

Title I DINA Action Plan for the Academic Years: 2006-2007 – Leadership Actions; 2007-2008; 2008-2009

District: Davenport Community School District

Final Draft: 8/10/2007

This plan has included the following:

<input checked="" type="checkbox"/> Actions for Reading	<input checked="" type="checkbox"/> Actions for Parent Engagement	<input checked="" type="checkbox"/> 10% Allocation of Title I Dollars	<input checked="" type="checkbox"/> Mentoring of New and Experienced Teachers
<input type="checkbox"/> Actions for Math	<input checked="" type="checkbox"/> Identified Needs of Students		<input checked="" type="checkbox"/> Scientifically Based Research

District Long- Range CSIP Goal for Identified Area:	Davenport’s long-range goals define the desired targets to be reached over an extended period of time. These long-range goals serve two purposes: 1) to meet locally determined student needs and 2) to address state and federal student accountability. The long range goal for state and federal accountability purposes is: All students will reach high levels of literacy, mathematics and science and will feel safe and connected to school.
Persons writing the plan:	Teresa Bechen, Elementary Language Arts Instruction Specialist Kathleen Learn, Secondary Language Arts Coordinator Betty Long, Director of Exceptional Education and Federal Programs Nancy McIntire, AEA Representative Leslie O’Melia, Executive Director Ethel Reynolds, Executive Director Juli Staszewski, Director of Curriculum and Staff Development Cindy Swanson, AEA Representative
Diagnosis Summary:	District student achievement data indicate achievement gaps for two subgroup populations in the area of reading: African-American and Special Education. An audit was conducted by the Iowa Department of Education as a result of the district’s status as a District-in-Need-of-Assistance (DINA). The district audit identified five resource gaps or deficiencies: a) the district’s curriculum is not consistently being taught with fidelity; b) teachers are not consistently differentiating instruction to meet the individual student learning needs; c) the district lacks a system of accountability for improving student achievement; d) common grade level formative assessments are not being used to frequently modify instruction to meet student learning needs; and e) the district lacks a systemic approach to monitoring the implementation of school improvement strategies. While these identified deficiencies are not pervasive throughout the district, the identified strategies are not a consistent part of the culture of the district, and thus provide the basis for this action plan.

District Goal Statement for DINA to support prioritized learning needs.	All students will reach high levels of literacy.											
CSIP Indicators												
Reading Comprehension Grades 3-5 All Students Euro/White African American IEP Students	2007	State Trajectory					2007	Davenport Goals				
	Baseline	2008-2010	2011	2012	2013	2014	Baseline	2008-2010	2011	2012	2013	2014
	76.0%	82.0%	88.0%	94.0%	100.0%	73.8%	76.0%	82.0%	88.0%	94.0%	100.0%	
	77.0%	82.0%	86.5%	91.0%	95.3%	77.0%	82.0%	86.5%	91.0%	95.3%	100.0%	
	54.7%	63.8%	72.9%	82.0%	91.0%	54.7%	63.8%	72.9%	82.0%	91.0%	100.0%	
	19.0%	35.2%	51.4%	67.6%	83.8%	19.0%	35.2%	51.4%	67.6%	83.8%	100.0%	
	State Trajectory											
	2008-2010	2011	2012	2013	2014	2007	Davenport Goals					
	73.3%	80.0%	86.7%	93.3%	100.0%	60.0%	73.3%	80.0%	86.7%	93.3%	100.0%	
	66.7%	73.4%	80.0%	86.7%	93.3%	66.7%	73.4%	80.0%	86.7%	93.3%	100.0%	
	41.1%	52.9%	64.7%	76.4%	88.2%	41.1%	52.9%	64.7%	76.4%	88.2%	100.0%	
	11.4%	29.1%	46.8%	64.6%	82.3%	11.4%	29.1%	46.8%	64.6%	82.3%	100.0%	
	State Trajectory											
2008-2010	2011	2012	2013	2014	2007	Davenport Goals						
79.3%	84.5%	89.7%	94.8%	100.0%	68.1%	79.3%	84.5%	89.7%	94.8%	100.0%		
68.0%	74.4%	80.8%	87.2%	93.6%	68.0%	74.4%	80.8%	87.2%	93.6%	100.0%		
35.4%	48.3%	61.2%	74.2%	87.1%	35.4%	48.3%	61.2%	74.2%	87.1%	100.0%		
12.9%	30.3%	47.7%	65.2%	82.6%	12.9%	30.3%	47.7%	65.2%	82.6%	100.0%		

Indicators of Progress:	Measurement tools for summative data indicating student achievement of district goal(s).	Measurement tools for formative data indicating progress toward district goal(s).
	<ul style="list-style-type: none"> ▪ ITBS/ITED scores. The percentage of students who score at the proficient level or above (41st percentile or above using national norms) in reading comprehension ▪ AYP Trajectory: The proportional increase of identified sub-groups (i.e. African-American, special education students) proficient in reading comprehension ▪ Participation: The percentage of 3 – 11th grade students who participated in the ITBS/ED Test of reading comprehension ▪ Criterion-Reference Test Assessment Scores ▪ Terra Nova CAT Survey ▪ Gates-MacGinitie ▪ District grades 1-6 Benchmark Assessment ▪ PreK-K DIBELS 	<ul style="list-style-type: none"> ▪ Comprehensive PreK-6 Reading Program Assessments: <i>Treasures, Triumphs, and Treasure Chest (ELL)</i> <ul style="list-style-type: none"> ▪ Running Records ▪ Writing prompts ▪ Weekly Assessments ▪ Unit Assessments ▪ Fluency Checks ▪ Fluency Checks Jamestown Content Area Reading Passages/ Comprehension Monitoring (Wood and West) ▪ Scholastic Reading Inventory (SRI) ▪ AIMS Web Assessment passages ▪ District created formative assessments in reading at the secondary level

<p>Scientifically Based Research Source (SBR)</p>	<p>McRel Research on Balanced Leadership indicates the number one responsibility that will improve student achievement by administrators is to monitor and evaluate curriculum, instruction and assessment.</p> <p>Marzano, R.J., Walters, T. and McNulty, B. A. (2005). <i>School Leadership that Works: From research to Results</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Reeves, Douglas B. <i>Accountability for Learning: How Teachers and School Leaders can Take Charge</i>, (ASCD, 2004)</p> <p>Reeves, Douglas B. <i>The Learning Leader: How to Focus School Improvement for Better Results</i>, (ASCD 2006)</p> <p>Comprehensive Reading Programs PreK-6: <i>Little Treasures, Treasures (Core), Triumphs (Intervention), Treasure Chest (ELL)</i> are aligned to the findings of the National Reading Panel’s key components of reading instruction balanced with a Writing Workshop designed to develop the writing process. The programs are aligned to our district’s standards and benchmarks in preschool, language arts, children in special education, and children learning English as a second language. The programs provide several resources for teachers, an instructional framework linked to activities that develop phonemic awareness, phonics, fluency, as well as vocabulary and comprehension strategies already established through Reading First initiatives. The core program is based in explicit instruction; however, a blend of differentiated instruction is used during flexible grouping; and the ELL and intervention programs utilize direct instruction. The high quality of children’s literature, at the heart of the programs, promotes a motivation for reading by using classics and contemporary non-fiction alongside poetry. The comprehensive assessment system provides criterion and norm-based student data used to provide feedback to students as well as influence instructional decisions to meet the needs of all types of learners.</p> <p>Jamestown Reading Navigator and READ 180 are aligned with the following key points of <i>Reading Next</i>: explicit instruction, effective instructional principles embedded in content, motivation and self-directed learning, text-based collaborative learning, strategic tutoring, diverse texts, a technology component, ongoing formative assessment of students, extended time for literacy, professional development, ongoing, summative assessment of students and programs, leadership, and a comprehensive and coordinated literacy program.</p> <p>Jamestown Reading Navigator, READ 180, and Reading Workshop’s comprehension instruction, vocabulary, fluency and motivation components parallel those in the <i>Report of the National Reading Panel</i> (NRP).</p> <p>Reading Intervention uses Corrective Reading programming. This program aligns with the NRP’s components of phonemic awareness, fluency, vocabulary, and comprehension. Direct instruction is a key component of this program.</p> <p>Learning Point Associates: 1120 East Diehl Road, Naperville, Illinois, 60563 Learning Point Associates has won a Silver Award in the Vision Awards Annual Report Competition of the League of American Communications Professionals (LACP)—an organization dedicated to supporting, recognizing, and advancing excellence in the practice of professional communications.</p>
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	<p>Southern Regional Education Board: 592 10th St. N.W., Atlanta, Ga. 30318. Founded in 1948, the Southern Regional Education Board is a nonprofit, nonpartisan organization that works with leaders and policy-makers in 16 member states to improve pre-K through postsecondary education. Through many nationally recognized programs and services, SREB's mission is helping states achieve the <u>12 Challenge to Lead Goals for Education</u>.</p>
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<p>Content for the professional development identified through research:</p>	<p>Based upon the results of the audit and diagnosis process, the district leadership team will provide professional development to instructional administrators and teachers in the effective use of instructional/reading strategies and data to monitor student achievement and monitor instructional/reading strategies in the classroom.</p> <ul style="list-style-type: none">▪ Learning Point Associates will provide professional development to instructional administrators and specialists on the effective use of data to make decisions in the area of monitoring student achievement and monitoring teacher implementation of instructional strategies▪ The district will identify professional development providers to conduct training on using specific strategies for targeted subgroups; special education and African American students for improving student achievement▪ The district will continue to provide professional development for instructional administrators and specialists on formal and informal monitoring of classroom techniques▪ District Elementary and Secondary Literacy Initiatives will continue to provide professional development to building-based content area teams▪ Instruction specialists will provide professional development in curriculum, instructional framework, and identified literacy strategies▪ Instruction specialists, using the work of Douglas Reeves, will provide professional development to staff on the use of formative assessments to guide instruction▪ Instruction specialists will provide professional development on district initiatives to new teachers▪ Special education instruction specialist will provide professional development on co-teaching▪ Southern Regional Education Board will continue to provide professional development on key practices of Making Middle Grades Work and High Schools that Work▪ Instruction specialists will provide training to new teachers on district initiatives through the new teacher induction program▪ 10% of regularly allocated Title I funds will be withheld to support articulated professional development
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Peer Review Process:	<p>District shared plan with peer review team. Team members used focused conversation and tuning protocol to review the plan. Team members provided feedback to district leadership team.</p>
Individuals Involved in Peer Review:	<ul style="list-style-type: none"> ▪ Jane Artman-Andrews, High School Principal, Davenport Community Schools ▪ Nancy Bradley, Director of Curriculum, Dubuque Community School District ▪ Trampus Budde, Consultant, Mississippi Bend AEA ▪ Lynn DeVaney, Assistant Superintendent, Dubuque Community School District ▪ Lou Howell, Iowa Department of Education ▪ Scott McKissick, Intermediate Principal, Davenport Community Schools ▪ Dr. David Quinn, Director of Special Education, Mississippi Bend AEA ▪ Dr. Chris Rauscher, Assistant Superintendent, Cedar Rapids School District ▪ Steve Running – Parent ▪ William Schneden, Elementary Principal, Davenport Community Schools ▪ Dr. Kristine Wolzen, Director of General Education, Mississippi Bend AEA
Date Planned for Peer Review:	August 6, 2007
Date Peer Review Actually Completed:	August 6, 2007

Implementation	Changes/Impact on Students, Teachers, and Administrators	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
<p>Action #1: Notification of district staff, parents and community</p> <p>Activity: Individual/group meetings held with staff, parents and community</p> <p>Activity: Press release developed and distributed</p> <p>Activity: Continue to involve parents and community in providing assistance to district</p>	<p>NA</p>	<p>NA</p>	<p>Superintendent upon notification of identification – release status to press, school board, administrators, teachers, students, parents and community</p> <p>Development Supervisor</p>	<p>Meeting dates/agenda</p> <p>Press release</p> <p>Survey</p>
<p>Action # 2: Leadership</p> <p>Activity: Conducted audit profile and diagnosis phase with DINA Iowa Support Team to determine needs and design DINA Action Plan</p> <p>Activity: Develop shared vision for what quality instruction looks like in the classroom</p> <p>Activity: Provide professional development for instructional administrators in the knowledge of Pre-K through grade 12 language arts curriculum, instructional framework, and identified literacy strategies specifically focused to assist students with IEPs and African American students</p>	<p>Align focus of professional development</p> <p>Administrators will link their learning to improved student achievement</p> <p>Administrators will be able to identify best practices in the classroom. Protocols for consistent expectations of the observations will be used. Administrators will identify/share/use the data to adjust professional development.</p>	<p>Student achievement data, accreditation site visit, interviews with key central and building administrators, analysis of district data</p> <p>Formal and informal classroom observation data</p> <p>Pre and post student achievement data</p> <p>Reading formative assessments</p>	<p>DINA Support Team</p> <p>Instructional Support Team</p> <p>Building Administrators</p> <p>Curriculum and Instruction Specialists</p> <p>Learning Point Associates</p> <p>Linda Munger</p>	<p>Data collected from the development and implementation of</p> <p>Davenport DINA Action Plan</p> <p>Davenport Administrative Meetings</p> <p>Data team meeting agendas</p> <p>Data displays in all buildings</p> <p>Parent surveys and questionnaires</p>

Implementation	Changes/Impact on Students, Teachers, and Administrators	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
<p>Action # 2: Leadership (Cont.)</p> <p>Activity: Provide professional development in the area of using data to make instructional decisions to include: agreed upon focus, weekly monitoring of subgroups, analysis of results, and immediate interventions</p> <p>Activity: Create data teams in each building</p> <p>Activity: Help parents support their children’s learning at home</p>	<p>Administrators will monitor classroom practices as well as aggregate the data to see patterns in a building, across buildings and across the district</p> <p>Administrators will monitor student achievement and focus on the use of data to improve student achievement</p> <p>Administrators will monitor teachers implementation of instructional literacy strategies</p> <p>Administrators will align their practices to match district expectations</p> <p>Administrators will tie their observations to building/district goals as well as the Iowa Teaching Standards</p> <p>Data teams will meet regularly to analyze data</p> <p>Administrators will provide parents with strategies to help their children’s learning at home</p>	<p>SREB assessment</p> <p>Practices Inventory questions</p>		

Implementation	Changes/Impact on Students, Teachers, and Administrators	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
<p>Action # 3: Instruction</p> <p>Activity: Provide professional development in the knowledge of PreK through grade 12 curriculum, instructional framework and identified literacy strategies</p> <p>Activity: Provide professional development on the use of formative assessments to guide instruction and learning</p> <p>Activity: Provide professional development on using specific strategies for targeted subgroups; special education and African American students, to improve student achievement. This will include professional development on differentiated instruction and cultural proficiency, including developing an understanding that relationships are at the core of instruction</p> <p>Activity: Provide professional development on Co-Teaching</p>	<p>Based on data, teachers will link their learning to improved student achievement</p> <p>Teachers will monitor student progress through the use of formative assessments and modify instruction to ensure the needs of students are being met</p> <p>Teachers will use data to interpret, forecast, and change instruction</p> <p>Teachers will identify and use best practices in the classroom</p> <p>Students will receive appropriately differentiated instruction that will meet their learning needs</p>	<p>Minutes and artifacts from data conversations</p> <p>Implementation logs</p> <p>Informal classroom observations</p> <p>Formative assessments</p> <p>SREB assessment</p> <p>Practices Inventory questions</p> <p>Student enrollment, attendance, and grades</p> <p>Student self-evaluation of goal attainment</p> <p>Agendas from district teacher induction meetings</p>	<p>DINA Support Team</p> <p>Instructional Support Team</p> <p>Building Administrators</p> <p>Curriculum and Instruction Specialists</p> <p>Cindy Strickland -ASCD</p> <p>Providers TBA</p> <p>Reading Specialists</p> <p>6th Grade Literacy Coach</p> <p>Teachers</p>	<p>Instructional administrators and building leadership teams will collect and analyze outcome data, communicate to appropriate audiences, and monitor how data is impacting classroom/program decisions</p> <p>Analyze cultural proficiency and differentiation of instruction data. to determine next steps</p>

Implementation	Changes/Impact on Students, Teachers, and Administrators	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
<p>Action # 3: Instruction (cont.)</p> <p>Activity: New teacher induction will include professional development on district initiatives including status and expectations of SINA/DINA</p>	<p>Staff will understand and apply cultural proficiency and the impact relationships have on instruction and learning</p> <p>Teachers will integrate district identified literacy strategies in their instruction with fidelity</p> <p>Students will use self-selected strategies that work for them</p> <p>Students will identify and monitor their progress toward their learning goals</p> <p>Teachers will regularly use specific strategies for targeted subgroups (i.e. special education and African American)</p> <p>New teachers will benefit from PD emphasizing data conversations, implementing instructional strategies, co-teaching, collaborative teaming.</p>	<p>Survey, observation and other data will be collected to monitor progress toward cultural proficiency and differentiation of instruction</p> <p>Summative assessment data</p> <p>Calculate the number of minutes/ % of the day that special education students are included in the general education classroom</p>		

Implementation	Changes/Impact on Students, Teachers, and Administrators	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
<p>Action # 4: Coherent System</p> <p>Activity: Develop and implement a system for accountability in monitoring student achievement district-wide in a consistent format</p> <p>Activity: Develop and implement a system for accountability in monitoring Pre-K through grade 12 curriculum, instructional framework and identified literacy strategies district-wide in a consistent format</p> <p>Activity: Develop and implement a system for accountability to communicate data reports to stakeholders in a consistent format</p> <p>Activity: Develop and implement a system for accountability of resource allocation that is focused on areas of greatest need, aligned with district goals and standards, and based on data</p> <p>Activity: Strengthen school reform efforts through SREB’s Making Middle Grades Work and High Schools That Work</p> <p>Activity: Develop and implement a system to ensure literacy and reading interventions are utilized during the school day and in the before/after school programs with a parent involvement component</p>	<p>Administrators/ teachers will routinely access and use data to make appropriate instructional and resource decisions</p> <p>Consistent expectations for administrators and teachers in accessing, analyzing, and communicating data</p> <p>Principals will be able to articulate high expectations for increasing student achievement</p> <p>Students will benefit from various school reform components: High expectations Power of I Rigorous curriculum Read a Million words Writing across the content areas Extra time, extra help Advisory/advisee Five year career plans A/B quality work Common end-of-term exams Common course syllabi Common pacing guides Transition activities</p>	<p>Collect course enrollment data for reading intervention courses</p> <p>Logs from data conversations</p> <p>Bldg. /classroom level data reports or displays</p> <p>Implementation form will be filled out by the principal during classroom observation for every teacher depicting what occurs in the full language arts block</p> <p>Minutes/agendas of administrative and building meetings</p> <p>Bldg/community minutes/agenda for Data Nights/literacy events, individual parent conferences for struggling students</p> <p>Graph depicting district allocation to support reading and school reform</p>	<p>DINA Support Team</p> <p>Instructional Support Team</p> <p>Building Administrators</p> <p>Curriculum and Instruction Specialists</p> <p>Executive Council</p> <p>Southern Regional Education Board</p> <p>Before/After School staff</p> <p>Teachers</p>	<p>Instructional administrators and teachers analyze and discuss data on a regular basis</p> <p>Specialists monitor at monthly meetings</p> <p>Instructional Support Team Meetings</p> <p>Executive Council</p> <p>Funding Streams committee</p>

Implementation	Changes/Impact on Students, Teachers, and Administrators	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
<p>Action # 4: Coherent System (cont.)</p> <p>Activity: Develop a structure that allows parents to participate in their child’s education</p> <p>Activity: Develop a system for meaningful two-way communication between the school and home</p> <p>Activity: Continue to work with stakeholders to provide more detail for this action plan and to work on an implementation plan</p>	<p>Students benefit from scaffolded instruction and activities during and outside of school hours</p> <p>Parents receive assistance to provide enhanced literacy experiences for their children</p>	<p>SREB assessments</p> <p>Attendance rates at before and after school programs</p>		

Projected Professional Development for Administrators and Staff - Dates, Times, and Focus for 2007-2008 and 2008-2009:

Focus	Actions
Provide professional development in the knowledge of Pre-K through grade 12 language arts curriculum, instructional framework, and identified literacy strategies specifically focused to assist students with IEPs and African American students	During District Reading Team and Secondary Literacy Initiative meetings. To be taken back to the buildings and implemented. Strategies for students with IEPs will also be addressed during differentiated instruction training and co-teaching training. Strategies to meet the needs of African American students will be addressed during cultural competency training.
Provide professional development in the area of using data to make instructional decisions to include: agreed upon focus, weekly monitoring of subgroups, analysis of results, and immediate interventions	During Principal meetings and train district level data teams.. To be taken back to buildings and implemented.
Provide professional development on the use of formative assessments to guide instruction and learning	During District Reading Team meetings. Each curriculum content area will address during professional development sessions and curriculum council meetings. To be taken back to the buildings and implemented.
Provide professional development on using specific strategies for targeted subgroups: special education and African American students, for improving student achievement. This will include professional development in cultural proficiency, including developing an understanding that relationships are at the core of instruction	Begin with Central Office training during second semester of 2007-2008 school year. Continue training for principals during summer of 2008. Continue training during professional development days for teachers in 2008-2009 school year.
Provide professional development on Co-Teaching	Training held 3 times a year for all teachers involved in co-teaching.
New teacher induction will include professional development on district initiatives including status and expectations of SINA/DINA	Two days before start of school and quarterly meetings throughout the year.
Strengthen school reform efforts through SREB's Making Middle Grades Work and High Schools That Work	Includes intermediate and high schools. Regularly scheduled coaching and 3 professional development days. Participate in SREB summer conference.

District Leadership Team Membership for 2007 – 2008 and 2008-2009:

Name	Role
Julio Almanza	Superintendent
Jane Artman-Andrews	High School Principal
Teresa Bechen	Elementary Language Arts Instruction Specialist
Kathleen Learn	Secondary Language Arts Coordinator
Betty Long	Director of Exceptional Education and Federal Programs
Robert Mata	Director Equity, Assessment, and Student Records
Scott McKissick	Intermediate Principal
Rachael Mullins	Development Supervisor
Leslie O’Melia	Executive Director
Ethel Reynolds	Executive Director
William Schneden	Elementary Principal
Gary Sloat	Director of Information Learning Services
Juli Staszewski	Director of Curriculum and Staff Development

District Leadership Team Meeting Dates and Times for 2007-2008 and 2008-2009:

Date	Time	Focus
September 5, 2007	8:00 – 9:00 A.M.	Review DINA plan
October 17, 2007	8:00 – 9:00 A.M.	Review DINA plan - Data
November 14, 2007	8:00 – 9:00 A.M.	Review DINA plan - Formative Assessments
December 12, 2007	8:00 – 9:00 A.M.	Review DINA plan - Literacy Strategies
January 9, 2008	8:00 – 9:00 A.M.	Review DINA plan - System for Monitoring Student Achievement
February 6, 2008	8:00 – 9:00 A.M.	Review DINA plan - Communication of Data
March 5, 2008	8:00 – 9:00 A.M.	Review DINA plan - Resource Allocation
April 2, 2008	8:00 – 9:00 A.M.	Review DINA plan - Differentiation
May 14, 2008	8:00 – 9:00 A.M.	Review DINA plan - Cultural Proficiency

Charting the Actions August 2007 – July 2008

Responsibility	Action	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
	Action #1: Notification of District Staff, Parents and Community												
Development Office	Individual group/meetings held with staff, parents, and community	X											
	Press release developed and distributed	X											
	Continue to involve parents and community in providing assistance to district	X	X	X	X	X	X	X	X	X	X	X	
	Action # 2: Leadership												
Complete	Conducted audit profile and diagnosis phase with DINA Iowa Support Team to determine needs and design DINA Action Plan	X											
Instructional Support Team (IST)	Develop shared vision for what quality instruction looks like in the classroom	X	X	X	X	X	X	X	X	X	X	X	
Curriculum and Instruction Office	Provide professional development for instructional administrators in the knowledge of Pre-K through grade 12 language arts curriculum, instructional framework and identified literacy strategies specifically focused to assist students with IEPs and African American students.		X	X	X	X	X	X	X	X	X	X	
Executive Directors and Assessment, Equity and Record Services (AERS)	Provide professional development in the area of using data to make instructional decisions to include: agreed upon focus, weekly monitoring of subgroups, analysis of results, and immediate interventions	X	X	X									
	Create data teams in each building			X									
Principals and Executive Directors	Help parents support their children's learning at home	X	X	X	X	X	X	X	X	X	X	X	

Responsibility	Action	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
	Action # 3: Instruction												
Curriculum and Instruction Office	Provide professional development in the knowledge of Pre-K through grade 12 curriculum, instructional framework and identified literacy strategies	X	X	X	X	X	X	X	X	X	X	X	
	Provide professional development on the use of formative assessments to guide instruction and learning	X	X	X	X	X	X	X	X	X	X	X	
	Provide professional development on using specific strategies for targeted subgroups: special education and African American students, for improving student achievement. This will include professional development in cultural proficiency and developing an understanding that relationships are at the core of instruction										X	X	X
Exceptional Education and Federal Programs	Provide professional development on Co-Teaching		X	X	X	X	X	X	X	X	X	X	
Curriculum and Instruction Office	New teacher induction will include professional development on district initiatives including status and expectations of SINA/DINA	X	X	X	X	X	X		X		X		

Responsibility	Action	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
	Action # 4: Coherent System												
Assessment, Equity and Record Services (AERS)	Develop and implement a system for accountability in monitoring student achievement district-wide in a consistent format	X	X	X	X	X	X						
Information Management Team (IMT)	Develop and implement a system for accountability in monitoring Pre-K through grade 12 curriculum, instructional framework and identified literacy strategies district-wide in a consistent format		X	X	X	X	X						
	Develop and implement a system for accountability to communicate data reports to stakeholders in a consistent format		X	X	X	X	X						
Funding Streams	Develop and implement a system for accountability of resource allocation that is focused on areas of greatest need, aligned with district goals and standards, and based on data				X	X	X	X	X	X			
Executive Directors	Continue school reform efforts through SREB’s Making Middle Grades Work and High Schools That Work	X	X	X	X	X	X	X	X	X	X	X	X
Executive Directors and Principals	Develop and implement a system to ensure literacy and reading interventions are included during the school day and in the before/after school programs with a parent involvement component	X	X	X	X	X	X	X	X	X	X	X	
Instructional Support Team (IST)	Develop a structure that allows parents to participate in their child’s education	X	X	X	X	X							
Development Office	Develop a system for meaningful two-way communication between the school and home	X	X	X	X	X							
DINA Team	Continue to work with stakeholders to provide more detail for this action plan and to work on an implementation plan	X	X	X	X	X	X	X	X	X	X	X	