

Academy of Learning and Leadership

**Continuous Learning Improvement
Plan
2008 – 2010**

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Draft Version 3.3

**Academy of Learning and Leadership
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Milwaukee, WI 53206**

PREFACE

The Academy of Learning and Leadership (ALL) organizes its school improvement work through the Continuous Learning Improvement Plan (CLIP). The CLIP is an ongoing plan that has been expanded and refined to address Adequate Yearly Progress (AYP) goals under No Child Left Behind, specifically in the areas of reading and mathematics. The Academy is an Expeditionary Learning School (ELS); therefore, our CLIP is organized using the Expeditionary Learning Schools Core Practice Benchmarks: Active Pedagogy, Learning Expeditions, Culture and Character, Leadership and School Improvement, and School Structures. These ELS Core Practice benchmarks are used in this plan as an organizational framework for school improvement planning to promote high student achievement through active learning.

Expeditionary Learning has been adopted by the Academy as the framework for curriculum design and instructional delivery, because of a deep coherence of ELS principles with ALL and an excellent framework for professional development. ELS is a proven model of comprehensive school reform for elementary, middle, and high schools. ELS emphasizes learning by doing, with a particular focus on character, teamwork, reflection, and literacy. Teachers connect high quality academic learning to adventure, service, and character development through a variety of interdisciplinary, project-based learning expeditions. ELS is an approved New American Schools design. In a 1999 National Staff Development Council (NSDC) study on staff development programs that demonstrate an impact on student achievement in the middle grades, Expeditionary Learning was the only model out of twenty-six programs included in the study that was found to meet all 27 NSDC standards for high quality staff development.

Success in attaining positive educational outcomes will only occur in a results-oriented environment. (Schmoker, 1999) The success of the Academy of Learning and Leadership philosophy, policies, and programs is be measured by student learning and growth. Planning, implementation, and evaluation need to continuously focus on clear goal setting by the school, teachers, and students as well as through multiple measures of student success in learning. The following goals in reading, mathematics, achievement, fieldwork, culture, and structure are focused steps to significantly increase student learning in order to meet and exceed the accountability requirements of the Academy of Learning and Leadership.

An External School Support Team composed of members from outside the ALL community, as well as an Internal School Support Team composed of members of the faculty and staff, will review and revise the ALL-CLIP as needed and monitor the implementation of the plan over the two years from August, 2008 – June, 2010.

The following goals, strategies, and action steps have been organized into two broad categories: Instructional Goals and Organizational Goals. Each goal has strategies and action steps. As of this draft version (3.3) of the CLIP, the first priority of each goal is highlighted by a black-lined box.

TABLE OF CONTENTS

INSTRUCTIONAL GOALS	
Goal R.I. - School Reading Goal.....	4
Action Plan Steps for Strategies A - C Evaluation Criteria	
Goal R. II. - School Reading Goal II.....	6
Action Plan Steps for Strategies A - H Evaluation Criteria	
Goal M.I. – School Mathematics Goal I	10
Action Plan Steps for Strategies A - K Evaluation Criteria	
Goal A.I. – School Achievement Goal I	16
Action Plan Steps for Strategies A - F Evaluation Criteria (tba)	
Goal – F. I. - School Fieldwork Goal I	18
Action Plan Steps for Strategies A - B Evaluation Criteria (tba)	

ORGANIZATIONAL GOALS	
Goal C.I. –School Culture Goal I	19
Action Plan Steps for Strategies A - D Evaluation Criteria (tba)	
Goal C. II. - School Culture Goal II	20
Action Plan Steps for Strategies A - C Evaluation Criteria (tba)	
S.I. - School Structures Goal I	21
Action Plan Steps for Strategies A - E Evaluation Criteria (tba)	
S. II. - School Structures Goal II	22
Action Plan Steps for Strategies A - D Evaluation Criteria (tba)	
APPENDICES	
Appendix A : School Support Teams	24
Appendix B: Title I Funding Use	25
Appendix C: CLIP Groups	26
Appendix D: ALL Mentoring Program	27

R.I. - SCHOOL READING GOAL I: Students will develop increased vocabulary across subject areas and demonstrate their understanding of new words through speaking and writing related to real-world and school-based tasks.

R.I. - Priority Strategy A: Students will be provided teacher explicit instruction, as well as experiential learning through fieldwork, on vocabulary words important to understanding content in mathematics, literature studies, and writing expedition work (science and social studies).

Action Steps	Status
1. Teaching staff will receive grade level vocabulary lists from: <ul style="list-style-type: none"> • Measures of Academic Progress (MAP) DesCartes • WKCE benchmarks for reading and mathematics. • Expedition celebration checklists • Connected Math Project 2 (CMP2) unit glossaries 	
2. Word walls with subject area vocabulary are used in each classroom. Interactive word wall activities are done at least once a week and students are exposed to words multiple times in the context of content area learning.	
3. Teachers in grades K4 - 8 will receive a word work manual with instructional resources for word study and vocabulary. Professional development will support teachers using the manual and making a plan for implementing word study lessons throughout the year.	
4. The teaching staff will participate in professional development on the vocabulary program from <u>The Vocabulary Book: Learning and Instruction</u> by Michael Graves to support vocabulary instruction that: <ul style="list-style-type: none"> • offers rich and varied language experiences • teaches about individual word • teaches word-learning strategies • promotes word consciousness 	

R.I. - Strategy B: Students will have opportunities for wide reading about varied subject areas and content of their choice each day.

Action Steps	Status
1. A list of resources for locating additional books beyond school and classroom libraries will be compiled and given to the teaching staff.	
2. All classes will be scheduled for visits to the A.L.L. School Library Media Center to learn about books with the school librarian and check out books.	
3. All teaching staff will receive training on how to use the electronic check out system to borrow books from the A.L.L. School Library Media Center and Guided Reading Libraries.	
4. Administrators and teachers will find ways to support more time-on-task for student reading.	

R.I. - Strategy C: Students will receive teacher directed instruction in the genre of tests and how to take tests that includes learning specific words found in test directions and questions.

Action Steps	Status
1. Teachers will receive information and support on ways to prepare students for test-taking and how to teach test taking strategies.	
2. Teachers will be given materials to use for student test preparation and support for creating additional test practice materials for students.	
3. Students will practice test-taking strategies regularly during 15 minute sessions two to three times per week.	

R.I. – SCHOOL READING GOAL I: EVALUATION CRITERIA

<p>1. Stanford Diagnostic Reading Test (SDRT) Students in Grades 1, 2 and 3 will be administered the Stanford Diagnostic Reading Test each spring between March 15th and April 15th.</p> <ul style="list-style-type: none"> • The 1st grade student testing will serve as baseline data. • On average, 2nd and 3rd grade students will demonstrate a minimum increase of one grade level on the SDRT as measured by the year to year SDRT scores for vocabulary. Students who initially test below grade level on the SDRT will demonstrate more than one grade level gain.
<p>2. Wisconsin Knowledge and Concepts Examination (WKCE) Students in Grades 3 through 8 will take the WKCE test administered on an annual basis in the time frame identified by the Wisconsin Department of Public Instruction. The WKCE for grades 3 through 8 will provide each student with a proficiency level via a scale score in reading. For 4th and 8th graders it will also include language arts scale scores.</p> <ul style="list-style-type: none"> • More than 42.3% of the fourth through eighth grade students who tested below proficient (basic or minimal) on the WKCE in reading in 2007- 08 will improve a level (e.g. minimal to basic) or move at least one quartile within their level. • At least 75.0% of the students who were proficient or advanced on the WKCE in 2007-08 will maintain their status of proficient or above. • 74% of students in grades 3 - 8 who have attended the Academy of Learning and Leadership for a full academic year will score proficient or advanced on the WKCE.
<p>3. Measures of Academic Progress (MAP) Students from third through eighth grades will demonstrate progress in reading and language arts on the MAP tests administered in the fall and again in the spring. The school's goal for the 2008 - 2009 academic year is that:</p> <ul style="list-style-type: none"> • 50% of the students will meet their target RIT score in reading • 50% of the students will meet their target RIT score in language arts • 75% of the students who met their target RIT scores in reading or language arts in the spring of 2008, will again meet their target RIT score in the applicable area(s) in the spring of 2009. <p>The outcomes for this item in 2008 – 2009 academic year will be used as a baseline for future progress goals.</p>

R.II. - SCHOOL READING GOAL II: Students will use reading comprehension strategies to construct meaning from text and understand what they read.

R.II. Strategy – A: Teachers model reading comprehension strategies regularly for students:

- Monitoring comprehension
- Activating/connecting to background knowledge
- Questioning
- Visualizing
- Inferencing
- Determining importance
- Summarizing
- Synthesizing

Action Steps	Status
1. Teachers create a long-term plan for teaching students reading comprehension strategies during the school year.	
2. Learning facilitators model teaching reading comprehension strategies for teachers. Principals monitor teaching of reading comprehension strategies by teachers and provide feedback.	
3. Teachers will have bi-weekly opportunities to observe peer teachers in classrooms, on video, or in after school sessions as their teaching peers do think-alouds during instruction with students on the use of reading comprehension strategies.	

R.II. - Strategy B: Anchor charts will be created with students using common language to portray reading comprehension strategies. The charts are displayed in classrooms and referred to by teachers and students.

Action Steps	Status
1. Teachers work in grade level teams. Each team researches one strategy from either the book <u>Reading with Meaning</u> or <u>Strategies that Work</u> . Each team presents the following information to other teachers: <ul style="list-style-type: none"> • Background information on the strategy • Common language to be used when teaching the strategy and for creating anchor charts. • A plan for teaching the strategy over a month in order to “stretch” student thinking and help students use anchor charts for learning. • A one-page overview of their presentation 	
2. The literacy learning facilitators will work with teachers to enhance the teaching of reading comprehension strategies as follows: <ul style="list-style-type: none"> • Meet with teachers in large groups, small groups, and individually • Model teaching focus lessons on reading comprehension strategies within a workshop model for teachers to observe in the context of classrooms and provide teachers the teaching plan used for the focus lesson. • Meet with each grade-level team to review reading benchmarks connected to reading comprehension and plan for implementation. 	

R.II. - Priority Strategy C: Students will participate daily in reading workshop activities that include teacher explicit differentiated small group guided reading instruction in comprehension strategies and self-selected independent reading to practice comprehension strategies.

Action Steps	Status
<p>1. Literacy learning facilitators and literacy consultant support teachers with guided reading groups, book clubs, and conferring in reading workshops as follows:</p> <ul style="list-style-type: none"> • Meet with teachers in large groups, small groups, and individually to strengthen teachers' knowledge of and instruction in guided reading and book clubs in the areas of: <ul style="list-style-type: none"> - classroom and resource management - data collection and use - explicit, differentiated instructional strategies with small groups. - how to form and adjust flexible groups that build on students' strengths or help them learn something they need • Model explicit differentiated reading instruction in the context of classroom reading lessons for teachers to observe. 	
<p>2. Literacy learning facilitators and a middle school literacy consultant will work with middle school teachers to:</p> <ul style="list-style-type: none"> • Refine and focus middle school literacy curriculum and instruction around book clubs, individual student intervention based on need, word study, and writing to read practices. • Work with teachers to promote use of books available in the school libraries and from the Next Door Foundation for book clubs and independent student reading. • Solicit teacher recommendations for purchase of books to use students. 	
<p>3. Principals do monitoring observations of reader's workshops with a focus on guided reading groups, book clubs, and conferring as well as teacher modeling of reading strategies at least once a trimester.</p>	

R.II. - Strategy D: Students will read every day at school and at home and discuss and write about what they read.

Action Steps	Status
<p>1. Teachers receive modeling on how to help students record their thinking in a response log as students read.</p>	
<p>2. Students in late first grade through eighth grade will be given spiral notebook to use as a response log for recording their thinking as they read on a regularly assigned basis.</p>	
<p>3. Students across grade levels record their thinking as a group with their teacher during focus lessons and read alouds. Students also learn to use sticky notes to record their responses to books as they are reading.</p>	

R.II. - Strategy E: A poetry program will be used throughout the school year to engage students with reading poetry and using reading comprehension strategies such as visualizing, building connections with prior knowledge, making inferences, and summarizing.

Action Steps	Status
1. Hold poetry workshops with the following goals: <ul style="list-style-type: none"> • Familiarize faculty with using poetry to model reading strategies • Provide teachers with a variety of poetry anthologies so they can collect poems that connect to their expeditions and word study • Instruct teachers in using poetry as a way to study words, increase vocabulary, and enhance reading fluency. 	
2. Teachers select at least one poem a week to use for instruction in reading strategies and word study. A variety of poetry forms should be selected for use in instruction so students gain experience with different types of poetry.	
3. Students have opportunities to respond to poetry through writing, drawing and conversation.	

R.II. - Strategy F: A library consultant will work with staff, teachers, students, and families to develop procedures and processes for effective use of the new ALL School Library Media Center.

Action Steps	Status
1. Students will receive instruction from our school librarian on how to do the following: <ul style="list-style-type: none"> • Locate books using the Dewey Decimal System • Search for a book independently using our electronic catalog • Select suitable books for research and expedition projects • Use the library following established norms and expectations 	
2. Middle school students will be taught about the role of a librarian and be eligible to apply for positions to assist the librarian in helping younger students and re-shelving books.	

R.II. - Strategy G: Learning Facilitators will develop and use materials that support students in building stamina and confidence in reading materials that are more difficult than their independent reading level.

Action Steps	Status
1. Literacy learning facilitators will model strategies for teachers to use with books that are at reading levels that will “stretch” student thinking such as: <ul style="list-style-type: none"> • Activating schema for a book topic through picture walks and reading book summaries • Making predictions based on book covers, pictures, and book summaries • Comprehension monitoring strategies 	
2. Teachers will select books for focus lessons that connect to their expeditions (when possible) that stretch the thinking of their students and are above students’ reading level(s) in order to enhance confidence with books that are challenging.	

R.II. - Strategy H: A Learning Facilitator and a consultant will observe, model, and create developmentally appropriate literacy curriculum and practices for kindergarteners.

Action Steps	Status
1. Learning facilitators and a kindergarten consultant will model for teachers how to teach comprehension strategies, decoding, and phonemic awareness at the kindergarten levels using <u>Reading with Meaning</u> and <u>Growing Readers</u> .	
2. Kindergarten teachers will develop a list with reading specialists that show developmentally appropriate literacy practices for kindergarteners to use in daily instruction. Modeling and feedback for these strategies will be provided.	
3. Kindergarten teachers will hold regular meetings to share instructional practices with one another.	
4. A kindergarten literacy manual will be developed to identify evidence based instructional practices teachers to use in their literacy instruction planning.	

R.II. SCHOOL READING GOAL II: EVALUATION CRITERIA

<p>1. Stanford Diagnostic Reading Test (SDRT) Students in Grades 1, 2 and 3 will be administered the Stanford Diagnostic Reading Test each spring between March 15th and April 15th.</p> <ul style="list-style-type: none"> • The 1st grade student testing will serve as baseline data. • On average, 2nd and 3rd grade students will demonstrate a minimum increase of one grade level on the SDRT as measured by the year to year SDRT scores for comprehension. Students who initially test below grade level on the SDRT will demonstrate more than one grade level gain.
<p>2. Wisconsin Knowledge and Concepts Examination (WKCE) Students in Grades 3 through 8 will take the WKCE test administered on an annual basis in the time frame identified by the Wisconsin Department of Public Instruction. The WKCE for grades 3 through 8 will provide each student with a proficiency level via a scale score in reading. For 4th and 8th graders it will also include language arts scale scores.</p> <ul style="list-style-type: none"> • More than 42.3% of the fourth through eighth grade students who tested below proficient (basic or minimal)) on the WKCE in reading in 2007- 08 will improve a level (e.g. minimal to basic) or move at least one quartile within their level. • At least 75.0% of the students who were proficient or advanced on the WKCE in 2007-08 will maintain their status of proficient or above. • 74% of students in grades 3-8 will score proficient or advanced on the WKCE.
<p>3. Measures of Academic Progress (MAP) Students from Grades 3 through 8 will demonstrate progress in reading and language arts on the MAP tests administered in the fall and again in the spring. The school’s goal for the 2008 - 2009 academic year is that:</p> <ul style="list-style-type: none"> • 50% of the students will meet their target RIT score in reading • 50% of the students will meet their target RIT score in language arts • 75% of the students who met their target RIT scores in reading or language arts in the spring of 2008, will again meet their target RIT score in the applicable area(s) in the spring of 2009. <p>The outcomes in 2008 – 2009 academic year will be used as a baseline for future progress goals.</p>

M.I. - SCHOOL MATHEMATICS GOAL I: Implement the Math Investigations program and Connected Math Program 2 (CMP2) through explicit differentiated instruction that is inclusive of all mathematics strands and paced to increase computational fluency and mathematical problem-solving.

M.I. - Priority Strategy A: Monitor for explicit differentiated math instruction of 300 minutes per week of appropriate implementation of math programs. Provide 100 minutes of math remediation per week.

Action Steps	Status
1. Teachers in grades K5 – 5 use the Math Investigations program to provide daily explicit differentiated instruction for a total of 300 minutes each week. Teachers also provide an additional 100 minutes each week of math remediation.	
2. The schedule of classes for students in grades 6 – 8 will be organized to provide daily math sessions taught by math specialist teachers for a minimum of 300 minutes each week. Math teachers in grades 6 - 8 will use the CMP2 program to provide daily explicit differentiated instruction. Middle school teachers will also provide students opportunities for an additional 100 minutes each week of math remediation.	
3. Principals monitor for explicit differentiated math instruction of 300 minutes per week and for 100 minutes of math remediation per week.	

M.I. - Strategy B: Students will practice, in school and at home, addition, subtraction, multiplication, and division facts using game formatted activities described in adopted mathematics programs – Investigations in Number, Data, Space and Connected Math Project 2.

Action Steps	Status
1. Introduce at least one new math game each month. Play new game at least once every two weeks as part of math lesson or during 20 minutes of remediation math	
2. Introduce parents to math game concepts at student led conferences.	
3. Family Fun Night: Families will be invited to a Family Math Night to experience and learn current math strategies that include games to use with their children <ul style="list-style-type: none"> • Phone calls and flyers to invite and promote Family Fun Night 9/01/09 -9/18/09 • Family Fun Night 9/18/09 	

M.I. - Strategy C: Students in grades K - 6 will be engaged in math activities to enhance computational fluency for 20 minutes each day beyond their daily math instruction lesson periods using a computational skills enhancement program.

Action Steps	Status
1. Students use flash cards, computer games, and on-line math sites to practice number facts with a partner at least once twice a week for 15 - 20 minutes.	
2. Combine strategy lessons on computation strategies with timed practice tests to strengthen student efficiency in completing math computations.	
3. Introduce word problems each week day as part of bell work or extra math time	
4. Develop a Math Buddies program in which middle school students work with younger students to strengthen recall of math computation facts for addition, subtraction, multiplication, and division using flash cards and math games.	

M.I. - Strategy D: Students will have access to electronic math tools and computer software to enhance effective math computational skills and problem-solving strategies.

Action Steps	Status
1. Identify characteristics of desired computer math software, create a software evaluation tool, review math software, and make purchase recommendations.	
2. Introduce math software to teachers through professional development activities.	
3. Engage students with math software and on-line computation practice for 15-20 minutes at least once a week.	
4. Provide students in grades 7 & 8 with explicit instruction and work assignments to build familiarity and confidence in using graphing calculators to find solutions for problem-solving tasks. Grade 8 students will be able to use graphing calculators on calculator permitted sessions of WKCE tests for Fall, 2009.	

M.I. - Strategy E: Students will be involved with after school tutoring and math clubs to increase computational fluency and problem-solving skills.

Action Steps	Status
1. An after-school math club will be available for Grade 6 – 8 students on Tuesdays from 3:10 – 4:00 PM to develop problem-solving skills and computational fluency using MATHCOUNTS materials. Club sessions will include work with a four step problem-solving method and specific problem-solving strategies such as make a table, look for patterns, and guess/check/revise. Club members will compete in the Purple Comet Math Competition sponsored by UW-Whitewater.	
2. Tutoring sessions after school on Thursday from 3:00 – 4:00 PM to support students in completing classroom assignments and practicing math skills.	

M.I. - Strategy F: Students will participate in whole class and small group discussions about mathematics to share solutions to mathematical problems, listen and ask questions, and extend their mathematical thinking.

Action Steps	Status
1. Math learning facilitator provides coaching, professional development sessions, and resource materials to assist teachers and partner teachers in supporting student participation in mathematics discussions.	
2. Middle School teachers and partner teachers teach students communication and cooperative skills to support group discussions. Flexible grouping is used in math classes to provide some opportunities for students to work in same ability groups to promote student participation in small group discussions.	

M.I. - Strategy G: A Learning Facilitator and a math consultant will work with teachers in grades K-8 to support and strengthen math instructional practices including homework and communication about mathematics with parents.

Action Steps	Status
1. Identify and hire a math consultant to work with classroom teachers to: <ul style="list-style-type: none"> • Strengthen instructional practices in mathematics • Assist with curriculum pacing • Guide instructional planning • Create of formative assessments. 	
2. Math consultant works with math learning facilitator and teachers to identify materials to supplement Math Investigations and Connected Math programs.	
3. Teachers will participate in small group discussion of professional journal articles on computational fluency and problem-solving led by math learning facilitator. Teachers will read and respond to at least one article per month.	

M.I. - Strategy H: Students will work on a “Math Problem of the Week”, selected by math learning facilitator and teachers, to develop mathematical problem solving strategies that give students regular experience in solving non-routine and open ended problems. Students work on solving problems and discussing solutions to the math problems in pairs, small groups, and whole class contexts.

Action Steps	Status
Math Problems of the Week <ul style="list-style-type: none"> • Identify sources for “Math Problems of the Week” to use with grades K-2, 3 - 5, and 6 - 8. A team of teachers will select and distribute problems. • Introduce strategies to teachers and partner teachers for scaffolding students’ work with “Math Problems of the Week” and a routine for students to share their solutions with their teachers and peers using an index card format. • Teachers introduce “Math Problem of the Week” to students and offer incentives to participate in solving the problem. Student solutions are shared with teacher and peers. Teachers select different approaches to problem solutions to share with other classrooms in a print format. 	

M.I. - Strategy I: Teachers will provide explicit instruction on constructed response. Students will write math problems for other students that require a constructed response. After solutions to the problems have been proposed, the students who wrote the problems review and evaluate the solutions to identify misconceptions in mathematical thinking, discover unanticipated solutions, and communicate about mathematical concepts.

Action Steps	Status
1. Professional development for Gr. 2 -8 teachers and partner teachers on characteristics of constructed response math questions and how to write constructed response math questions.	
2. Gr. 2 -8 teachers share with students the characteristics of constructed response math questions Teachers will also show students how to rate sample solutions using the WKCE Constructed Response Rubric.	
3. Teachers instruct students in grades 3 - 8 on how to write constructed response problems. These problems are given to other students in the class to solve. Students who wrote the problems evaluate the solutions and give feedback to students who answered the problems. These problems can be used as "Math Problems of the Week".	
4. Students in grades 4 -8 write constructed response problems for younger students to solve. Students who wrote the problems evaluate the solutions and give younger students descriptive feedback. Student written problems can be used as "Math Problems of the Week".	

M.I. - Strategy J: Students in grades 3-8 will set individual learning goals with teachers using goal setting tools from NWEA connected to MAP testing

Action Steps	Status
1. Students in grades 3 – 8 take the Winter, 2009 MAP assessment in mathematics.	
2. Teachers review MAP target growth scores with students. A comparison will be made between the Fall, 2008 and Winter, 2009 scores to set math score and learning goals for the Spring, 2009 MAP testing. Students who have Spring, 2008 scores will also use those scores for their Spring, 2009 goal setting.	
3. Teachers work with clusters of students in specific goal areas to determine small group and class goals.	
4. Students in grades 3 – 8 take the Spring, 2009 MAP assessment in mathematics.	

M.I. - Strategy K: Teachers at each grade level will identify common assessment tasks in mathematics to collaboratively evaluate student work and determine instructional strategies to address misconceptions observed in student work.

Action Steps	Status
1. Identify and/or create common assessment tasks in mathematics to be used by teachers to support collaborative discussions focused on evidence of student learning. These tasks may include assessments from our adopted math programs.	
2. Teachers learn to use protocols that encourage analysis of student work from common assessments and discussion of teaching strategies to guide classroom instructional practices.	
3. Teachers participate in collaborative teaching of mathematics to gain common knowledge of students' response to mathematics tasks, understanding of mathematics concepts, and misconceptions.	
4. Teachers review student responses to math pretests from Fall, 2009 to guide instructional decisions for Winter, 2009 and Spring, 2009.	
5. Reassess the pre- and post- grade level math tests.	

M.I. - SCHOOL MATHEMATICS GOAL I: EVALUATION CRITERIA

<p>1. Wisconsin Knowledge and Concepts Examination (WKCE) Students in Grades 3 through 8 will take the WKCE test administered on an annual basis in the time frame identified by the Wisconsin Department of Public Instruction. The WKCE for grades 3 through 8 will provide each student with a proficiency level via a scale score in mathematics.</p> <ul style="list-style-type: none"> • More than 29.2% of the fourth through eighth grade students who tested below proficient (basic or minimal)) on the WKCE in reading in 2007- 08 will improve a level (e.g. minimal to basic) or move at least one quartile within their level. • At least 75.0% of the students who were proficient or advanced on the WKCE in 2007-08 will maintain their status of proficient or above. • 58% of students in grades 3 – 8 will score proficient or advanced on the WKCE.
<p>2. Measures of Academic Progress (MAP) Students from third through eighth grades will demonstrate progress in mathematics on the MAP tests administered in the fall and again in the spring. The school's goal for the 2008 - 2009 academic year is that:</p> <ul style="list-style-type: none"> • 35% of the students will meet their target RIT score in mathematics • 75% of the students who met their target RIT scores in mathematics in the spring of 2008, will again meet their target RIT score in mathematics in the spring of 2009. <p>The outcomes in 2008 – 2009 academic year will be used as a baseline for future progress goals.</p>
<p>3. ALL Mathematics Pre-test and Post-test Students at each grade level who score below 70% on the math pre-test administered by October 31st, 2008, will demonstrate an improvement of at least 10% on a math post-test administered after May 15, 2009. The data from the pre-test will inform instructional decisions allowing teachers to better meet student needs.</p>

A. I. – SCHOOL ACHIEVEMENT GOAL I: Teachers use assessment tools to monitor student learning and improve instruction that results in increased student achievement in reading and mathematics.

A.I. - Strategy A: School data retreats will examine achievement data to identify successes and areas of concern for subgroups of students and individual students. At these retreats, teachers will gather standardized and local assessment data on each student to create a Student Assessment Record that will be updated throughout the year. They will be held in August, October, January, March, and June to review standardized test scores and local measures data in reading and math including:

- WKCE scores for grades 3-8
- Stanford Diagnostic Reading Test Scores for grades 1-3
- Measures of Academic Progress (MAP) for grades 3-8 (each trimester)
- Mathematics progress in grade level text
- Fountas and Pinnell Reading Benchmark Scores for grades K4-8
- Writing Continuum scores for grades K3-8

Action Steps	Status
1. Review data from MAP 3-8 and SDRT K-3. Use data to plan reading instruction.	
2. Teachers will record scores on an orange or green colored data card and in an electronic database at the end of each trimester: <ul style="list-style-type: none"> • running record reading level, • writing continuum lever • math progress • MAP score in reading, mathematics, and language arts 	
3. Professional Development Team will plan data retreats based on the following possible topics: <ul style="list-style-type: none"> • Chart progress of class versus instruction strategies • Teachers tracking data in transparent way for students • Analyze, share and collect assessment methods to give more meaningful and varied data • Spreadsheet tracking system (conditional formatting) • Plan intervention grouping • Review and analyze standardized tests: <ul style="list-style-type: none"> - kinds of questions - vocabulary - skills - formats 	

A.I. - Priority Strategy B: Teachers will use assessment more frequently to drive their teaching and measure the achievement of students more effectively.

Action Steps	Status
1. Teachers will do frequent assessment (daily, per lesson, weekly, etc.) to track student achievement and understanding. These assessments will be based on learning targets drawn from the A.L.L. Benchmarks.	
2. Teachers will participate in professional development to build capacity for creating and interpreting frequent assessment.	
3. Teachers will review assessment data with Level Teams on a weekly basis (based on classroom assessment data) in order to identify what is working and what is not and to refine instruction.	
4. Student learning will be “transparently tracked” in classrooms, on the walls, to encourage goal-setting and growth in students: <ul style="list-style-type: none"> • MAP scores, words • per minute fluency, r • eading levels • number of books read • math facts learned 	

A.I. - Strategy C: The DesCartes tool from Northwest Evaluation Association (NWEA) MAP testing will be used three times a year to set learning goals for individual students in reading and mathematics.

Action Steps	Status
1. Teachers will use MAP scores to assist in flexible grouping for math and reading.	

A.I. - Strategy D: Students will participate in reading conferences with their teacher at least once a week to monitor their reading progress using multiple measures including running records.

Action Steps	Status
1. Teachers in middle school (6-8) will be responsible for monitoring reading progress of their homeroom students through weekly conferences.	
2. Teachers will teach students to record information so they can monitor their own progress from weekly conferences: <ul style="list-style-type: none"> • words per minute, • reading level growth • % of accuracy rate 	

A.I. – Strategy E: Principals meet regularly with teachers to review student progress toward learning targets and goals.

Action Steps	Status
1. Principals will review student progress toward learning targets and goals: <ul style="list-style-type: none"> • Meet monthly with each teacher to review student assessment data to see how students are improving in each area and discuss what teaching strategies are working and what are not. • Attend monthly Level Team meetings focused on assessment of student learning • Report progress of student learning to Head Learner monthly. 	

A.I. - Strategy F: Administrators, teachers, and students will create a school-wide culture that celebrates achievement of individuals (staff and students) and classes on a regular basis.

Action Steps	Status
1. Create teacher-led Celebrating Achievement Team to spearhead sharing of achievements and to engage students, parents, and teachers in striving toward growth through: <ul style="list-style-type: none"> • wall charts • awards • rewards 	
2. Celebrate academic achievement of individuals and classes at community circle: <ul style="list-style-type: none"> • improvement in reading levels • test scores 	
3. Students will engage in Staff Appreciation Day once a month, dropping specific notes of appreciation in staff “mailboxes.”	
4. Staff will give shout-outs at circle to staff and/or students to model showing appreciation.	
5. Create permanent hallway banners with sayings that focus on achievement.	

F. I. - SCHOOL FIELDWORK GOAL I: Students will use the Teutonia Urban Garden – Academy of Learning and Leadership (TUG-ALL) garden for purposeful fieldwork and service connected to subject areas across the curriculum, with special emphasis on science and health.

Priority Strategy – A Students engage in garden/science module lessons planned and co-facilitated by teachers and a garden educator, as a local expert, that include: Content area reading on science and health topics, Vocabulary development through reading, writing, and listening, Data collection and graphing of information about science and wellness, Written reflection on the science process and personal wellness connections.

Action Steps	Status
1. Mini-WKCE style quizzes for each garden lesson.	
2. Content reading and vocabulary list for every expedition that relates to garden.	
3. Lessons for classroom teachers to use on their own in the garden that connect to expeditions.	

F.I. – Strategy B: Students and teachers collaboratively design service learning projects related to TUG-ALL and the local community that require application of literacy and math skills.

Action Steps	Status
1. Create ALL 4H club with a focus on service learning.	
2. Menu of service projects and participation expectation from every grade level.	

C.I. –SCHOOL CULTURE GOAL I: Students will demonstrate the Ideal Graduate traits through learning expeditions and classroom practices specifically focused on community building.

Priority Strategy – A. A.L.L. faculty, staff, and students model Ideal Graduate components at Community Circle each week to foster student and parent understanding of the components.

- Conscious Learning
- Effective Communicator
- Communal Person
- Caring Self
- Confident Leader
- Powerful Problem Solver

Action Steps	Status
1. Formulize Community Circle time to include: <ul style="list-style-type: none"> • a common ritual • an initiative related to the Ideal Graduate characteristics, • school pledge 	
2. Faculty and staff will lead at least one initiative during Community Circle throughout the school year. This will involve students and will be related to the Ideal Graduate components being focused on during that trimester.	

C.I. - Strategy B: Classroom displays created with students demonstrate understanding of each component of the Ideal Graduate Framework.

Action Steps	Status
1. Graduate Webs are displayed in each classroom. CLIP group encourages interaction with the Ideal Graduate Webs.	

C.I. - Strategy C: Student portfolios will be divided according to the six components of the A.L.L. Graduate. The portfolio will document growth, over time, in each area and be reviewed and commented on by parents at each student-led conference in order to help parents understand the components of the Ideal Graduate in relation to their child

Action Steps	Status
1. CLIP group will collaborate with the portfolio team to review information already gathered to guide the design of student portfolios.	

C.I. - Strategy D: Students will write individual learning plans (ILP) with their teachers and review them with their parents at students-led conferences that identify their strengths and challenges related to the Ideal Graduate components.

Action Steps	Status
Disseminate ILPs at the beginning of each school year with timelines and collect them at the end of the year. Provide white “sloppy copy” pages students use for a first draft. Students will use Ideal Graduate language in the writing of their ILP goals.	
Students will reflect on their ILPs at progress report time using a simple student reflection sheet and share their report with parents at trimester conferences.	

C. II. - SCHOOL CULTURE GOAL II: Teachers and students will understand and model practices that promote emotional and physical safety and well-being for themselves and others.

C.II. – Strategy A: Teachers and staff will participate in shared learning to deepen understanding and common language around school norms and Discipline with Love and Logic principles.

Action Steps	Status
1. On-going Workshops/In-Services on Discipline w/ Love & Logic – as a part of Wed. Faculty/Staff Mtgs.	
2. Dedicate each month to one of the Design Principles. Assign each class a Design Principle to prepare and present at Community Circle.	
3. Sharing Teacher – Teachers who have strong classroom management to serve as “models”/supports for other teachers having management difficulties.	
4. In-Services/Professional Development w/ Experts from Discipline w/ Love & Logic, Children’s Hospital, and someone who can address the topic of mental health needs/issues within our community.	

C.II. - Strategy B: Review of discipline data will identify students causing repeated behavioral disruption and lead to SAIL and parent meetings with families of students and strategies for improvement, including behavior contracts.

Action Steps	Status
1. Survey for all students to complete to obtain baseline data regarding A.L.L. student feedback with regards to emotional/physical safety and well-being.	
2. Implementation of a Bully Prevention Program.	
3. S.T.A.T. to create a new code system / “Tier System” for behavior data as it relates to being input into Powerschool. Goal is to make it easier to make evaluative assessments of the data.	

C.II. - Strategy C: Small group counseling and support groups for boys and girls separately, as well as some mixed gender groups, will be provided to meet the emotional needs of students that are beyond the relationship work of the regular classroom.

Action Steps	Status
1. Facilitation of Boys Groups 1 st – 4 th Grade Groups (35 Students) 7 th Grade Groups (1 group) 5 th Grade Groups (2 groups) 8 th Grade Groups (2 groups)	
2. Facilitation of Girls Group 8 th Grade Group (Healthy Relationships) (1 group) K4 – 1 st Grade (1 Group) 2 nd – 4 th Grade (1 Group)	
3. Implementation of Safety-Well Being workshops with School Nurses in conjunction with Elaine’s Project.	

S.I. - SCHOOL STRUCTURES I: The school schedule provides uninterrupted time for individual teacher preparation and planning, team, or grade-level planning, and meetings for the whole staff for professional development and planning to improve the quality of instruction and, thus, student learning.

S.I. – Strategy A: Common planning time will be available and used by each middle school planning/teaching team to improve learning through analyzing student work, solving individual and group student challenges, learning together, collegial sharing, etc. Structures for productive use of common planning time include: agendas, minutes, roles for facilitation and participation, and plans for follow-through. A school administrator or learning facilitator will regularly attend common planning time meetings.

Action Steps	Status
1. Survey middle school teachers on the use of common planning time.	
2. Design recommendations from the survey results	

S.I. – Strategy B: Grade level team meetings are held each week to design expeditions and projects, improve instruction and assessment practices, and develop plans to meet the needs individual students.

Action Steps	Status
1. Survey elementary teachers on the grade level team meeting	
2. Design recommendations from the survey results	

S.I. - Strategy C: Age level team meetings held each month to address development needs of individual students, small groups, and teacher planning of instruction: (Gr. K4 -1) (Gr. 2 – 4) (Gr. 5 – 6) (Gr. 7 - 8)

Action Steps	Status
1. Survey the staff on whether or not age level team meetings are in place and what improvements are needed.	

S.I. – Strategy D: Building level meetings (K4-5) (5-8) held at least twice each month. These meetings will be designed to build common language, expectations, and instructional practices across the building.

Action Steps	Status
1. Recommend two Wednesdays as building meetings and the two other Wednesdays as planning time with professional development	
2. Develop meeting minutes for the accountability and for communication with other grade levels.	

S.I. – Strategy E: School level (K4-8) meetings held several times each trimester. These meetings will be designed to build common language, expectations, and instructional practices across the ALL campus.

Action Steps	Status
1. Create a calendar of topics for building meetings	
Survey teachers and staff on professional development topics	

S. II. – SCHOOL STRUCTURE GOAL II: The school will provide extended and stabilizing opportunities to improve student learning through programs for summer school, mobility reduction, small group learning, and after-school learning.

S.II. - Strategy A: Provide summer school for students needing remediation, extended learning time, and support for maintenance of proficiency.

Action Steps	Status
1. Obtain Funding for Summer School Program <ul style="list-style-type: none"> • Submit PAVE Grant to seek summer school funds. • Meet with PAVE committee to discuss our proposals and determine level of funding. • Communicate funding needs for summer program based on grant proposal and PAVE funding. 	
2. Design Summer School Program: <ul style="list-style-type: none"> • Get Ann Andress' input regarding treatment of special education students in Summer program. • Determine summer staff • Research types of summer programs and establish parameters of our program. • Build Curriculum 	
3. Recruit Summer School Students <ul style="list-style-type: none"> • Determine summer school candidates & receive parental commitments. • Determine any available space & send out next round of invitations for summer school. 	

S.II. - Strategy B: Reduce student mobility from year-to-year through relationship building and value-added services: family meal gathering nights, family meetings regarding behavior and learning, communication on class and school activities, invitations to child centered learning celebrations, involvement in Parent Leadership Council, place and time convenience for conferences, participation in work/product of TUG-ALL garden, and health improvement study and services.

Action Steps	Status
School Events with Opportunities for Family Participation <ul style="list-style-type: none"> • Book Fair (1/21/09) • Expedition Celebrations – send invitations home. (1/09) • Conference Overview – Provide informative fun ways to conduct an effective conference, highlighting the progress the students are making. Save expedition materials to display at conferences. (1/09) • Black History Program (2/09) • Elaine's Project Healthy Body and Mind Fair (2/09) • Collect items for raffle baskets (2/09) • Conferences (3/09) :Serve refreshments/Letter to what's happening - Raffle baskets • Family Fun Night (4/09) • Spaghetti Dinner (4/09) • Awards Day (5/09) • Graduation (6/09) • Field Day (6/09) 	

S.II. - Strategy C: Promote staff retention by providing staff with resources and opportunities that will allow them to better serve our students.

Action Steps	Status
1. Create Employee Advocate Committee (EAC) Purpose: to be the voice of the staff.	
2. Place a suggestion box in Oasis and Office to collect ideas. <ul style="list-style-type: none"> • Review suggestions received from the staff and summarize the results. • Select suggestions that seem the most important to the staff (perhaps survey staff from suggestions received) • ONGOING: Meet with Admin team as needed to discuss results and efforts. • Match resources to needs and prepare a plan for implementation. • Implement plan(s) outlined above. 	

S.II. - Strategy D: Support after-school programming developed by faculty members and the Boys and Girls Club for additional support for student learning: tutoring, Math Club, Chess Club, Power Hour,

Action Steps	Status
1. Organize after-school programs from 3:15 – 3:45 PM to provide students with focused one-on-one tutoring. Assign students to tutoring groups based on low academic performance versus lack of test taking strategies.	
2. Teachers sign up to organize and facilitate a club. The objective is to give students an opportunity to enjoy additional opportunities to learn such as : <ul style="list-style-type: none"> • Math • Science • Book Clubs • Chess 	
3. Determine and offer various extra-curricular opportunities such as: <ul style="list-style-type: none"> • Sports • Fine Arts • Foreign Language 	

**Academy of Learning and Leadership
 AYP-SIFI School Support Team
 2008-2010**

Purpose

The School Support Team is composed of members knowledgeable about scientifically-based research and practice on teaching and learning and about successful school-wide projects, school reform, and improving educational opportunities and motivation for students achieving below their potential. The Academy is forming an internal school support team and an external school support team to take advantage of the perspectives and expertise of both groups. Together and separately, the teams will:

- Review and analyze school operations to assist the school in developing recommendations for improving student performance
- Collaborate with school community in the implementation and monitoring of the school's continuous learning improvement plan, ALL-CLIP
- Evaluate the effectiveness of the plan implementation
- Make additional recommendations regarding additional assistance to improve performance.

Internal School Support Team Members

Dr. Camille Mortimore	ALL Executive Director
Mr. Thomas Geraty	ALL Elementary Principal
Ms. Carie Brock	ALL Middle School Principal
Mr. Steven Shaw	ALL Learning Facilitator
Ms. Tresca Meiling	ALL Educator, elementary
Mr. Dennis Griffin	ALL Educator, middle school

External School Support Team Members

		<u>Accepted</u>
Mr. Clark Lovell	Educator, consultant to ALL	X
Dr. Sheila Feay-Shaw	Assistant Professor of Music Education, UWM	X
Mary Pat Ament	Expeditionary Learning Schools	reviewer
Dr. Maureen Polczynski	Educational Consultant	X
Mr. Joe Georgeson	University School, Mathematics Educator	X
Mr. Jomar Blue	ALL Parent	X
Ms. Nicole Coats	ALL Parent	X

**Academy of Learning and Leadership
Use of Title I Funds – 2008-2009**

ALL Professional Development spending from title I funds:

Expeditionary Learning Professional Development contract	\$30,000
Middle School Literacy Specialist Consultant	\$5,000
Early Childhood Literacy Specialist Consultant	\$5,000
Library Specialist Consultant	\$9,000
New Promise Conference	\$1,000
Teacher visits to model school	\$2,000
Principals retreat/mentoring	\$2,000
Data retreat	\$3,000
Math Consultant for teacher development	\$4,000
Support Crew/Mentoring Program	\$1,000
Learning Facilitators coaching/modeling	<u>\$70,000</u>
Total	\$132,000
Total Title I Funds, including Supplemental Funds	\$460,607
Percent of Title I Funds budgeted for professional development	28.7%

Copies of the Title I grant requests will be included with quarterly report to Carl Cira of M.L. Tharpes.

**Academy of Learning and Leadership
CLIP Groups**

READING GOAL I

Point Person

Steven Shaw

Group Facilitator

Julie Norman

Group Members

Cyndee Gordon,
Christa Marlowe
Charlotte Nickelson,
Jen Weiss

READING GOAL II

Point Person

Steven Shaw

Group Facilitator

Ann Andress

Group Members

Jenny Blair
Delshon Henry
Erika Kluhsman
Katie Parent
Kristin Stoddard

MATH GOAL I

Point Person

Steven Shaw

Group Facilitators

Dennis Griffin
Steven Shaw

Group Members

Ahmed Abdurrawaf, Jennifer
Ellis
Erin McReynolds
Julius Mollel
Shelby Regner
Chris Simon
Marvel Taylor

ACHIEVEMENT GOAL I

Point Person

Camille Mortimore
Steven Shaw

Group Facilitator

Camille Mortimore

Group Members

Mercedes Falk
Tresca Meiling

FIELDWORK GOAL I

Point Person

Penny Rossetto

Group Facilitator

Penny Rosetto

Group Members

Josh Breslow
Jen Clark
Stacy Cushenbery
Katie Kiesgen

SCHOOL CULTURE I

Point Person

Tom Geraty

Group Facilitator

Tom Geraty

Group Members

Nellie Brawner
Allison Harding
Susan Henkel
Ellen Puerling

SCHOOL CULTURE II

Point Person

Daiwan Lowe

Group Facilitator

Daiwan Lowe

Group Members

Anthony Ashley
Suzanne Breslow
Deb Erdmann
Dennis Griffin
Maureen Hill
Jeff Knox
Sr. Teresa Mahony,
La'Troya Willingham
Troy Yiannackopoulos

SCHOOL STRUCTURES I

Point Person

Carie Brock

Group Facilitator

Carie Brock

Group Members

Starr Batton
Marian Brantner
Christina Disterhaft
Christina Schoenwetter

School Structures II

Point Person(s) – Carie Brock, Tom Geraty, & Ann Andress

Group Facilitator – Mary Ann Noshay

Group Members – Laurie Anhalt, Starr Batton, Laurie Beth, And Jeff Shields

Academy of Learning and Leadership Mentoring Program 2008-2010

The Academy of Learning and Leadership is building a formal mentoring program over the course of two years to augment the already high levels of professional development and support that is part of ALL culture and programming. The ALL Mentoring Program is designed to support new-to-ALL teachers and first through third year teachers who are new to the profession. During 2008-2009, Phase I, ALL Support Crew, is being implemented. During 2009-2010, Phase II, the full ALL Mentoring Program will be implemented.

As the Academy returns to its high levels of teacher retention and has more teachers with a minimum of 3 years of experience at the Academy, the ALL Support Crew will grow into a full-fledged ALL Mentoring Program. In the 2009-2010 academic year, selected teachers will be formally trained in the mentoring process and a more robust mentoring program, including observation and coaching by a trained mentor, will be implemented at ALL. Currently, observation, coaching, and modeling are being done for all teachers by the Academy's four (3FTE) learning facilitators. The mentoring program will be coordinated and supported by these learning facilitators; they include a 20 year experienced educator completing a Ph.D. in curriculum and instruction, a master level reading specialist educator of 10 years, a master of arts in teaching educator with 7 years experience, and an educator completing a reading specialist masters. All have experience in urban education.

ALL Support Crew - 2008-2009

Support members (mentors) will be assigned a new-to-ALL person to support/mentor. Expectations for ALL Support Crew include:

- Share their knowledge about Expeditionary Learning and planning successful expeditions
- Help mentee with professional goal setting
- Calendar and set timelines with mentee regarding important ALL events (testing, report cards, learning celebrations, etc.)
- Help their mentee be timely and 'in the know'
- Participate in a professional development book club
- Share ideas and plan for field work with mentee
- Meet once a week after school with mentee to cover calendared items (see Attachment A)
- Spend time outside of scheduled New Crew times with mentee.

ALL Mentoring Program - 2009-2010

Expectations for the ALL Mentoring Program, in addition to expectations for Support Crew previously listed:

- Mentors will attend at least 2 formal mentoring classes through the Southeastern Wisconsin New Teacher Project's Mentoring Certificate Program. These will support them in such things as: mentoring language, objective observation skills, assisting with professional goal setting for new teachers, assessing classrooms for equity.
- Mentors will arrange a minimum of two observations per trimester, focused on the professional goal the mentee has set. These will be followed by scheduled, reflective conversations on the new teacher's practice.
- Mentors will assist with tracking and supporting PDP progress, including taking classes in PI-34 support as needed.

