testing program, and progress monitoring in the classroom will be ongoing with regular teacher feedback. Grades 6, 7, 8 will do student-led conferencing. (2, 3, 6, 8, 9, 10))</p>	<p>Use virtual learning with an emphasis on student access to electives and as a means of completing coursework for deficient credits leading to graduation. Provide student access to VLA during school intervention periods.</p> <p>Develop school-wide homework, guidelines for teachers to follow as they create a classroom homework policy. Policies will be reviewed and distributed to students, parents and administration.</p> <p>All incoming freshmen will be enrolled in the Freshman Focus course, with emphasis on transition to high school, study and social skills and career information.</p>
	<p>Age-appropriate programs will be developed and provided for students in grades PK, 5, and 8 to assist students in making transitions between home, elementary, middle, and high school. These transition programs will begin in the spring and continue through the</p>	<p>Intervention opportunities will be provided during and/or beyond the students school day based upon student needs to ensure that all students are achieving to their fullest potential.</p>	<p>In cooperation with <i>Project Success</i>, parent-student learning packets and/or activities will be sent home so parents can work with their children at home, before/after school programs, etc. (e.g. Everyday Mathematics Home Links, Hands-On Activity Content Area Bags, Newsletter, Parent Resource Library) (2, 6, 9).</p> <p>Students will receive non-graded quarterly narrative reports (ADAM) in selected pilot classrooms. Students and parents will be informed and willing to participate in the pilot.</p>	<p>Age-appropriate programs will be developed and provided for students in grades 5 and 8 to assist students in making transitions between elementary, middle, and high school. These transition programs will begin in the summer and continue through the next school year with the inclusion and support of parents. It also will include academic, social, and behavioral activities. (3, 6, 9, 10))</p>	<p>Teachers of common courses will create common assessments and common rubrics to be used quarterly and as semester exams.</p>
	<p>Parent engagement activities will be implemented to help parents learn strategies for supporting and working with their students on PIs. An emphasis will be placed on the importance of attending school and timeliness (6).</p>	<p>Parent-student learning packets and/or activities will be sent home so parents can work with their children at home (e.g. Everyday Mathematics Home Links, Literacy, and Newsletter). (2,6,9)</p>	<p>Preschool, third grade, and fifth grade students will participate in "Transition Day" activities to become familiar with "new" building environments, activities, and expectations. 3rd grade students and parents will be invited to Riley Elementary for an Informational Dinner night. 4th grade students will visit 5th grade classrooms.</p>	<p>A 21st CCLC before/after school and summer school program, Project SUCCESS, will be provided to students most at risk. Students will participate in focused reading/literacy and mathematics intervention, supervised recreation, health/nutrition, transition and family involvement activities. School personnel, social service agencies, and community members will collaborate in training, resources, and a continuous improvement feedback loop to meet the needs of students and families</p>	<p>All students are challenged through rigorous coursework and reach high levels of achievement through participation in Advanced Placement (AP), Honors, and college preparatory courses. Students master all core content course level Performance Indicators (PIs) and AP Board of Regents Curriculum standards. PI mastery is documented and is used to guide instruction. (1, 2, 6, 7)</p>
	<p>Each school will develop activities to be sent home so parents can work with their children at home, before/after school programs, etc. (e.g. Everyday Mathematics, Waterford, Literacy, etc.) (2, 6, 9).</p>	<p>Parent-student events will be held to assist parents with ideas or strategies for working with their children, inform parents of growth or difficulties, and/or celebrate student successes. (This will be done at LEAST every other month).</p>			
	<p>Scientifically-based research assessment instruments will be used to track individual student progress and inform instruction that is aligned with grade level curriculum maps, course organizers and unit plans.</p>	<p>A variety of formative and summative assessments will be selected or developed and used to accurately measure student mastery of grade level PIs, to inform instruction, and to identify specific strengths and needs requiring additional intervention or enrichment. (2, 6, 7, 8, 9)</p>	<p>A variety of formative, summative, and common assessments will be selected or developed and used to accurately measure student mastery of grade level PIs, to inform instruction, and to identify specific strengths and needs requiring additional intervention or enrichment. (2, 6, 7, 8, 9)</p>	<p>A 21st CCLC before/after school and summer school program, Project SUCCESS, will be provided to students most at risk. Students will participate in focused reading/literacy and mathematics intervention, supervised recreation, health/nutrition, transition and family involvement activities. School personnel, social service agencies, and community members will collaborate in training, resources, and a continuous improvement feedback loop to meet the needs of students and families.</p>	<p>A variety of formative, summative, and common assessments will be developed and implemented to accurately measure student mastery of grade level PIs, inform instruction, and to identify specific student strengths and needs for intervention or enrichment. Teachers collaborate to examine student work and calibrate scoring on common assessments. (2, 3, 6, 8, 9, 10))</p>
<p>Classroom based common assessments aligned with the grade level curriculum maps/course organizers/unit plans will be selected and/or developed and used to monitor student progress. (2, 3, 8, 9, 10)</p>			<p>A variety of formative, summative, and common assessments will be developed and used to accurately measure student mastery of grade level PIs, inform instruction, and identify specific strengths and needs requiring additional intervention or enrichment. (2, 6, 7, 8, 9)</p>	<p>Intervention is provided for students who do not master PIs and/or do not achieve a score of proficient or better on Achievement Tests.</p>	<p>Teachers will have professional development opportunities specific to their content area</p>
<p>Ongoing, high quality professional development will be provided at the school site for administrators, teachers, and other instructional staff to focus on changing instructional practices that result in improved student performance.</p>	<p>Teachers and administrators will learn new strategies, such as differentiated instruction, scientifically research-based best instructional practices, appropriate assessment practices, and collaborative observation. (2, 3, 4, 5, 9, 10)</p>	<p>Teachers and administrators will learn new strategies, such as differentiated instruction, scientifically research-based best instructional practices, appropriate assessment practices, and collaborative observation. (2, 3, 4, 5, 9, 10)</p>	<p>A 21st CCLC before/after school and summer school program, Project SUCCESS, will be provided to students most at risk. Students will participate in focused reading/literacy and mathematics intervention, supervised recreation, health/nutrition, transition and family involvement activities. School personnel, social service agencies, and community members will collaborate in training, resources, and a continuous improvement feedback loop to meet the needs of students and families.</p>	<p>Teachers and administrators will learn new strategies, such as differentiated instruction, scientifically research-based best instructional practices, appropriate assessment practices, data analysis, and collaborative observation (Centers, SMART Boards, other technology) (2, 3, 4, 5, 6, 8, 9, 10)</p>	<p>Teacher and administrator learning is documented through pre and post surveys of the professional development topic presented.</p>
	<p>Staff will receive training on data analysis to identify strengths and needs and inform all decision-making. (2, 10)</p>	<p>Staff will receive training on data analysis to identify strengths and needs and inform all decision-making. (2, 10)</p>		<p>School personnel and community members will collaborate in training, resources, and a continuous improvement feedback loop to provide the 21st CCLC before/after school and summer school program to students most at risk. Students will participate in focused academic intervention, supervised recreation, health/nutrition, and family involvement activities). (1, 2, 6, 8, 9, 10)</p>	<p>Teacher and administrator learning is documented through pre and post surveys of the professional development topic presented.</p>
	<p>There will be collaboration between school personnel and community members to seek training, input, and resources to support increased student achievement (e.g., TANF Grant to provide additional out-of-school intervention, recreation, and family involvement activities). (1, 2, 6, 8, 9, 10)</p>	<p>There will be collaboration between school personnel and community members to seek training, input, and resources to support increased student achievement. (1, 2, 6, 8, 9, 10)</p>			