



NOVEMBER 10, 2010 – DISTRICT LIBRARY
REGULAR MEETING, 4:30 PM
TENTATIVE EXECUTIVE SESSION
STUDY SESSION, 5:30 PM

MISSION

The mission of the Ann Arbor Public Schools, a world-class system of innovative teaching and learning, is to ensure each student realizes his or her aspirations while advancing the common good through a community dynamic distinguished by:

- Personalized learning that is curiosity driven, student directed, teacher inspired
- Challenging and provocative curriculum
- Individualized and group creative expression
- The nurturing of the human spirit
- Culturally congruent instruction
- Forging alliances with families and communities

We believe that...

- ...heritage shapes individual identity.
- ...all people have the right to learn without limits.
- ...a person's achievement can not be predetermined.
- ...we are strongest when working together.
- ...everyone can make a valuable contribution to society.
- ...environmental stewardship is our moral obligation.
- ...the dignity of each person deserves respect.
- ...racism is destructive.
- ...communication leads to understanding, understanding fosters relationships, and community is built on those relationships.
- ...we first create in ourselves what we seek to create in the world.
- ...all people deserve to live in a healthy, safe environment.
- ...diversity enriches a community.
- ...individual potential deserves fulfillment.
- ...all people have the innate desire for creative expression

STRATEGIC GOALS

- We will create a complete educational program featuring personalized learning that realizes student aspirations and meets international standards.
- We will develop and implement a personalized learning plan for each student.
- We will actualize the potential for excellence in all students through inspiration and support.
- We will ensure meaningful learning through effective teaching.
- We will implement a system to ensure continuous development of staff capacity.
- We will inform and engender trust and support from our constituents to accomplish our mission and objectives.
- We will create and maintain physical learning environments that enable us to fulfill our mission.
- We will ensure resources adequate to accomplish our mission and objectives.

2010/11 BOARD OF EDUCATION

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SCHEDULE FOR MEETINGS OF THE BOARD OF EDUCATION

JULY		27	Regular Meeting
23	Board Retreat		
AUGUST		NOVEMBER	
18	Study Session/Regular Meeting	10	Regular Meeting
		17	Regular Meeting
SEPTEMBER		DECEMBER	
15	Study Session/Regular Meeting	8	Regular meeting
22	Study Session	15	Regular Meeting
29	Regular Meeting		
OCTOBER		JANUARY	
13	Regular Meeting	12	Organizational Meeting

The Ann Arbor Board of Education will provide necessary reasonable aids and services to individuals with disabilities who desire information regarding board meetings upon 72 hours notice. Individuals with disabilities requiring aids or services should contact the Ann Arbor Board of Education by writing or calling the following: Ann Arbor Board of Education, 2555 S. State Street, P.O. Box 1188, Ann Arbor, MI 48106 (734) 994-2232.

NON-DISCRIMINATION POLICY (2050): No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program or activity available in any school on the basis of race, color, sex, religion, creed, political belief, age, national origin, linguistic and language differences, sexual orientation, gender identity, gender expression, socioeconomic status, height, weight, marital or familial status, or disability.

NOVEMBER 10, 2010 – BALAS MAIN CONFERENCE ROOM

REGULAR MEETING, 4:30 PM

Vote to Hold Executive Session for the purpose of attorney/client privilege.

TENTATIVE EXECUTIVE SESSION

STUDY SESSION, 5:30 PM

CALL TO ORDER

ROLL CALL

PUBLIC COMMENTARY

STUDY SESSION ITEMS:

- Achievement Plan
- Positive Behavior Support Update
- Suspension Data Analysis

AGENDA PLANNER

ADJOURNMENT

THIS MEETING WILL NOT BE VIDEOTAPED.



Ann Arbor Public Schools
2555 South State Street
Ann Arbor, MI 48104
734.994.2230

Mr. Robert Allen
Interim Superintendent of Schools
allenr@aaps.k12.mi.us

MEMORANDUM

To: Board of Education Trustees
From: Robert Allen
Date: November 5, 2010
Subject: Motion to Hold an Executive Session for The Purpose of Attorney/Client Privilege Information

RESOLUTION OF THE BOARD OF EDUCATION OF THE ANN ARBOR PUBLIC SCHOOLS

For Consideration At a Public Meeting of the Board of Education of the Ann Arbor Public Schools On November 10, 2010

WHEREAS, the Board wishes to receive and discuss with legal counsel a legal opinion protected by the attorney client privilege requested by the Superintendent of Schools and provided by legal counsel;

NOW THEREFORE, BE IT RESOLVED THAT:

The Board, by roll call vote of 2/3 of the members elected or appointed and serving, approves an Executive Session of the Board to occur **November 10, 2010 at 4:30 pm**, Balas Administration Building, 2555 S. State Street, Ann Arbor, MI pursuant to Section 8(h) of the Michigan Open Meetings Act, MCL 15.268(h) to receive and discuss with legal counsel legal opinions protected by the attorney-client privilege requested by the Superintendent and received from legal counsel.

Motion

Moved by _____, seconded by _____, to approve the aforementioned resolution.

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**MEMORANDUM**

*Lee Ann Dickinson-Kelley
Interim Deputy Superintendent*

To: Board of Education Trustees
Robert Allen, Interim Superintendent

From: Lee Ann Dickinson-Kelley, Interim Deputy Superintendent

Date: November 1, 2010

Re: Board of Education Study Session

The District's Instructional Team is looking forward to the study session scheduled for November 10, 2010. The agenda includes three (3) comprehensive topics, any one of which could be an evening's topic of conversation. First the Instructional Team will share our Achievement Gap Elimination Plan. The strategies and activities have been revised to reflect new initiatives and feedback received from the two (2) community forums held last spring pertaining to minority student achievement. This plan is included in the Board packet for your review. It remains a work-in-progress as we evaluate the effectiveness of our current interventions and as we continue to receive additional input from Trustees and other interested parties.

A summary analysis of preschool achievement will be included in the discussion. The district's Research and Child Accounting Department has completed a longitudinal review of this data regarding our youngest learners. Principal, Michelle Pogliano will join us.

Additionally, we will share a matrix of district assessments that are both formative and summative by design. The formative assessments "inform" district level instructional decisions as well as building level instruction. The summative assessments provide opportunities for building and district staff to monitor student growth over time.

Also on the agenda during the Study Session is an overview of the Positive Behavior Support Program which is being implemented at the middle school level. Principals, Chris Curtis and Janet Schwamb will join Assistant Superintendent, Joyce Hunter for this presentation. A review and discussion of K-12 discipline data and the new district-wide monitoring process to address "disproportionality" within special education, will follow the presentation on Positive Behavior Support.

Because we recognize that these are very important topics and worthy of on-going conversation, the Instructional Team is very willing to continue discussions throughout the school year as is the Board's preference.



MEMORANDUM

*Lee Ann Dickinson-Kelley
Interim Deputy Superintendent*

To: Board of Education Trustees
Robert Allen, Superintendent

From: Lee Ann Dickinson-Kelley

Date: November 2, 2010

Re: Summary Analysis of Longitudinal Preschool Data

This memorandum provides a summary report regarding preschool student achievement data in response to the following questions:

1. How are African American student cohort groups achieving as they matriculate from preschool to kindergarten, first, second, and third grades as measured by benchmark literacy targets?
2. Is there a longitudinal review of a cohort group that reports on achievement for disaggregated student groups from preschool to 4th grade/MEAP assessment?

Worthy of historical consideration is the fact that since 04/05 (the cohort group reported in this document) the ECDD (special education), GSRP (Great Start Readiness Program), and Head Start student groups are co-mingled into heterogeneous classroom settings. The ECDD students comprise one-third of the total student population and are therefore significantly more prevalent in the overall statistical reporting on achievement.

Because the GSRP and Head Start students are configured in heterogeneous groups, the curriculum is also blended with a greater emphasis on academic outcomes than previously when the students funded by GSRP and Head Start were configured separately according to grant funding. This instructional decision significantly eliminated the "gap" previously noted between GSRP and Head Start student achievement. Overall the number of students in the 04/05 cohort group who remained in the Ann Arbor Public Schools elementary schools to the 3rd grade for MEAP test comparisons were few.

Data Summary:

Of the 208 students attending preschool in 04/05, 154 (74%) were enrolled in the district for kindergarten in 2005/2006, 89 (68%) were below text level A; 36 (28%)

were at level A or B; 5 (4%) were at level C or higher. The end-of-kindergarten target is text level C.

At the end-of-kindergarten year, 82 (65%) of the remaining (still enrolled) 127 students had text levels of C (on grade level target) or higher.

117 (56%) of the original 208 students were enrolled in the district in 2008/09 third grade. Of the 117 third graders, 102 (87%) took the third grade MEAP reading test, while 11 (9%) took the MIAccess assessment.

Of the 102 students who took the MEAP reading test 75 (74%) scored at the proficient or higher level, 29% were at the advanced level. 93 students had fall kindergarten text level data AND grade 3 MEAP reading scores. Of the 63 students in this group who entered kindergarten far below text level A, 69% scored proficient or higher on the third grade MEAP reading (19% were at the advanced level). This is notable for the reason that these 63 students entered kindergarten most at risk but demonstrated significant gains by third grade as measured by the 3rd grade MEAP.

Lastly, and most significantly, of the 29 students in the 04/05 cohort group with kindergarten text levels of A or B, 23 (79%) scored proficient or higher on the 3rd grade MEAP reading (45% were at the advanced level).

Attached is a longitudinal summary of 5 cohort groups beginning with 04/05 and ending with cohort group 08/09. You can clearly see the literacy gains made for each cohort group as measured by their improved text level scores. While MEAP assessment data is not yet available for any group other than the 04/05 cohort group, this information demonstrates the sustained progress made by preschool students throughout their first, second and third grade years. Current national research studies suggest that the positive and sustained impact of Head Start programming diminishes significantly by third grade. This national trend does not seem to be evident in the data collected from the Preschool and Family Center student population.

Principal, Michelle Pogliano and I would be glad to answer any further questions the Board Trustees might have. We invite you to visit our Preschool Center whenever your schedules permit.

K-2 Text Level Performance for PreSchool Cohorts				
All Students				
Fall Kdg Text Level				
	N	Below A	A or B	C or higher
04/05 Cohort	130	68%	28%	4%
05/06 Cohort	137	64%	32%	4%
06/07 Cohort	132	42%	57%	2%
07/08 Cohort	164	48%	49%	3%
08/09 Cohort	172	31%	62%	7%
Spring Kdg Text Level				
	N	Below A	A or B	C or higher
04/05 Cohort	127	4%	31%	65%
05/06 Cohort	134	4%	39%	57%
06/07 Cohort	123	5%	24%	71%
07/08 Cohort	151	7%	29%	64%
08/09 Cohort	169	2%	23%	75%
Spring Grade 1 Text Level				
	N	Below G	G or H	I or higher
04/05 Cohort	114	15%	12%	73%
05/06 Cohort	121	16%	12%	72%
06/07 Cohort	107	12%	10%	78%
07/08 Cohort	143	16%	14%	70%
Spring Grade 2 Text Level				
	N	Below K	K or L	M or higher
04/05 Cohort	113	17%	14%	69%
05/06 Cohort	110	13%	23%	65%
06/07 Cohort	100	10%	24%	66%
Spring Grade 3 Text Level				
	N	Below N	N or O	P or higher
04/05 Cohort	106	21%	24%	56%
05/06 Cohort	104	17%	23%	60%

Ann Arbor Public School PreSchool

K-2 Text Level Performance for PreSchool Cohorts				
African American Students				
Fall Kdg Text Level				
	N	Below A	A or B	C or higher
04/05 Cohort	46	76%	24%	0%
05/06 Cohort	49	65%	33%	2%
06/07 Cohort	48	31%	69%	0%
07/08 Cohort	55	53%	47%	0%
08/09 Cohort	53	34%	64%	2%
Spring Kdg Text Level				
	N	Below A	A or B	C or higher
04/05 Cohort	45	4%	42%	53%
05/06 Cohort	47	6%	38%	55%
06/07 Cohort	44	7%	20%	73%
07/08 Cohort	50	16%	30%	54%
08/09 Cohort	52	4%	29%	67%
Spring Grade 1 Text Level				
	N	Below G	G or H	I or higher
04/05 Cohort	40	23%	15%	62%
05/06 Cohort	42	21%	12%	67%
06/07 Cohort	41	10%	15%	76%
07/08 Cohort	50	20%	18%	62%
Spring Grade 2 Text Level				
	N	Below K	K or L	M or higher
04/05 Cohort	41	22%	22%	56%
05/06 Cohort	42	12%	26%	62%
06/07 Cohort	37	5%	24%	70%
Spring Grade 3 Text Level				
	N	Below N	N or O	P or higher
04/05 Cohort	36	31%	22%	47%
05/06 Cohort	39	23%	13%	64%

Revised 11/1/2010

Ann Arbor Public Schools Achievement Plan (Mathematics)

MATH GOAL: All students will achieve at the proficient level in mathematics on the MEAP and MME assessments and complete state high school graduation requirements in Math

Gap Statement: Inconsistent expectations, grading practices and culturally relevant teaching strategies from classroom teachers of African American, Hispanic, and economically disadvantaged students with respect to high achievement standards and instruction necessary to prepare students to demonstrate understanding of algebraic concepts.

With the advent of the new high school graduation requirements we are seeing an increase in the number of students completing high school math courses. While we see this improvement there is still much room for increasing access and preparation/support for under served populations.

We recognize that this preparation begins as far back as elementary school and continues on into middle school as evidenced by our algebra strand analysis.

So while we continue to work on providing support and differentiated instruction (safety net and recovery options) we recognize we need to establish higher expectations for teachers and students and teach more effectively those needed/prerequisite skills necessary for algebraic understanding at the elementary and middle school levels.

Elementary Math

Data Used to Measure Student Math Achievement Progress:

Benchmark Formative Assessments

MEAP([HYPERLINK](#)

"http://www.aaps.k12.mi.us/ins.academics/ins.meap/meap_percent_proficient_2009_10"

www.aaps.k12.mi.us/ins.academics/ins.meap/meap_percent_proficient_2009_10)

Algebra Strand Achievement (K-5); monitor specific algebra strand outcomes by school / teacher each report card period

FAST Math with specific file maker data entry due dates

Provide Quarterly Student Achievement Reports to the Board of Education and Community

Goals/Objectives (2010-2011)

The number of African American, Hispanic, Economically Disadvantaged, ELL, and Special Education Students at the Proficient and Advanced Proficient levels in math will increase by 5%

Strategies (2010-2011)

Principals will use a walk-through check list and reference calendar of assessments for purposes of on-going monitoring

District will explore implementation of NWEA as a K-2 assessment tool.

The district will provide teachers with training in differentiation of math instruction.

Teachers will differentiate mathematics instruction to increase student skill mastery in all schools.

Personal Learning Plans will be developed for all students achieving below grade through the Achievement Team Process

Teachers will use end of chapter performance assessment aligned with state standards.

Revised 11/1/2010

Math Advisory members will work closely with new and new to grade level teachers
 Math advisory members will provide ongoing building based PD.
 Administrators will participate in Lenses on Learning PD and use observation protocols.
 Achievement teams and equity/work teams will monitor achievement of disaggregated student populations.
 The district will continue to implement a summer school program to address specific math outcomes.
 Each building will monitor algebra strand achievement. Use Data Director to monitor these outcomes
 The district will begin to implement a K-2 math intervention with dedicated staff to support implementation.
 The district will convene a K-12 algebra Summit to articulate scope of math instruction to meet SIP outcomes.
 The district will align curriculum and instruction K-12.
 The district will create University and other partnerships, such as MSAN and University of Michigan, to support instructional practice and student success in mathematics
 The district will build capacity among building staff to use data effectively.
 Building data teams will use data in instructional decision-making.
 The district will enhance the connection between preschool and elementary schools.
 The district will increase the parent participation in activities such as Parent University and curricular workshops.

Activities (2010-2011)

Students will have access to a guaranteed curriculum.
 Students will have access to teachers who have been trained in the Algebra strand scope and sequence.
 Students will experience instruction that includes multiple strategies for teaching number sense, multiple modalities and technology interventions, and culturally relevant teaching strategies.
 Students will have access to materials in multiple languages.
 Students will participate in after school programs as needed to address identified math skill area weaknesses.
 Students will participate in summer school programs as needed to address identified math skill area weaknesses.
 Students will have access to personalized and differentiated learning strategies.
 Students will have access to and participate in FASTT Math and other technology supports as needed to address identified math skill area weaknesses.

Middle School Math

Data Used to Measure Student Math Achievement Progress:

Benchmark Formative Assessments

MEAP([HYPERLINK](#)

"http://www.aaps.k12.mi.us/ins.academics/ins.meap/meap_percent_proficient_2009_10"
www.aaps.k12.mi.us/ins.academics/ins.meap/meap_percent_proficient_2009_10)

ACT Explore

Course Grades

Algebra Strand Achievement (6-8)

FAST Math

Provide Quarterly Student Achievement Reports to the Board of Education and Community

Revised 11/1/2010

Goals/Objectives (2010-2011)

The number of African American, Hispanic, Economically Disadvantaged, ELL and Special Education Students at the Proficient and Advanced Proficient levels in math will increase by 5%
 The number of African American, Hispanic and Economically Disadvantaged students scoring at the college readiness level on the ACT Explore will increase by 5%
 The number of middle school students enrolled in Algebra 1 for the 2011-12 school year will increase by 50%.

Strategies (2010-2011)

The district will provide teachers with training in differentiation of math instruction to teachers. Teachers will differentiate mathematics instruction to increase student skill mastery in all schools. The district will expand implementation of Reading Apprenticeship in middle schools. Teachers will strategically use supplemental intervention technologies such as E2020. Teachers will review and update curriculum maps to align instruction to state standards. Teachers will continue to develop common assessments at the middle schools. The district will align curriculum and instruction K-12. The district will begin preparation and planning for all students to take Algebra 1 in 8th grade beginning 2011-12. A year-long development plan will be developed with K-12 staff and administration. The district will create University and other partnerships, such as MSAN, YPP, and University of Michigan, to support instructional practice and student success in mathematics. The district will build capacity among building staff to use data effectively. Data Director workshop training will be ongoing through out 2010-11. Building staff will use data in instructional decision-making. Buildings will convene data teams. Achievement teams and equity/work teams will monitor achievement of disaggregated student populations.

Activities (2010-2011)

Students will have access to a guaranteed curriculum
 Students will experience instruction that includes multiple modalities and technology interventions, and culturally relevant teaching strategies.
 Students will have access to and participate in E2020 and other technology supports as needed to address identified math skill area weaknesses.
 Students will have access to teachers who have been trained in the Algebra strand K-12 scope and sequence.
 Students will participate in after school programs as needed to address identified math skill area weaknesses.
 Students will participate in summer school programs as needed to address identified math skill area weaknesses.
 Students will have access to personalized and differentiated learning strategies

High School Math

Data Used to Measure Student Math Achievement Progress:

MME([HYPERLINK "http://www.aaps.k12.mi.us/ins.meap/files/district_mme0809.pdf"](http://www.aaps.k12.mi.us/ins.meap/files/district_mme0809.pdf)
www.aaps.k12.mi.us/ins.meap/files/district_mme0809.pdf)

ACT Plan

Course Grades and Credits Earned

Common Assessments

Revised 11/1/2010

Enrollment in accelerated course

Provide Quarterly Student Achievement Reports to the Board of Education and Community

Goals/Objectives (2010-2011)

The number of African American, Hispanic, Economically Disadvantaged, ELL and Special Education Students at the Proficient and Advanced Proficient levels on the math MME will increase by 10%

The number of African American, Hispanic and Economically Disadvantaged students scoring at the college readiness level on the ACT Plan will increase by 10%

90% of students in all disaggregated student groups will earn credit in Algebra I by the end of the first semester of their 10th grade year.

90% of students in all disaggregated student groups will earn credit in Geometry by the end of the first semester of their 11th grade year.

90% of students in all disaggregated groups will earn credit in Algebra II by the end of their 12th grade year.

Strategies (2010-2011)

The district will provide training in differentiation of math instruction to teachers.

The district will continue implementation of Reading Apprenticeship in the high schools.

Teachers will differentiate mathematics instruction to increase student skill mastery in all schools.

Teachers will strategically use supplemental interventions and technologies such as E2020 for credit recovery.

Teachers will review and update curriculum maps to align instruction to state standards.

Teachers will continue to review and update common assessments at the high schools.

The district will align curriculum and instruction K-12.

The district will create University and other partnerships, such as MSAN, YPP, and University of Michigan, to support instructional practice and student success in mathematics

Building staff will use data in instructional decision-making.

The district will build capacity among building staff to use data effectively.

Achievement teams and equity/work teams will monitor achievement of disaggregated student populations.

Activities (2010-2011)

Students will have access to a guaranteed curriculum

Students will have access to teachers who have been trained in the Algebra strand K-12 scope and sequence.

Students will experience instruction that includes multiple modalities and technology interventions, and culturally relevant teaching strategies.

Students will have access to and participate in E2020 and other technology supports as needed to address identified math skill area weaknesses and to provide for credit recovery.

Students will participate in after school programs as needed to address identified math skill area weaknesses and to provide for credit recovery.

Students will participate in summer school programs as needed to address identified math skill area weaknesses and to provide for credit recovery.

Students will have access to personalized and differentiated learning strategies.

Revised 11/1/2010

Revised 11/1/2010

Ann Arbor Public Schools Achievement Plan (Reading and ELA)

READING/ELA GOAL: All students will meet or exceed grade level proficiency in English Language Arts

Gap Statement: Inconsistent expectations, grading practices and culturally relevant teaching strategies from classroom teachers of African American, Hispanic, and economically disadvantaged students with respect to high achievement standards and instruction necessary to provide students with the reading and writing skills needed to succeed in high school.

While we continue to work on providing support and differentiated instruction (safety net and recovery options) we recognize we need to establish higher expectations for teachers and students and teach more effectively those prerequisite skills necessary to be proficient in reading and writing both narrative and informational text.

Elementary English Language Arts

Data used to measure English Language Arts Achievement Progress:

Benchmark formative assessments

Authentic student writing in response to common writing prompts

SRI Text Levels

RI data

MEAP

Progress monitoring such as AIMS and DIBELS

All Title I Schools are required in 2010-11 to report program effectiveness measures at part of annual Title I / MDE reporting.

Goals/Objectives (2010-2011)

- All students will be proficient on grade level benchmarks and as measured by the MEAP.
 - All students will show a 5 percentage point increase in proficiency on the MEAP.
 - All disaggregated groups will increase 10% points
- All disaggregated groups will demonstrate 10% point gains in the Advanced Proficiency level on the MEAP.
- All students will demonstrate writing proficiency standards as established by the district.

Strategies (2010-2011)

Administrators will monitor that supplemental RI support is in addition to 5-days/ week guided reading in the classroom setting.

Teachers in grades K-2 will use Fountas/ Pinell assessment kits for benchmarking. K-2 teachers and teachers new to grade level will continue to participate in Fountas and Pinnell training as part of ensuring the "guaranteed" curriculum.

K-2 teachers will provide building principal with hard copies of "scored" running records indicating reading error feedback every 6 weeks. Principals will monitor coding of running records for all students are who below benchmark targets.

Teachers will demonstrate increased accountability for differentiating instruction and creating a culture of collective responsibility.

Reading 180/ System 44 data reports will be collected every eight weeks and reviewed by grade level/ achievement teams/literacy advisory representative at the building level.

Revised 11/1/2010

Literacy Advisory representatives will be responsible for monitoring implementation success of Read 180 and problem solving with staff/ principal when data results are less than typically anticipated; Literacy rep will meet with Scholastic coaches to review data results and on-model implementation.

Building literacy representatives will coach Read 180 / system 44 teachers as needed; Building literacy representatives will review RI data with building RI teacher every eight weeks.

District will restructure Reading Intervention coordination and supervision to increase cluster-level accountability and data monitoring.

Model demonstration classrooms will be showcased throughout the district (consider compensation increment); video lessons will be provided as part of the professional development series. Whenever possible model classroom teachers will also serve as advisory reps. Literacy advisory representatives will demonstrate model lessons.

Culturally responsive teaching strategies will be included in the demonstration classrooms

All K-5 teachers will administer a fall and spring formative writing assessment prompt. Classroom teachers and ancillary staff will work in teams to score these assessments in a model similar to the recent writing audit. Assessment will include personal narrative and peer response to order to reflect MEAP writing assessments.

Co-teaching will continue as possible especially in summer school.

All staff--including special area and special education staff-- will participate in training. 3-5 teachers and ancillary staff will participate in Professional Development sessions in order to be trained in revised Ann Arbor Benchmarks. Revisions will alternate fiction and nonfiction benchmarks at every other text level, include fluency measures, comprehension conversation format, and writing portion as in F and P K-2 Benchmarks Buildings will monitor use of narrative and informational text by maintaining a reading log for guided reading groups.

Test taking modules in Read 180 will be used in the fall prior to the MEAP test.

- All 2nd grade staff will teach a district authored, spring course of study, which focuses on the needs of the transitional reader and supports interactive and multiple formats for language-based responses to text.

Activities (2010-2011)

K-2 students who are performing below district benchmark levels will receive supplemental Reading Intervention with enhanced phonics support in addition to daily, guided reading in the classroom.

K-2 students who are performing below district benchmark levels will receive instruction that is informed by ongoing coded running record assessments.

Students who do not meet "text level" benchmarks in grades 3-5 will participate in the Read 180 or System 44 program intervention while also benefiting from selected components of the balance literacy program in the classroom, i.e. reading/writing journal and at least 2 reading conferences/week with classroom teacher.

Students participating in Read 180 and System 44 programming will have their progress monitored and adjusted at a minimum of 8-week intervals through achievement team conversations.

Students will receive culturally responsive instruction in reading, writing, and word study instruction.

Students will perform an on-demand writing task in the fall and spring in order to receive targeted and differentiated instruction specific to their needs as writers.

Students receiving special education services will receive instruction that is aligned with and specific to eGCLE's, GLCE's, and the district's core curriculum.

Revised 11/1/2010

Students at instructional text levels beyond I, will receive differentiated reading instruction that is targeted according to information derived from revised and enhanced reading benchmark assessments.

Students will receive differentiated reading instruction within an array of genres that balances fiction and non-fiction text.

Students participating in Read 180 will have specific test prep lessons which are part of the Read 180 program.

Second grade students will participate in a district authored, spring course of study, which focuses on the needs of the transitional reader and supports interactive and multiple formats for language-based responses to text.

- Students who are in need of additional support to achieve measured outcomes will participate in onsite after school programs and summer school extension programs at Title I schools. Pre/ post assessments will be administered and reported

Middle School English Language Arts

Data used to measure English Language Arts Achievement Progress:

Authentic student writing in response to common writing prompts using My Access

SRI Text Levels

Read 180 and S44 data

MEAP

ACT Explore

Course grades

Goals/Objectives (2010-2011)

- All students will be proficient as measured by the MEAP.
 - All students will show a 5 percentage point increase in proficiency on the MEAP.
 - All disaggregated groups will increase 10% points
- All disaggregated groups will demonstrate 10% point gains in the Advanced Proficiency level on the MEAP.
- All students will demonstrate writing proficiency standards as established by the district.
- The percentage of AAPS students reading at or above grade level in grades 6 - 8 will increase 5% as measured by the MEAP and the SRI
- All disaggregated groups will increase proficiency by 10% points or more on the SRI and the MEAP
- The percentage of AAPS students meeting the college readiness benchmarks in grade 8 will increase 5% points as measured by the ACT Explore Reading test.
- All disaggregated groups will increase 10% points or more.

Strategies (2010-2011)

The District will continue implementation of MyAccess.

The District will continue the on model implementation of Read180 and System 44 at the Middle School Level

Achievement teams and equity/work teams will monitor achievement of disaggregated student populations.

The district will provide training in differentiation of reading and writing instruction to teachers.

The district will expand implementation of Reading Apprenticeship in middle schools.

Teachers will differentiate reading and writing instruction to increase student skill mastery in all schools.

Revised 11/1/2010

Teachers will strategically use supplemental intervention technologies such as E2020
Teachers will review and update curriculum maps to align instruction to state standards.

Teachers will continue to develop common assessments at the middle schools.

The district will align curriculum and instruction K-12.

The district will create University and other partnerships, such as MSAN and University of Michigan, to support instructional practice and student success in reading and writing.

Building staff will use data in instructional decision-making.

The district will build capacity among building staff to use data effectively.

- Achievement teams and equity/work teams will monitor achievement of disaggregated student populations.

Activities (2010-2011)

Students will have access to a guaranteed curriculum

The students will have access to MyAccess and other technologies.

Students will complete pre and post common writing assessments.

Students will have access to and participate in E2020 and other technology supports.

Students will experience instruction that includes multiple modalities and culturally relevant teaching strategies.

Students will have access to personalized and differentiated learning strategies

Students will participate in after school programs as needed

Students will participate in summer school programs as needed.

High School English Language Arts

Data used to measure English Language Arts Achievement Progress:

Authentic student writing in response to common writing paper/ pencil prompts

SRI Text Levels

MME

ACT PLAN

Course grades

Credits earned

Common assessments

Access to accelerated courses and classes

Goals/Objectives (2010-2011)

- The percentage of AAPS students reading at or above grade level in grade 9 will increase 5% points as measured by the SRI levels
- The percentage of AAPS students reading at or above grade level in grades 10 will increase 5% as measured by the SRI levels.
 - The percent of students meeting the college readiness benchmarks in grade 10 will increase 5% points as measured by the ACT Plan Reading test.
- The percentage of AAPS students reading at or above grade level in grades 11 will increase 5% as measured by the SRI levels and MME
- All 10th grade students will increase by 5% points on the college readiness benchmarks for writing as measured by the ACT PLAN English test.

Strategies (2010-2011)

The District will continue implementation of Reading Apprenticeship at the High School level

Revised 11/1/2010

The District will continue the on-model implementation of Read180 and System 44 at the High School Level

Achievement teams and equity/work teams will monitor achievement of disaggregated student populations.

The district will provide training in differentiation of reading and writing instruction to teachers.

Teachers will differentiate instruction to increase student proficiency in reading and writing.

Teachers will strategically use supplemental interventions and technologies such as E2020 for support and credit recovery.

Teachers will review and update curriculum maps to align instruction to state standards.

Teachers will continue to review and update common assessments at the high schools.

The district will align curriculum and instruction K-12.

The district will create University and other partnerships, such as MSAN and University of Michigan, to support instructional practice and student success in reading and writing.

Building staff will use data in instructional decision-making.

The district will build capacity among building staff to use data effectively.

Achievement teams and equity/work teams will monitor achievement of disaggregated student populations.

District will explore alignment of writing instruction across content areas to build consistent language and consistent alignment of writing strategies.

Activities (2010-2011)

Students will have access to a guaranteed curriculum

Students will complete common assessments that include: a formative writing assessment, the SRI and portfolio of common assignments.

Students will have access to and participate in E2020, Read180, System 44, and other technology supports.

Students will have access to teachers who have been trained in the K-12 scope and sequence.

Students will experience instruction that includes multiple modalities and culturally relevant teaching strategies.

Students will have access to personalized and differentiated learning strategies

Students will participate in after school programs as needed

Students will participate in summer school programs as needed

Revised 11/1/2010

Ann Arbor Public Schools Achievement Plan (Science)

GOAL: All students will achieve at the proficient level in science on the MEAP and MME assessments and complete state high school graduation requirements in science

Gap Statement: Inconsistent expectations, grading practices and culturally relevant teaching strategies from classroom teachers of African American, Hispanic, and economically disadvantaged students with respect to high achievement standards and instruction necessary to prepare students to demonstrate understanding of science content and process concepts.

With the advent of the new high school graduation requirements, we are seeing an increase in the number of students completing 9th grade biology. While we see this improvement there is still much room for increasing access to rigorous science experiences and preparation/support for under served populations.

We recognize that elementary science units establish the foundation on which middle school and high school science success is built.

We must continue to assure that classrooms have current and sufficient science education resources, that we have high expectations for effective instructional practices and for student learning, and that we provide opportunities for students to master the content knowledge and science process skills necessary for high levels of science competence.

Elementary Science

Data used to measure Science Achievement Progress:

Benchmark formative assessments

MEAP

Goals/Objectives (2010-2011)

- Overall, the percentage of fifth graders performing at the proficient or advanced proficient level on the science MEAP will increase by 5% points.
- For each disaggregated group, the percent of students demonstrating *Proficiency* will increase by 10% points.
- For each disaggregated group, the percent of students demonstrating *Advanced Proficiency* will increase by 10% points.

Strategies (2010-2011)

- Teachers will be explicit about teaching and modeling scientific inquiry skills, e.g., posing questions, planning investigations, collecting, organizing and analyzing data, forming conclusions.
- Teachers will structure time so that students are able to engage in extended investigations.
- Before, during and after lessons, teachers will model and make the time to orchestrate discourse among students about scientific ideas.
- The district will build capacity among building staff to use data effectively.
- Building staff will use data in instructional decision-making.

Revised 11/1/2010

- Building staff will analyze and use data from the science MEAP to inform their instruction.
- Teachers will use end-of-chapter/unit performance tasks and written assessments aligned with state grade level content expectations.
- Achievement teams and equity/work teams will monitor achievement of disaggregated student populations.
- Advisors or other science unit trainers will provide (required) workshops for teachers new to a grade level.
 - Teachers will work together with grade level colleagues to assure that all material is available and prepared for science investigations and observations.
- Science advisory members will provide ongoing support to their colleagues, as needed (e.g., monitoring to make certain teachers have the resources to teach the units, to make sure grade level teams have a schedule for teaching each unit).
- Administrators will attend science workshops to learn about units and expectations for teaching and learning
- The district will monitor curriculum and instruction alignment, K-12.
- The district will create and participate in partnerships to support teacher content knowledge, instructional practice and student success in science.

Activities (2010-2011)

- Students will have access to a guaranteed curriculum.
 - Students will have access to teachers who have been trained in each of their grade level science units.
 - Students will have access to all grade level science units implemented with fidelity.
 - Students will formulate questions to investigate, collect, organize and represent data, explain and justify their work
 - Students will have explicit training in and multiple opportunities to use scientific tools and models
 - Students will participate in classroom discourse to develop their skills in using scientific language and thinking scientifically.
 - Students will use forms of expository writing used by scientists (e.g. analyzing data, forming conclusions).
 - Students will experience instruction that includes multiple modalities and culturally relevant teaching strategies.
 - Students will have access to personalized and differentiated learning strategies.

Middle School Science

Data used to measure Science Achievement Progress:

Common assessments

MEAP

ACT Explore

Course grades

Goals/Objectives (2010-2011)

- Overall, the percentage of 8th graders performing at the proficient or advanced proficient level on the science MEAP will increase by 5% points.
- For each disaggregated group, the percent of students demonstrating *Proficiency* will increase by 10% points.

Revised 11/1/2010

- For each disaggregated group, the percent of students demonstrating *Advanced Proficiency* will increase by 10% points.
- All students will pass physical science in 8th grade.
- Overall, the percentage of 8th graders scoring at or above the College Readiness Benchmark for science on the 8th grade ACT Explore science test will increase by 5% points.
- For each disaggregated group, the percent of students scoring *at or above* the science College Readiness Benchmark will increase by 10% points.

Strategies (2010-2011)

- The district will expand implementation of Reading Apprenticeship in middle schools.
 - The district will provide initial and follow-up professional development to support the implementation of new science units.
- Teachers will review and update curriculum maps to align instruction to state standards.
 - Teachers will continue to develop common assessments at the middle schools.
- Building staff will analyze and use data from the science MEAP and common assessments to inform their instruction.
- The district will align curriculum and instruction K-12.
- The district will create University and other partnerships to support instructional practice and student success in science
- The district will build capacity among building staff to use data effectively.
 - Building staff will use data in instructional decision-making.
- Achievement teams and equity/work teams will monitor achievement of disaggregated student populations.

Activities (2010-2011)

- Students will have access to a guaranteed curriculum
- Students will complete common assessments in science.
- Students will have access and participate in E2020 and other technology supports.
 - Students will experience instruction that includes multiple modalities and culturally relevant teaching strategies.
 - Students will have access to personalized and differentiated learning strategies.
- Students will participate in after school programs as needed.

High School Science

Data used to measure Science Achievement Progress:

Common assessments

MME

ACT Explore and PLAN

Course grades

Credits earned

Access to accelerated courses

Goals/Objectives (2010-2011)

- Overall, the percentage of ninth graders receiving credit for 9th grade biology will increase by 5% points.
- Overall, the percentage of 10th graders scoring at or above the College Readiness Benchmark for science on the 10th grade ACT Plan science test will increase by 5% points.

Revised 11/1/2010

- For each disaggregated group, the percent of students scoring *at or above* the science College Readiness Benchmark will increase by 10% points
- Overall, the percentage of students performing at the proficient or advanced proficient level on the science MME will increase by 5% points.
- For each disaggregated group, the percent of students demonstrating *Proficiency* on the MME will increase by 10% points.
- For each disaggregated group, the percent of students demonstrating *Advanced Proficiency* on the MME will increase by 10% points.
- All students will meet the science high school graduation requirements.

Strategies (2010-2011)

- The district will continue implementation of Reading Apprenticeship in the high schools.
- Teachers will review and update curriculum maps to align instruction to state standards.
- Teachers will continue to review and update common assessments at the high schools.
- The district will align curriculum and instruction K-12.
- The district will create University and other partnerships to support instructional practice and student success in science.
- The district will build capacity among building staff to use data effectively.
- Building staff will use data in instructional decision-making.
- Achievement teams and equity/work teams will monitor achievement of disaggregated student populations.
- Teachers will strategically use E2020 and other technologies to support learning.

Activities (2010-2011)

- Students will have access to a guaranteed curriculum.
- Students will complete common assessments in science.
- Students will have access and participate in E2020 and other technology supports as needed to support skill development and provide for credit recovery.
- Students will have access to technology throughout the curriculum in order to meet their diverse needs as learners and to collaborate and communicate effectively in the 21st century.
- Students will experience instruction that includes multiple modalities and culturally relevant teaching strategies.
- Students will have access to personalized and differentiated learning strategies
- Students will participate in after school programs as needed to support skill development and provide for credit recovery
- Students will participate in summer school programs as needed to support skill development and provide for credit recovery

Revised 11/1/2010

Ann Arbor Public Schools Achievement Plan (Social Studies)

GOAL: All students will achieve at the proficient level in social studies on the MEAP and MME assessments and complete state high school graduation requirements in social studies

Gap Statement: Inconsistent expectations, grading practices and culturally relevant teaching strategies from classroom teachers of African American, Hispanic, and economically disadvantaged students with respect to high achievement standards and instruction necessary to prepare students to demonstrate understanding of social studies content and process concepts.

We recognize that elementary social studies units establish the foundation on which middle school and high school social studies success is built.

We must continue to assure that classrooms have current and sufficient social studies education resources, that we have high expectations for effective instructional practices and for student learning, and that we provide opportunities for students to master the content knowledge and social studies process skills necessary for high levels of social studies competence.

Elementary Social Studies

Data used to measure Social Studies Achievement Progress:

Benchmark formative assessments
MEAP

Goals/Objectives (2010-2011)

- Overall, the percentage of sixth graders performing at the proficient or advanced proficient level on the social studies MEAP will increase by 5% points.
- For each disaggregated group, the percent of students demonstrating *Proficiency* on the MEAP will increase by 10% points.
- For each disaggregated group, the percent of students demonstrating *Advanced Proficiency* on the MEAP will increase by 10% points.

Strategies (2010-2011)

- The Administration will publish grade level calendar and suggested pacing guides for Social Studies curriculum at grade levels K-5. This document will be available in the spring of 2011
- Video taped lessons will be developed and archived throughout the 2010-11 school year to capture exemplary implementation of Humanities lessons
- Principals will monitor pacing of Social Studies units for each grade to ensure core curriculum implementation.
- Fifth grade Social Studies advisory teachers will meet with MS curriculum leaders to discuss articulation and review MEAP data.
- Advisory members will develop this school year, videotaped demonstration lessons at each grade level for use with principals and staff.
- Advisory or other teaching staff will provide workshops for teachers who are new to grade level.

Revised 11/1/2010

Activities (2010-2011)

- Students will have access to teachers who have been trained in and who implement the district's social studies curriculum
- Students will use classroom discourse to develop their skills in using the language and structures of social studies.

Middle School Social Studies

Data used to measure Social Studies Achievement Progress:

Benchmark formative assessments

Common assessments

MEAP

Course grades

Goals/Objectives (2010-2011)

- Overall, the percentage of 9th graders performing at the proficient or advanced proficient level on the social studies MEAP will increase by 5% points.
 - For each disaggregated group, the percent of students demonstrating *Proficiency* on the MEAP will increase by 10% points.
 - For each disaggregated group, the percent of students demonstrating *Advanced Proficiency* on the MEAP will increase by 10% points.

Strategies (2010-2011)

- The district will expand implementation of Reading Apprenticeship into middle school grades
- Building curriculum leaders will facilitate workgroups to revise pacing guides/maps and common assessments during summer production activities.
- Teachers will review common assessment and MEAP data to inform instruction.
- The district will build capacity among building staff to use data effectively. Ongoing data dialogic protocols will be encouraged and modeled.
- The district will create university and other partnerships to support instructional practice and student success in Social Studies.
- Achievement teams and equity/work teams will monitor achievement of disaggregated student populations.

Activities (2010-2011)

- Students will have access to teachers who have been trained in and who implement the district's social studies curriculum.
- Students will have access to teachers who use common assessment and other formative assessment to inform social studies instruction.

High School Social Studies

Data used to measure Social Studies Achievement Progress:

Common assessments

MME

Course grades

Credits earned

Access to accelerated courses and classes

Goals/Objectives (2010-2011)

Revised 11/1/2010

- All Students will meet the graduation requirements for social studies.
- Overall, the percentage of students performing at the proficient or advanced proficient level on the social studies MME will increase by 5% points.
- For each disaggregated group, the percent of students demonstrating *Proficiency* on the MME will increase by 10% points.
- For each disaggregated group, the percent of students demonstrating *Advanced Proficiency* on the MME will increase by 10% points.

Strategies (2010-2011)

- The district will continue to expand implementation of Reading Apprenticeship into High School classrooms.
All of Pioneer and Huron High Staff will be trained this year; 60% of Skyline staff trained to date
- Building department chairs will facilitate workgroups for ongoing revision of curriculum maps and common assessments.
- Teachers will review common assessment, MME and MEAP data to inform instruction.
- The district will build capacity among building staff to use data effectively.
- The district will create university and other partnerships to support instructional practice and student success in Social Studies.
- Achievement teams and equity/work teams will monitor achievement of disaggregated student populations.

Activities (2010-2011)

- Students will have access to teachers who implement the district's aligned social studies curriculum.
- Students will have access to teachers who use common assessment and other formative assessment to inform social studies instruction.
- Students will have access to E2020 and other digital tools for differentiation of instruction, instructional support, and credit recovery.

Revised 11/1/2010

Ann Arbor Public Schools Achievement Plan (Parent Involvement/Engagement)

PARENT/GAURDIAN INVOLVEMENT/ENGAGEMENT GOAL: AAPS will provide greater outreach and support to parents of students who are not achieving at proficient levels, particularly focusing on parent/guardians of students who are economically disadvantaged, African American, Hispanic and ELL

Data Used to Measure Parent/Guardian Involvement:

Attendance at Parent University and workshops
 Parent participation on district and building Equity Advisory Committees
 Parent feedback meetings held in community locations
 Climate surveys and training for building and central office staff

Goals and Objectives: (2010-2011)

To assess the needs of parents regarding information and support that AAPS can provide that will be most helpful in helping parents support their students in school and in preparation for school and provide multiple opportunities and methods for providing the identified information and support for parents.

To ensure all students are college or career ready; expand upon the EDP model for individualized career planning

Strategies:

To identify parent/guardian needs regarding specific information, support and education through various means such as community meetings, WE surveys conducted by the comprehensive high schools....

Identify the most effective means of communication for reaching parents of economically disadvantaged, African American, Hispanic and ELL students

To share concrete progress reports regarding student achievement with community through the District School Improvement Process and Achievement Plan updates

Involve the immediate and extended Mitchell/ Scarlett parents/ families in the development of the lab school partnership with the University of Michigan.

Implement in 2011-12, K-8 Lab School model for Mitchell/ Scarlett students and families.

To hold monthly Parent University information and education nights in the community

Pilot parent information nights hosted by retired teacher, Elnora Sipp for the purpose of giving parents strategies to support content learning, homework and specific questions to ask during parent/ teacher conference night

To develop district and building Equity Advisory Committees that included parent/guardians and community members

All schools, including Title I schools, will have specific parent/guardian engagement goals included as part of their school improvement plans

Partner with community organizations and institutions to better engage parent/guardians in the community

Revised 11/1/2010

Ann Arbor Public Schools Achievement Plan (Community Involvement/Engagement)

COMMUNITY INVOLVEMENT/ENGAGEMENT GOAL: AAPS will partner with community organizations to provide academic and social support to students who are not achieving at proficient levels, particularly focusing on students who are economically disadvantaged and struggling academically.

Data Used to Measure Parent/Guardian Involvement:

Partnerships and programs developed to support students
Monitoring the number of students receiving support from community/district sponsored programs
Achievement of academic goals

Goals and Objectives: (2010-2011)

To reach out to community groups who support economically disadvantaged and struggling students in the AAPS school district including but not limited to; Community Action Network, PEACE Neighborhood Center, Arrowwood, The Family Learning Center, NAACP....., to assess current student academic and social support programs and provide support for enhancing and expanding student support programs in the community.
To ensure all students are college or career ready; expand upon the EDP model for individualized career planning

Strategies:

Convene a meeting with the members of the Washtenaw Area Council for Children and Youth to discuss AAPS's goal of partnering with community groups to support after-school, summer and other programming that helps support the academic needs of students i.e. Family Learning Center, 826 Michigan, Peace Neighborhood, CAN.....
Convene a meeting with local community centers and faith based organizations to explore how better to reach-out to families hosted by newly-hired volunteer coordinator
Involve the immediate and extended Mitchell/ Scarlett community members in the development of the lab school partnership with the University of Michigan.
Develop a full service school-based model at Mitchell/ Scarlett to coordinate wrap around services for families and students; develop the K-8 campus as a community hub for outreach and support available to the Mitchell/ Scarlett families.
Partner with Farmington Public Schools on Parent Involvement Mini Conference (MSAN)
Convene an opportunity for MSAN high school student group to report back to the Board of Education, Instructional Council regarding Action Plans.
Convene parent informational meetings in Spanish and other dominant languages.
Develop a catalogue of all existing support programs for district students and community partnerships such as District Library, Washtenaw Literacy, Community Center partnerships.
Create a web link with updates to / from these partnerships
Work with community groups running support programs to align the support to best meet the academic needs of students.
Make sure parents and students are aware of the various support programs and opportunities that are in the community for students.

Revised 11/1/2010

Ann Arbor Public Schools Achievement Plan (Algebra I in 8th Grade for All Students)

ALGEBRA I IN 8TH GRADE FOR ALL STUDENTS GOAL: AAPS will align curriculum and instructional strategies in order to ensure that by the 2012-13 school year at least 92% of all 8th grade students are enrolled in Algebra I.

Data Used to Measure Parent/Guardian Involvement:

8th grade student enrollment in Algebra I

K-12 Algebra strand alignment and algebra instructional practices professional development

K-7 math achievement data on benchmark assessments and MEAP

Goals and Objectives: (2010-2011)

To increase the number of 8th grade students enrolled in Algebra for the 2011-2012 school year by 50%.

Strategies:

Hold an Algebra summit that involves elementary, middle and high school math teachers and administrators to outline plans for aligning curriculum and courses to prepare all students for taking Algebra I in 8th grade.

Math Advisory and Math Department Chairpersons align curriculum and course sequences and identify necessary supports for students.

Begin in second semester providing math/algebra support classes for students who will be taking Algebra in 2011-12 and need support

Provide a summer Algebra pre-teaching program in summer 2011 for rising 4th, 8th and 7th grade students.

Enroll all secure proficient 7th grade math students in Algebra I for fall 2011.

2010/11 AGENDA PLANNER

**November 16, 2010
(Tuesday)**

Performance Committee, 9:00 AM – Balas Supt. Conf Rm

- Annual Financial Report
- Teacher Evaluation

November 17, 2010

Reception for Ed Foundation Donors, 6:30 PM

REGULAR MEETING – DOWNTOWN LIBRARY, 7:00 PM

Student Performance – Thurston Choir – Yael Rothfeld

Information:

Acheivement Plan

Alternative High School Update: Stone, Clemente, Community (Hunter)

Superintendent Search Update

First Briefing:

Annual Financial Report

10/11 Ed Foundation Grant Awards

Special Ed Resolution (Millage)

Second Briefing:

10/11 Grant Awards

Board Action:

November 24-26, 2010

Thanksgiving Break

December 1, 2010

STUDY SESSION, 5:30 PM – BALAS

Legislation

2010/11 AGENDA PLANNER

December 8, 2010 REGULAR MEETING – DOWNTOWN LIBRARY, 7:00 PM

Information:

Lab Schools Update – LDK/Hunter
Superintendent Search Update

First Briefing:

1st Quarter Report
10/11 Grant Awards

Second Briefing:

Annual Financial Report

December 9, 2010 Planning Committee, 10:00 AM – Bals Supt. Conf Rm
(Thursday)

December 14, 2010 Performance Committee, 9:00 am-Balas Supt. Conf Rm
(Tuesday)

December 15, 2010 REGULAR MEETING – DOWNTOWN LIBRARY, 7:00 PM

Information:

Superintendent Search Update
Strategic Plan Update

First Briefing:

Building Use Policy

Second Briefing:

1st Quarter Report
10/11 Grant Awards

January 11, 2011 Performance Committee, 9:00 am-Balas Supt. Conf Rm
(Tuesday)

2010/11 AGENDA PLANNER

January 12, 2011 **REGULAR MEETING – DOWNTOWN LIBRARY, 7:00 PM**

Information:

Superintendent Search Update

First Briefing:

Second Briefing:

Board Action:

Approval of Insurance Company

January 19, 2010 **STUDY SESSION, 5:30 PM – BALAS**

Revenue Enhancement

- Special Ed Millage
- Grant Revenue
- Private Giving (AAPSEF)
- Business Partnerships
- Enrollment/Market Share

January 26, 2011 **REGULAR MEETING – DOWNTOWN LIBRARY, 7:00 PM**

Information:

Superintendent Search Update

First Briefing:

Second Briefing:

Board Action:

February 8, 2011 **Performance Committee, 9:00 am-Balas Supt. Conf Rm**
(Tuesday)

2010/11 AGENDA PLANNER

February 9, 2011 **REGULAR MEETING – DOWNTOWN LIBRARY, 7:00 PM**

Information:

Superintendent Search Update

First Briefing:

Second Briefing:

Board Action:

Policy Update

March 2, 2011 **REGULAR MEETING – DOWNTOWN LIBRARY, 7:00 PM**

Information:

Superintendent Search Update

First Briefing:

Second Briefing:

Board Action:

Policy Update

March 8, 2011 **Performance Committee, 9:00 am-Balas Supt. Conf Rm**
(Tuesday)

March 9, 2011 **STUDY SESSION, 5:30 PM – BALAS**
Professional Education Group (PEG) – Glenn Singleton

2010/11 AGENDA PLANNER

March 16, 2011 **REGULAR MEETING – DOWNTOWN LIBRARY, 7:00 PM**

Information:
Superintendent Search Update

First Briefing:

Second Briefing:

Board Action:
Policy Update

March 30, 2011 **REGULAR MEETING – DOWNTOWN LIBRARY, 7:00 PM**

Information:
Superintendent Search Update
Special Education Millage

First Briefing:

Second Briefing:

Board Action:
Policy Update

April 12, 2011 **Performance Committee, 9:00 am-Balas Supt. Conf Rm**
(Tuesday)

April 13, 2011 **REGULAR MEETING – DOWNTOWN LIBRARY, 7:00 PM**

Information:
Superintendent Search Update
Special Education Millage

First Briefing:

Second Briefing:

Board Action:
Policy Update

2010/11 AGENDA PLANNER

April 27, 2011

REGULAR MEETING – DOWNTOWN LIBRARY, 7:00 PM

Information:

Superintendent Search Update

First Briefing:

Textbook Adoptions

Second Briefing:

Board Action:

Policy Update

May 10, 2011
(Tuesday)

Performance Committee, 9:00 am-Balas Supt. Conf Rm

May 11, 2011

REGULAR MEETING – DOWNTOWN LIBRARY, 7:00 PM

Information:

Superintendent Search Update

First Briefing:

WISD Budget

Second Briefing:

Board Action:

Policy Update

2010/11 AGENDA PLANNER

May 25, 2011	<p>REGULAR MEETING – DOWNTOWN LIBRARY, 7:00 PM</p> <p>Information: Superintendent Search Update</p> <p>PUBLIC HEARING OF THE 2011/12 BUDGET</p> <p>First Briefing: 2011/12 Budget</p> <p>Second Briefing: WISD Budget</p> <p>Board Action: Policy Update</p>
May 31, 2011	Community High School Graduation, 7PM – Hill Auditorium
June 1, 2011	Huron High School Graduation, 6:00 PM – EMU Convocation Center
June 2, 2011	Pioneer High School Graduation, Time TBD – EMU Convocation Center
June 6, 2011	Stone High School Graduation, 7:00 PM – Location TBD
June 8, 2011	<p>REGULAR MEETING – DOWNTOWN LIBRARY, 7:00 PM</p> <p>Information: Superintendent Search Update</p> <p>First Briefing:</p> <p>Second Briefing: 2011/12 Budget</p> <p>Board Action: Policy Update</p>
June 14, 2011 (Tuesday)	Performance Committee, 9:00 am-Balas Supt. Conf Rm

2010/11 AGENDA PLANNER

June 29, 2011

REGULAR MEETING – DOWNTOWN LIBRARY, 7:00 PM

Information:

Superintendent Search Update

First Briefing:

Second Briefing:

Board Action:

Policy Update

2011

January

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7	8	9	10	11	12	13
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21	22	23	24	25	26	27
28	29	30	31			

September

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2010

January

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					