



Rochester Community Schools District Improvement Plan 2010 Summary

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***Rochester Community Schools
District Improvement Plan 2010 Summary***

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Goal 1: Literacy

All graduates of the Rochester Community Schools will be College Ready, Career Ready and Life Ready in English Language Arts.

1.1. Objective: Reading

By the end of the 2014 school year:

- 100% of third grade students, including all sub-groups, will be reading at grade level or above as measured by Fountas and Pinnell oral reading records and MEAP.
- 100% of fifth grade students, including all sub-groups, will be reading at grade level or above as measured by the Fountas and Pinnell oral reading records and MEAP.
- 75% of eighth grade students will meet or exceed the Reading Benchmark of 15 on the ACT Explore.
- 75% of tenth grade students will meet or exceed the Reading Benchmark of 17 on the ACT Plan.
- 75% of eleventh grade students will meet or exceed the Reading Benchmark of 18 on the ACT.

1.1.1. Strategy: Pyramid of Interventions

Instructional leaders will develop a District level Pyramid of Intervention (POI) for English Language Arts.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Research best practice in English Language Arts at the Tier I level.	09/01/2010	06/30/2011	Curriculum Department, Teacher Leaders, instructional staff
Assess the current use of instructional strategies that reflect best practice in English Language Arts at the Tier I level.	09/01/2010	06/30/2011	District and building instructional staff
Implement additional strategies that reflect best practice. (See Professional Development Strategy and Activities)	09/01/2011	06/30/2012	Curriculum Department, Teacher Leaders, and Learning Consultants
Research based intervention strategies will be identified and implemented for Tier 2 and 3 on the Pyramid of Interventions.	09/01/2010	06/30/2012	District instructional leaders
Develop an assessment system tied to the POI that includes a set of Universal Screeners as well as progress monitoring tools.	09/01/2010	06/30/2012	District and building instructional staff

1.1.2. Strategy: English Language Arts Curriculum

Instructional staff will revise the K-12 English Language Arts (ELA) curriculum to be in alignment with the new National Core Standards and to the ACT College Readiness Standards.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The District Language Arts Committees will align the current ELA curriculum with the National Core Standards and the College Readiness Standards. Units of instruction will be developed and/or revised for each grade level or course. The new Language Arts Curriculum will be entered into the Atlas Rubicon Curriculum mapping software.	09/01/2010	06/30/2014	District ELA Committee members and District Program Consultant will lead this work. Learning Consultants, Teacher Leaders and other instructional staff will provide support.
The revised Language Arts Curriculum and Units of Instruction will be implemented in each grade level and/or course. Teachers will use the Atlas Rubicon curriculum mapping software program to access new curriculum.	09/01/2011	06/30/2014	Teacher Leaders, Learning Consultants, Principals and Language Arts Curriculum members

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1.1.3. Strategy: ELA Assessment

The District will develop a systematic approach to assessment, data collection and data analysis.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The District will support staff in the development of a balanced assessment system which includes formative classroom assessments, common interim assessments, and common summative assessments. The assessments will be aligned to the new National Common Core and College Readiness Standards.	09/01/2010	06/30/2012	Curriculum department, building principals, Learning Consultants, and Teacher Leaders
The District will support instructional staff in the increased use of Pearson Inform for data collection. By 2012, staff in each building will be able to input an answer key into Inform, reset passwords, pre-slug answer documents, and develop reports.	09/01/2010	06/30/2012	District Assessment Director in conjunction with building principals, Teacher Leaders, and technology staff.
Instructional staff will analyze data from formative, interim, and summative assessments in order to guide instructional, budget, and school/district improvement decisions.	09/01/2010	06/30/2012	All instructional staff.

1.1.4. Strategy: Professional Development

The District will develop a systematic professional development plan to support instructional staff in the development and implementation of:

- 1) high quality, research based instructional strategies including curriculum differentiation;
- 2) curriculum and units of instruction aligned to the new Common Core and College Readiness Standards
- 3) formative, interim and summative assessments;
- 4) a system for data collection and analysis.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional development will include research based instructional strategies. In the area of language arts this will include a continuation of the Reading and Writing Lab model at elementary as well as the Teacher Leader model at the secondary level.	09/01/2011	06/30/2013	Instructional leaders including the Elementary and Secondary Program Consultants, Learning Consultants, Teacher Leaders and Lab Facilitators.
Once the ELA Curriculum Committees complete the review and revision of the current language arts curriculum to align with the Common Core and College Readiness Standards, the new curriculum documents will be shared with staff during District Professional Development time. Professional Development will include the use of Atlas Rubicon to ensure that the curriculum is clearly communicated to staff and that it is readily accessible.	09/01/2010	06/30/2013	Elementary and Secondary Program Consultants
Instructional staff will be provided time to meet in collaborative groups to develop common assessments and analyze the results in order to improve instruction and make data driven decisions. Instructional staff will receive on-going support and training in the use of Pearson Inform.	09/01/2010	06/30/2012	District Assessment Director, Program Consultants, technology support staff and instructional leaders.

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1.1.5. Strategy: Parent Involvement

District educational leadership will develop a plan to increase parent involvement in their child's reading and literacy development. Special attention will be focused on involvement of parents whose children are economically disadvantaged, English Language Learners, and/or African American.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The District will continue to support the newly developed Rochester African American Parent Network (RAAPN) as they discuss and share plans to improve student achievement.	01/04/2010	06/30/2013	AAPN representatives
A Parent Liaison will continue to provide support to parents for whom English is a second language. The Liaison ensures that home-school communication is clear and understandable, helps parents with forms and school documents, suggests how parents can assist their children at home and at school. Parents are encouraged to participate in a parent network, housed at an RCS ELL Center, so that they can also provide support for each other.	09/01/2009	06/30/2014	ELL staff and Parent Liaison
The number of web based communications will be increased. Improved communication is especially important during student transition periods (5th to 6th and 8th to 9th). A video podcast will be created and shared with middle school and high school parents to communicate the importance of college readiness in language arts.	09/01/2009	06/30/2014	Communications Manager, Instructional Administrators, Counselors and Learning Consultants
Identify ways to reach out to parents to increase their involvement and develop partnerships with schools. One way that has been identified is to invite parents to participate in District Language Arts Committee meetings.	09/01/2010	06/30/2014	Communications Manager and Instructional Leaders
Written communication about college readiness in language arts will be developed in the form of newsletters, mailouts, and District brochures.	09/01/2010	12/01/2010	District Curriculum Department, building administrators, and District Communications Manager.
Establish after school/evening opportunities for parents to meet with school counselors and school administration to explain and review student scores on standardized tests (Explore, Plan, ACT).	09/01/2010	04/30/2011	District instructional staff, building administrators, and counselors.

Goal 2: Mathematics

All graduates of Rochester Community Schools will be College, Career and Life Ready in mathematics.

2.1. Objective: Mathematics

By the end the 2014 school year:

- 100% of third grade students, including all sub-groups, will be proficient in mathematics as measured by MEAP and district quarterly mathematics assessments.
- 100% of fifth grade students, including all sub-groups, will be proficient in mathematics as measured by the MEAP and district level quarterly mathematics assessments.
- 75% of eighth grade students will meet the Mathematics Benchmark of 17 on the ACT Explore.
- 75% of tenth grade students will meet the Mathematics Benchmark of 19 on the ACT Plan.
- 75% of eleventh grade students will meet the Mathematics Benchmark of 22 on the ACT.

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2.1.1. Strategy: Pyramid of Interventions, Mathematics

Instructional leaders will develop a district level Pyramid of Interventions for mathematics

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Research based best practice core instructional practices in mathematics will be identified and implemented in classrooms at the Tier I level.	09/01/2010	06/30/2011	Curriculum Department, Teacher Leaders, instructional staff
Research based intervention strategies for mathematics will be identified for tiers two and three on the Pyramid of Intervention.	09/01/2010	06/30/2012	Curriculum department and instructional leaders from across the district.
Students with an IEP will receive mathematics instruction that is aligned with the GLCE's and CCE's. A new math program entitled "TransMath" was implemented in fall of 2009. Data will be collected and reviewed to monitor student progress toward proficiency at the secondary level using this program.	09/01/2009	06/30/2012	Special Education staff at the secondary level.
An assessment system will be developed tied to the POI that includes a set of Universal Screeners as well as progress monitoring tools.	09/01/2010	06/30/2012	District and building instructional staff.

2.1.2. Strategy: Mathematics Curriculum

Instructional staff will revise the K-12 mathematics curriculum to be in alignment with the new National Core Standards and the ACT College Readiness Standards.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The District Mathematics Committee will align the current mathematics curriculum with the National Core Standards and the College Readiness Standards. Units of instruction will be developed and/or revised for each grade level or course. The new Mathematics Curriculum will be entered into the Atlas Rubicon curriculum mapping system.	09/01/2010	06/30/2012	District Mathematics Committee members and District Program Consultants will lead this work. Learning Consultants, Teacher Leaders and other instructional staff will provide support.
The revised Mathematics Curriculum and Units of Instruction will be implemented in each grade level and/or course. Teachers will use the Atlas Rubicon curriculum mapping software system to access new curriculum.	09/01/2011	06/30/2012	Teacher Leaders, Learning Consultants, Principals and Mathematics Curriculum Committee members.

2.1.3. Strategy: Mathematics Assessment

A systematic approach to K-12 assessment, data collection and data analysis will be developed.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The District will support building staff in the development of a balanced assessment system which includes formative classroom assessments, common interim assessments, and common summative assessments. The assessments will be aligned to the new National Common Core and ACT College Readiness Standards.	09/01/2010	06/30/2012	Curriculum department, building principals, Learning Consultants, and Teacher Leaders.

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The District will support instructional staff in the increased use of Pearson Inform for data collection. By 2012, staff in each building will be able to input an answer key into Inform, reset passwords, pre-slug answer documents, and develop reports related to mathematics assessments.	09/01/2010	06/30/2012	District Assessment Director in conjunction with building principals, instructional leaders, and technology staff.
Instructional staff will analyze mathematics data from formative, interim, and summative assessments in order to inform decisions including instructional decisions, budget decisions, and school/district improvement decisions.	09/01/2010	06/30/2012	All instructional staff.

2.1.4. Strategy: Professional Development

The District will develop a systematic professional development plan to support instructional staff in the development and implementation of:

- 1) high quality, research based instructional strategies including curriculum differentiation;
- 2) curriculum and units of instruction aligned to the new Common Core and College Readiness Standards in mathematics.
- 3) formative, interim and summative assessments;
- 4) a system for data collection and analysis.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional development will include research based instructional strategies. In the area of mathematics this will include a continuation of the Math Workshop model at elementary as well as the Teacher Leader model at the secondary level.	09/01/2011	06/30/2013	Instructional leaders including the Elementary and Secondary Program Consultants, Learning Consultants, Teacher Leaders and Lab Facilitators
Once the Mathematics Committee complete the review and revision of the current mathematics curriculum to align with the Common Core and College Readiness Standards, the new curriculum documents will be shared with staff during District Professional Development time. Professional Development will include the use of Atlas Rubicon, a curriculum mapping program, to ensure that the curriculum is clearly communicated to staff and that it is readily accessible.	09/01/2010	06/30/2013	Elementary and Secondary Program Consultants
Instructional staff will be provided time to meet in collaborative groups to develop common assessments and analyze the results in order to improve instruction and make data driven decisions. Instructional staff will receive on-going support and training in the use of Pearson Inform.	09/01/2010	06/30/2012	District Assessment Director, Program Consultants, technology support staff and instructional leaders.

2.1.5. Strategy: Parent Involvement/Communication

District educational leadership will develop a plan to increase parent involvement in their child's mathematics development. Special attention will be focused on involvement of parents whose children are economically disadvantaged, English Language Learners, and/or African American.

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List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The District will continue to support the newly developed Rochester African American Parent Network (RAAPN) as they discuss and share plans to improve student achievement in mathematics.	01/04/2010	06/30/2013	AAPN representatives
A Parent Liaison will continue to provide support to parents for whom English is a second language. The Liaison ensures that home-school communication is clear and understandable, helps parents with forms and school documents, suggests how parents can assist their children at home and at school. Parents are encouraged to participate in a parent network housed at a RCS ELL Center, so they can also provide support to each other.	09/01/2009	06/30/2014	ELL staff and Parent Liaison
The number of web based communications will be increased. Improved communication is especially important during student transition periods (5th to 6th and 8th to 9th) when decisions need to be made regarding mathematics courses. A video podcast will be created and shared with middle school and high school parents to communicate the importance of college readiness in mathematics.	09/01/2009	06/30/2014	Communications Manager, Instructional Administrators, Counselors and Learning Consultants
Identify ways to reach out to parents to increase their involvement and develop partnerships with schools. One way that has been identified is to invite parents to participate in District mathematics committee meetings.	09/01/2010	06/30/2014	Communications Manager and Instructional Leaders
Written communication about college readiness in mathematics will be developed in the form of newsletters, mailouts, and District brochures.	09/01/2010	12/01/2010	District Curriculum Department, building administrators and District Communications Manager
Establish after school/evening opportunities for parents to meet with school counselors and school administration to explain and review student scores on standardized tests (Explore, Plan, ACT)	09/01/2010	04/30/2011	District instructional staff, building administrators, and counselors.

Goal 3: Science

All graduates of Rochester Community Schools will be College, Career, and Life Ready in Science.

3.1. Objective: Science

By the end of the 2014 school year:

- 50% of eighth grade students will meet or exceed the College Readiness Benchmark of 20 for Science on the ACT Explore.
- 58% of tenth grade students will meet or exceed the College Readiness Benchmark of 21 for Science on the ACT Plan.
- 58% of eleventh grade students will meet or exceed the College Readiness Benchmark of 24 for Science on the ACT.

3.1.1. Strategy: Science Curriculum

The secondary Science Curriculum will be reviewed and revised to align with the ACT College Readiness Standard

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List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The secondary science curriculum will be updated to include College Readiness Standards. Units of study will be revised as necessary.	09/01/2010	06/30/2012	Science teachers in each course supported by the Curriculum Department.

3.1.2. Strategy: Science Instruction

Research based core instructional strategies for science education will be researched and implemented at the secondary level, including strategies for curriculum differentiation.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Inquiry based instruction, problem solving strategies, and critical thinking will be included as integral components of core science instruction.	09/01/2010	06/30/2011	Secondary science teachers, Teacher Leaders and the Secondary Program Consultant
Test prep activities will be developed to assist students in preparing for the ACT. These activities will be shared with Teacher Leaders for dissemination to staff.	09/01/2009	06/30/2012	Curriculum department and science teachers.

3.1.3. Strategy: Parent Communication

A communication plan will be developed that provides parents and students with individual assessment information related to college-readiness beginning in 5th grade.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
A video podcast will be created and shared with middle school and high school parents to communicate the importance of college readiness in science.	09/01/2010	01/31/2011	District Media and Technology staff, District Curriculum Department staff and counselors.
Written communication about college readiness in science will be developed in the form of newsletters, mailouts and District brochures.	09/01/2010	12/01/2010	District Curriculum department, building administrators and the District Communications Manager
Establish after school/evening opportunities for parents to meet with school counselor and school administrators to explain and review student scores on standardized tests (Explore, Plan, ACT).	09/01/2010	04/30/2011	District instructional staff, building administrators, and counselors