Final Report

Replication Grant for Low-Performing Schools

Dissemination District: _Marcus Whitman CSD_ Dissemination School: ____MW Middle School____
Replication District: __Lansing CSD_____ Replication School: _Lansing Middle School___
Date: __9-25-14_____

Please refer to the best practices and strategies/activities mentioned in your joint work plan when completing this report.

1. Best Practice disseminated/replicated: **Target Directed Teaching and RtI**
Narrative summary of completion of goals and objectives related to this specific Best Practice
Lansing Middle School piloted a Student Support Team and RtI process during the 2013-14 school year. The process included regular visits from the Literacy Instructional Coach and Principal to grade level team meetings to shape an intervention process with intermediate steps between repeated student behavior and referral. Evidence based instructional practices/interventions were studied and shared throughout the year using regular workshops; the sharing of Network Team Institute best practices; cross-content literacy professional learning opportunities with Mike Schmoker; Learning from Student Work practice during Faculty Meetings; and ongoing instructional coaching focused on 5th and 6th grade. Fifth and sixth grade teachers piloted target directed teaching by identifying specific students and focusing varied instructional strategies to the success of those students, monitored student learning, and adjusted strategies when needed.
Any specific concerns or issues encountered during implementation
Many teachers run out of instructional intervention ideas quickly and want external interventions implemented. Also, we've relied heavily on our full-time Instructional Coach to support and guide these processes. We will not be able to sustain her position without grant funding.
Narrative summary of evidence of impact/effectiveness of Best Practice (attach any supporting documentation)
We've begun establishing an RtI process in the middle school (see the RtI Referral Form – 1A). The Team Meeting notes (1B) document conversations re: student needs and team responses, an over reliance on analysis without much planning

for teacher response. The collection of notes document examples of shared ideas, strategies, and professional learning opportunities (1C) to build teacher capacity around instructional and behavioral interventions. And finally, the first middle school Math Department meeting notes (1D) evidence a new starting place this year. Teachers are beginning the year by identifying 2 students each for TDT.

Next steps beyond grant completion

In the 2014-15 school year, we will be determining a broader Student Support Team and establish sustainable membership and leadership. Our Instructional Coach will continue half-time in that capacity this year: sharing successes at faculty meetings; continuing some coaching with the 5th and 6th grades; and attending team meetings with the principal to continue shaping the RtI process with support from the MW team through February. Teams and departments will continue using data to identify students, set targets for student success, and monitor progress toward targets. These practices will be central to a new LAP plan, encouraging sustained practice with TDT strategies.

2. Best Practice disseminated/replicated: Results First: District level goal setting, data collection, and quarterly reporting
Narrative summary of completion of goals and objectives related to this specific Best Practice
LCSD has developed and maintained a district data dashboard tied to district goals around student course failures. We established 2013-14, and now 2014-15, measurable district goals that translate into building goals for action planning, data collection, and results reporting. The instructional focus initiated with Mike Schmoker, evidence based best practices workshops, and CCLS implementation set the stage for a faculty survey setting instructional priorities for professional learning and ongoing improvement efforts in 2014-15.
Any specific concerns or issues encountered during implementation
Just finding enough time to integrate new practices – we haven't done a good job of stopping anything else.
Narrative summary of evidence of impact/effectiveness of Best Practice (attach any supporting documentation)
The dashboard (2A) documents mixed results toward a decrease in course failures, but we have many instances of improvement across the district. The high school and elementary level goals for the district were all met this year (2B – District Goals). The middle school is having mixed progress. The Instructional Priorities (2C – District Instructional Priorities and the Survey results) will drive in-house collaborative professional learning this year.
Next steps beyond grant completion
LCSD will maintain goal setting and monitoring processes year to year to drive building level and district level improvement. We will sustain ongoing improvement efforts by incorporating professional learning re: our instructional priorities and inquiry cycles into existing meeting structure: one faculty meeting/month in each building; department meetings; and curriculum leader meetings will all focus here.

1A

Student Referral Form – RtI Process Tier 2 3 (Circle one)

Step 1 - Student Information

Student Name: _____ Grade: _____ Date of Birth: _____

Teacher(s): _____

Name of Parent/Guardian: _____ Phone: _____

Parent/Guardian contact prior to referral: ____Phone call ____Note home ____Conference

Step 2 - Assess Concern(s)

Academic:

- ☐ Incomplete work/failing/significant decline in grade
- ☐ Lack of class participation
- ☐ Loss of interest in achievement
- ☐ Unprepared with class materials
- ☐ Frequent absences
- ☐ Other: _____

Comments: _____

_____

Classroom Conduct:

- ☐ Disruptive in class
- ☐ Inattentive
- ☐ Negative attitude
- ☐ Outbursts/temper
- ☐ Frequent need for re-direction
- ☐ Disrespectful of peers, staff
- ☐ Other: _____

Comments: _____

_____

Physical Condition:

- ☐ Poor hygiene
- ☐ Frequent visits to nurse/guidance/office/lavatory
- ☐ Frequent injuries/bruises
- ☐ Agitated/nervous
- ☐ Withdrawn
- ☐ Other: _____

Comments: _____

_____

Other Concerns:

	Erratic behavior day-to-day
	Change in friends and/or peer group
	Acting depressed
	Defensiveness
	Compulsive achievement/perfectionism
	Substance use
	Home life
	Peer relations
	Familial/family death
	Other: _____

Comments:_____

_____

Academic Information

Compare this student to other students on same grade level. Put a check mark in the column that best applies to the student.

Indicator	Below Average	Average	Above Average
Spoken language skills are at grade level			
Comprehends text read at grade level			
Comprehends word meanings of grade level vocabulary			
Expresses ideas in writing at grade level			
Performs mathematical computations at grade level			
Applies mathematical reasoning at grade level			
Processes information and formulates answers quickly			
Is able to work effectively at an independent level			
Is able to work as an effective group member			
Exhibits organizational skills needed at grade level			
Completes tasks on time			
Retains instruction from week to week			

Behavioral Information

Rate student behavior based on observation. Put a check mark in the column that best applies.

Behavior	Never	Sometimes	Always
Follows classroom rules			
Complies with adult requests			
Expresses satisfaction/dissatisfaction appropriately			
Works cooperatively with peers			
Begins tasks promptly			
Shifts from on uncompleted task to another			
Responds appropriately to redirection			
Interrupts instruction			
Seeks attention from peers			
Behavior results in discipline referrals			

Identify the situations where the concern(s) occur most/least often:

_____

_____

_____

Step 3 - Student Strengths/Incentives

List student's strengths: _____

_____

_____

List incentive(s)/reward(s) that the student responds to in a positive way:

_____

_____

_____

Step 4 - Background Information

Is attendance and/or tardiness an issue? Yes____ No ____

Has the student ever been retained? Yes ____ No ____ (if so when?)

Have concerns been noted in previous years? Yes ____ No ____ Unknown____

Step 5 - Assessment Data – Quarterly/Benchmark Assessments, NYS Assessments

Subject	Quarter 1	Quarter 2	Quarter 3	Quarter 4	2012/13 NYS Assessment
English					
Math					
Science					
Social Studies					

Step 6 - Tier 1 Interventions Attempted

Mark the strategies used in response to the concern(s):

Strategy	Approximate Date Began	Approximate Date Ended	Successful	Not Successful	N/A
Shared concern with student					
Modified instruction in _____					
Modified instruction in _____					
Modified instruction in _____					
Modified instruction in _____					
School Counselor/Psychologist contacted					
Administrator contact					
School nurse contact					
Enlist help from home parental/guardian support					
Positive reinforcement plan					
Instructional software/technology					
Break instruction into smaller pieces (segmenting)					
Other:					
Other:					
Other:					

2B

4/23/14 - Team Meetings

[redacted] - Rdg/Wtg/Math LD
↳ following same schedule as Helena
→ 4A - Resource Room
→ schedule will change tomorrow - Debbie n sched Tr
→ trouble feeling like coming to school
→ will have accommodations for Math

[redacted]
↳ take child to work
→ behavior is controlling - disengage the
→ pressure for what to wear, how it goes, t

[redacted]
↳ update BP for Audrey Hummel

[redacted]
↳ Horseplay in 9th period → Miles (Nurse) Jon (C
→ Need

[redacted]
↳ Meeting w/ Wendy
→ Sensory needs, social pragmatic issues

4/23/14 Team Mtg.

June 6th - Field Trip

June 20th - 11:40 - end of day in auditorium
- talent show

Raffle Basket for Newton - $5 for lottery scratche
to Karen

Language Presentation - May 9th, 10th Period, Che

[redacted] - attendance issues
- PINS petition

[redacted] - hard worker
- tough to work, as her gaps are large

[redacted] - make sure we follow through
w/ consequences for action
- be sure to write-up, send out for behavi

MW - [redacted]

1C

Examples to Build a Daily Report Card

Hallway Behaviors

- The student walked appropriately through the hallway with his or her class, staying in single file, remaining quiet, and keeping his or her hands to self.
- The student traveled independently through the hallway, walking directly to his or her destination and not bothering other students or adults along the route.
- Between classes, the student traveled quickly from one class to another, avoided spending too much time socializing with other students, and did not bother other students or adults along the route.

Homework Behaviors

- The student wrote down homework assignments correctly and completely.
- The student took all work materials home that were required for his or her homework assignments.
- The student turned in his or her completed homework on time.

Inattentive/Hyperactive Behaviors

- The student focused his or her attention on teacher instructions, classroom lessons and assigned work.
- The student thought about the consequences of his or her actions before acting.
- The student sat in class without fidgeting or squirming more than most peers.
- The student remembered academic instructions and directions without needing extra reminders.
- The student left his or her seat only with permission during academic periods.
- The student refrained from repetitive motor behaviors (e.g., table-tapping) and did not play with objects during academic or work time.

Physical Aggression Behaviors

- The student treated others appropriately, and did not bully, threaten, or intimidate them.
- The student avoided engaging in rough, physical 'horse-play' with other students.
- The student kept hands to self and did not touch classmates or their property without permission.
- The student refrained from making physical threats against other students or staff members.
- The student treated the property of other students and adults with care and respect.
- The student got along with others while showing socially appropriate behaviors.
- The student avoided getting involved in physical fights.
- The student interacted with adults and classmates without endangering their physical safety.
- The student controlled his or her emotions and did not become upset or angry when faced with challenging or difficult situations.

School-Work Behaviors

- The student was motivated to work on class assignments/projects.
- The student took care in completing his or her assignments and avoided careless errors.
- The student completed and turned in his or her assigned class work on time.
- The student was prepared for class, with all necessary school materials (e.g., books, pencils, papers).

- The student arrived on time to school or to class.
- The student was able to complete in-class work independently, and did not require adult or peer help.
- The student participated fully in group discussions.
- The student took notes on lecture content, capturing the essential information presented.
- The student was willing to ask for peer or teacher assistance whenever he or she required help on coursework.
- The student worked independently outside of the classroom to improve his or her academic skills.

Socially Withdrawn Behaviors

- The student worked independently outside of the classroom to improve his or her academic skills.
- The student appeared relaxed, with little sign of anxiety or fear at being in school.
- The student was spontaneously included by peers in group work and play situations.
- The student interacted with peers in a friendly manner, without the student being bullied or teased.
- The student interacted with peers in a friendly manner, without the student being bullied or teased.

Verbal Behaviors

- The student spoke respectfully and complied with adult requests without argument or complaint.
- The student avoided saying things that were not true to classmates or adults.
- The student was respectful of other students' feelings and avoided teasing them.
- The student took responsibility for his or her own mistakes or misbehaviors and did not attempt to shift blame onto others.
- The student was quiet during work or study periods, and did not make noise or call out.
- The student waited to be called on or given permission by the teacher before talking.
- The student used only appropriate language in all settings and did not swear.
- The student waited his or her turn in discussions and did not interrupt others.
- The student refrained from tangential (casual) conversations with peers during academic activities and independent seatwork.
- The student used his or her 'quiet voice' so as not to distract other students during work or study periods.

1C

100 Free or Inexpensive Rewards for Individual Students

Elementary Level

1. Assist the custodian
2. Assist with morning announcements over the PA system
3. Be a helper in another classroom
4. Be featured on a photo recognition board
5. Be recognized during announcements
6. Be the first one in the lunch line
7. Be the leader of a class game
8. Be the line leader or the caboose
9. Be the scout (Person who goes ahead of class to tell the special teacher they are on the way)
10. Be the teacher's helper for the day
11. Borrow the principal's chair for the day
12. Buzz cut a design in an agreeable male's head
13. Choose a book for the teacher to read aloud to the class
14. Choose any class job for the week
15. Choose music for the class to hear
16. Choose the game during physical education
17. Choose which homework problem the teacher will give the answer to for a freebie
18. Cut the principal's tie off and have your picture featured on a bulletin board with the neck part of the tie as the frame. Keep the tip for a souvenir.
19. Dance to favorite music in the classroom
20. Design a class/school bulletin board
21. Design and make a bulletin board
22. Do half of an assignment
23. Draw on the chalkboard
24. Draw on a small white board at desk
25. Draw pictures on the chalkboard while the teacher reads to the class (illustrating the story being read)
26. Duct tape the principal to the wall during lunch or an assembly
27. Earn a free pass to a school event or game
28. Earn a gift certificate to the school store or book fair
29. Earn a pass to the zoo, aquarium, or museum
30. Earn a trophy, plaque, ribbon or certificate
31. Earn an item such as a Frisbee, hula hoop, jump rope, paddleball or sidewalk chalk, which promote physical activity
32. Earn extra computer time
33. Earn extra credit
34. Earn free tutoring time from the teacher (spelling secrets, math secrets, writing secrets)
35. Earn play money to be used for privileges
36. Earn points for good behavior to "buy" unique rewards (e.g. Autographed items with special meaning or lunch with the teacher)
37. Earn the privilege of emailing a parent at work telling of accomplishments
38. Eat lunch outdoors with the class
39. Eat lunch with a teacher or principal
40. Eat lunch with an invited adult (grandparent, aunt, uncle)
41. Eat with a friend in the classroom (with the teacher)
42. Enjoy a positive visit with the principal
43. Enjoy class outdoors for the whole class

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44. Enter a drawing for donated prizes among students who meet certain grade standards
45. Get "free choice" time at the end of the day
46. Get a "no homework" pass
47. Get a drink from the cold water fountain (There is always one fountain that is better)
48. Get a flash cards set printed from a computer
49. Get a video store or movie theatre coupon
50. Get extra art time
51. Go on a walking field trip (earn privilege for whole class)
52. Go to the library to select a book to read
53. Have a drawing lesson
54. Have a free serving of milk
55. Have a teacher read a special book to the entire class
56. Have an extra recess
57. Have teacher share a special skill (e.g. Sing)
58. Have the teacher make a positive phone call home
59. Help in a lower level class
60. Keep a stuffed animal at desk
61. Learn how to do something special on the computer- like graphics or adding sound
62. Learn how to draw something that looks hard, but with help is easy
63. Listen to music while working
64. Listen with a headset to a book on audiotape
65. Make deliveries to the office
66. Name put on scrolling marquee with a specific message "Emily Jones says smile and eat your veggies."
67. Operate the remote for a PowerPoint lesson
68. Pick a game at recess that everyone plays including the teacher
69. Play a computer game
70. Play a favorite game or puzzle
71. Read a book to the class
72. Read morning announcements
73. Read outdoors
74. Read to a younger class
75. Receive a "mystery pack" (gift-wrapped items such as a notepad, folder, puzzle, sports cards, etc.)
76. Receive a 5-minute chat break at the end of the class or at the end of the day
77. Receive a note of recognition from the teacher or principal
78. Receive a plant, seeds and a pot for growing
79. Receive art supplies, coloring books, glitter, bookmarks, rulers, stencils, stamps, pens, pencils, erasers and other school supplies
80. Receive verbal praise
81. Select a paper back book to take home to read from the teacher's personal library
82. Sit at the teacher's desk for the day or a set amount of time
83. Sit next to the teacher during story time
84. Sit with a friend at lunch, assembly, etc.
85. Take a free homework pass
86. Take a trip to the treasure box (non-food items such as water bottles, stickers, key chains, temporary tattoos, yo-yo's, bubbles, spider rings, charms and pencil toppers)
87. Take care of the class animal
88. Take class animal home for school vacation time
89. Take home a class game for a night
90. Teach the class a favorite game

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Activity_Title	ActivityFormat_Name	ApprovalStatus_Name
COPY OF COPY OF FOCUS: First Things First for the 21st Century with Mike Schmoker	Workshop	Completed
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FOCUS: First Things First for the 21st Century with Mike Schmoker	Workshop	Completed
Instructional Best Practices	Workshop	Completed
Instructional Best Practices	Workshop	Completed
Instructional Best Practices - Evidence Based - Session	Workshop	Completed
Instructional Best Practices - Evidence Based - Session	Workshop	Completed
Instructional Best Practices - Evidence Based - Session	Workshop	Completed
Instructional Best Practices - Evidence Based - Session	Workshop	Completed
Instructional Best Practices - Evidence Based - Session	Workshop	Completed
Instructional Best Practices - Evidence Based - Session	Workshop	Completed
Instructional Best Practices - Evidence Based - Session	Workshop	Completed
Instructional Best Practices - Evidence Based - Session	Workshop	Completed
Instructional Best Practices Session #3	Workshop	Completed
Instructional Best Practices Session #3	Workshop	Completed
Instructional Best Practices Session #3	Workshop	Completed
Instructional Best Practices Session #4	Workshop	Completed
Instructional Best Practices Session #4	Workshop	Completed

1C

Session Outline: Council for Exceptional Children 2014 Annual Convention and Expo
Attendee: [redacted]
Dates: 4/9-4/12/14
Professional Development Ideas: Aligning IEP Goals with CCSS, Progress Monitoring for RTI and Students with Disabilities, Using Writing and Maze CBMs with Secondary Students, and others as time permits

Finding Apps for Students with LD – A Rubric

Research has reported the use of computers can be an effective teaching method for teaching students with learning disabilities (LD). As technology evolved, we have a new type of computer, mobile devices, such as iPads. The use of iPads as education tools for students with disabilities has been a hot topic in the special education field recently. However, it is often challenging to look for effective applications (apps) because a large number of education apps are available in the market. The presenters will present an iPad app evaluation rubric developed to help parents, teachers and professionals who want to evaluate apps to find effective apps especially for teaching students with LD.

CEC Opening Session

We are delighted to announce Andrew Solomon as the CEC 2014 Keynote Speaker. A writer of remarkable talent and intellect, his newest book, Far From the Tree: Parents, Children and the Search for Identity, tells the stories of parents who not only learn to cope with children with physical, mental and social disabilities, but also find profound meaning in doing so. The experience of difference within families is universal, as are the struggles toward compassion and the triumphs of love Solomon documents in every chapter. Solomon's last book, The Noonday Demon: An Atlas of Depression, won the 2001 National Book Award for Nonfiction.

Aligning IEP Goals with CCSS

This session shares the findings of a study that assisted teacher candidates in (a) creating IEPs which include annual goals aligned with CCSS, (b) providing support for students with LD to enable access to the general education curriculum, and (c) designing effective lesson plans based on the principles of Universal Design for Learning (UDL). Results indicate significant improvement incorporating CCSS in IEP goals, specifying observable learner behavior, specifying criteria of performance, and incorporating evidence-based strategies like UDL principles into their lesson plans.

Progress Monitoring in Action

This session will focus on progress monitoring, a systematic method of collecting data to track the effectiveness of interventions and research-based instruction at the RTI tiered levels. When used effectively, this system examines how the intervention facilitates and monitors children's progress to meet measurable goals as well as the use of evidence-based practices.
This session will provide special education teachers and teacher educators with information about interpreting Curriculum Based Measurement (CBM) progress monitoring graphs. Presenters will describe common problems with CBM graph interpretation; provide a framework for coherent, complete, and specific interpretation; and facilitate discussion about potential strategies to improve teachers' graph interpretation skills.

Selecting and Teaching Vocabulary to Enhance Student Comprehension of Complex Text

In this session participants will learn a research-based procedure for effectively and efficiently selecting and teaching vocabulary from complex informational and narrative texts.

Examining the Role of Vocabulary Knowledge in Struggling Comprehenders

This session examines the prevalence and nature of vocabulary difficulties among students identified as struggling or adequate comprehenders. Presenters will share the results of an experimental comprehension intervention with 1,200 secondary students. We will investigate factors that differentiate vocabulary performance including (a) vocabulary that students know and don't know, and (b) the impact of non-attempted items.

Why and How We Should Expect More of Special Education

Indisputable evidence indicates that hundreds of thousands, if not millions, of students with disabilities (SWD) are achieving very poorly in schools. SWDs' very poor school performance is partly because IDEA has been misunderstood or knowingly disregarded, resulting in policies and administrative dictates that have watered-down instruction for SWD in general education classrooms. It is time to acknowledge the facts and change them. Instruction for many SWD must become much more intensive. We describe how this can be accomplished with evidence-based practices and discuss how this will affect the role of special educators.

Scheduling for Co-Teaching and Other Inclusive Practices: Common Problems, Realistic Solutions

One significant challenge for inclusive schooling is scheduling...grouping students with disabilities in classes, assigning co-teachers with limited staff, arranging shared planning time, and coordinating multiple programs and services. Based on data and successful experiences from two large urban districts, this session outlines common scheduling dilemmas and ways to effectively address them.

Addressing the Needs of Students with Persistent Difficulties Through Intensive Interaction

Despite the best efforts of teachers to differentiate core instruction and provide quality secondary interventions, many students require additional support to develop reading skills. In this session, panelists will discuss how to apply intensive intervention principles to plan, deliver, and evaluate individualized programs to meet the needs of this population.

CBM Reading Progress Monitoring for Secondary Students: A–maze-thing

Learn how to use maze measures to monitor reading progress for secondary students. Participants learn to develop, administer, and score the maze as well as understand the reliability, validity, and sensitivity of the maze scores. In addition, features of electronic administration and graphing of data are described.

Knowing That All Students are Learning

Using formative assessments effectively can result in increasing student achievement, including students with disabilities, English language learners, and others who struggle with school. The results of the findings of several teachers who systematically used formative assessments to inform their instruction will be presented. Participants will leave with an array of effective templates for formative assessments that were found to be most useful for planning instruction for learners who were not having academic success.

The Write Thing: CBM in Writing for Secondary Students and English Learners

In this session, curriculum-based measures best suited to monitor the writing development of secondary students are highlighted. The results of technical adequacy studies, including studies with English learners, are discussed. Participants learn about and practice procedures for developing, administering, and scoring the measures.

Making Time for Everything: Creating Time for Intervention Without Sacrificing Core Instruction

Learn how teachers and administrators can structure effective instructional time that integrates highly effective core instruction, targeted interventions, and opportunities for electives to meet the needs of students with multiple skill deficits. This session will include empirical data and implementation procedures at both elementary and secondary levels.

Brain-Based Framework for Application of Metacognitive Strategies to Promote Reading

Metacognition is heavily researched and documented as effective for promoting literacy and reading comprehension. This session will explore brain-based and neuroplastic foundations of metacognitive training, including think-alouds, to promote educator understanding of the justification, scope, and application of this intervention for promoting reading comprehension across the Common Core. Brain-based explanation of metacognition demonstrates how and why this strategy is effective for students with disabilities and culturally, and/or linguistically diverse students. Modifications for students with disabilities, ELLs, and/or students who are gifted or talented are also discussed.

Improving Content-Area Learning: The Integration of Digital Literacy Tools and Strategy Instruction

In this session, we discuss how technology-based digital literacy tools and apps can be used in the context of a systematic strategy for learning from text that we have developed (PREPARE). This strategy was designed to work specifically with digital text, with each strategy step supported by a digital tool. We will discuss the PREPARE strategy and present a taxonomy of tools that will support each step of the strategy.

Executive Function Interventions to Improve Self-Regulation for Students With Behavior Problems

A growing evidence base suggests that academic and social-emotional difficulties of students with significant behavior problems may be linked to poor development of self-regulatory mechanisms collectively known as "executive function." This session will review our recent efforts to develop school-based curricula and training programs that effectively foster these important skills.

Using Evidenced-Based Practices to Teach the Common Core State Standards

Educators need a Common Core toolkit to help them meet the needs of exceptional learners. Learn how a supply of evidence-based strategies, such as Universal Design for Learning, can become pedagogical tools to help students apply and extend critical-thinking skills to real world problems.

Grading Exceptional and Struggling Learners

Assigning fair and meaningful grades to exceptional learners is a difficult task faced by every teacher. In this session, participants will learn about a 5-step inclusive grading model for grading and reporting achievement of exceptional learners in a way that is fair, meaningful, evidence-based, and legally defensible.

60 Free or Inexpensive Rewards for Individual Students

Secondary Level

1. Adult volunteers to write a job recommendation for the student
2. All school party on the weekend with different venues for all interests: (students with zero ODR's get to come) Have parents sponsor and chaperone:
    a. Dance area
    b. Basketball area
    c. Game board area
    d. Conversation pit
    e. Graffiti wall (piece of sheetrock painted white with sharpies of various colors)
    f. Karaoke area
    g. Computer animation area
3. Assisting Coach for any sport
4. Assisting PTO to develop ways to reward teachers who go out of their way to help students
5. Chance to go to grade school and teach students about a topic of interest
6. Choosing to do a PowerPoint for the class on a particular subject of interest
7. Choosing what assignment the class does for homework
8. Designing theme for school dance, ice cream social, game night
9. Dress as the school mascot during a game
10. Earning the chance to be the water/towel person at a sporting event
11. Earning the chance to do stagecraft for any school performance (lights, stage design, props)
12. Earning the chance to scoreboard assist at a game
13. Eating lunch with a preferred adult
14. Free entrance to a dance
15. Free entrance to a football, basketball, etc. game
16. Free library pass to research a topic of interest
17. Getting a postcard in the mail telling parents what teachers admire most about their child
18. Getting to apprentice at one of the business partners with the school (grocery store, bank, etc.) on the weekend.
19. Getting to buzz cut a design in the principal's hair (custodian's hair)
20. Getting to cut the principal's tie off (use loop to frame student's face on a bulletin board of fame)
21. Getting to duct tape the principal to the wall
22. Getting to scoop food at the cafeteria for a lunch period (social opportunity)
23. Getting to shoot a video about the school's expectations to show on CC TV
24. Hall pass to leave class 5 minutes early and go by the coldest water fountain
25. Help from an adult of choice on a class they are struggling with (Free tutoring)
26. Homework free night
27. Learning how to do something of interest on the computer (animation, graphics, CAD)
28. Learning how to play chess
29. Learning how to play sports even if they didn't make the team
30. Learning how to run the light board or sound booth for a school performance
31. Let student make a bulletin board in the front hall highlighting an event of choice
32. Make the morning announcements
33. Office aid for a period
34. Opportunity to be part of a brainstorming adult team at the school
35. Opportunity to eat lunch outdoors at a special table
36. Opportunity to eat lunch with a parent or grandparent at a special table

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91. Teach the class a math lesson
92. Use colored chalk
93. Use the teacher's chair
94. Walk with a teacher during lunch
95. Watch a video instead of recess
96. Work as the Principal apprentice for 20 minutes
97. Work in the lunchroom
98. Write with a marker for the day
99. Write with a special pen for the day
100. Write with a special pencil for the day

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1C

35 Free or Inexpensive Rewards for Adults in the Building

1. Adult gets to pick what the topic for a faculty meeting is going to be
2. Adult gets to rent the principal's chair for the day
3. At Family Math Night all the adults are highlighted in a video montage
4. Bulletin board highlighting staff of the day showing treasures provided by their family (surprise) If you have about 90 staff members one every other day would work
5. Dim the lights in the staff lounge and get a volunteer masseuse to come provide 5 minute neck rubs during planning periods- Play restful music
6. Donut day- These donuts are in honor of Peggy's contribution to the PTO
7. During morning announcements highlight something that an adult in the building did and tell why
8. Duty free lunch period
9. Find a beauty school and get someone to volunteer to come in and do 5 minute manicures
10. Flowers on the desk from someone's garden (with permission)
11. Get a donation of a shopping cart to keep at the school for adults bringing in huge loads of supplies
12. Golden plunger award from custodian for classroom that was the cleanest
13. Golden spatula award from cafeteria staff for most polite class of the week
14. GOOSE- Get Out Of School Early- No staying for the 30 after
15. Have the principal make up a rap song about being cool in school and perform it on the CCTV for the school- Staff of the Day get to be background dancers
16. Limo ride to school and home for staff of the day- This sounds weird but funeral parlors will sometimes provide this service for free if they aren't using the cars that day- Don't Tell rule applies
17. Mini-fridge for a week in the adults' office area filled with his or her favorite drink
18. Once a month host an ice cream social with a "sister"- "brother" school. Alternate schools each month and let teachers tour getting ideas from each other on lesson plans, bulletin boards, etc. I Spy something great I'd like to duplicate
19. Permission to leave the building at lunch time for lunch off campus
20. Plan a big faculty meeting or inservice at someone's house – with a pool and a grill instead of sitting on the little dot seats in the cafeteria
21. Principal and staff member trade jobs for a day
22. Postcard sent home detailing something admired in the adult
23. Preferred parking space
24. Principal institutes a pineapple upside down day- Everyone comes in and is assigned a different job for half a day- Everyone has to have their job description or lesson plans written down step by step
25. Principal kidnaps a class after PE or recess and take them somewhere else. Send a messenger to the teacher telling him or her to put their feet up for 20 minutes. Teach a lesson to the class on something of interest to you- American History- Art etc.
26. Principal leaves love notes on adults' desks – not the 6:00 news kind- the kudos kind
27. Principal takes over morning or afternoon duty for an adult in the building
28. Principal writes lesson plans for teacher for one period
29. PTO designs 4 strokes for every poke lanyard for all adults in the building
30. PTO takes turns baking a casserole once a week for an adult "gotcha" receiver
31. Scrape ice off windshield of Staff of the Day's car
32. Sneak into the school over the weekend and write a note on each classroom white board telling them to "Have a Great Week"
33. Special table outdoors for teachers to enjoy sunshine during lunch
34. Surprise an adult in the building by letting two or three students wash their car- be careful on this one though- There are also services that come on sight and wash cars for a fee- possibly PTO could sponsor
35. Valet parking for a day

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37. Opportunity to introduce the players over the PA during a home game
38. Opportunity to shadow business owner for a day- credit for writing about the experience
39. Opportunity to shadow the principal for an hour or the day
40. Opportunity to take care of lab animals in Science class
41. Opportunity to wear jeans instead of school uniform for a day
42. Principal grills hotdogs for students who have 0 tardies in the month & this student helps
43. Privilege of leaving book in class overnight instead of having to lug to locker
44. Privilege of seeing embarrassing photo of adult that no one else sees (Senior Portrait)
45. Reserved seating at a school play for student and five friends
46. Send home a postcard about positive things the student has done this week
47. Serve as a student ambassador if visitors come to the school
48. Serving as a "page" for a local politician for the day
49. Serving as a door greeter for a parent night at school with a badge of honor to wear
50. Singing karaoke during lunch (approved songs)
51. Sit at score table in basketball game
52. Sit in score box at a football game
53. Sitting in the teacher's chair for the period
54. Special parking preference for a day
55. Special recognition at any school event- Guest DJ one song at dance etc.
56. Special seating at lunch table with friends
57. Student gets to pick which problem the teacher will make a freebie answer on homework
58. Student plans spirit week activity for one of the days (hat day, sunglasses etc.)
59. Teacher aid for special needs classroom
60. Teaching special needs student how to play a game

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1C

Close Reading - Across the Curriculum

A session dedicated to looking at the importance of close reading across different curriculums. We will discuss and learn about:

- Why to Close Read– slows us down, allows to interpret difficult passages, keeps us focused on the purpose, establishes a way back to our thinking later on
- How to Close Read – a teacher guide and student template that have helped us establish classroom practice with complex texts
- When to Close Read – not everything, not all the time, a specific skill for diverse purposes

Come join us for an afternoon of discovery and application. We will be completing a close reading of complex text in during our session.

Close Reading Across the Curriculum: Up Close and Personal with Non-Fiction and Informational Text

[redacted] and [redacted]

Session 1:

- Close Reading - what does it mean?
- Close Reading - a Teacher's Guide

Session 2:

- Close Reading - using the template
- Close Reading - your turn

- Why to Close Read: it slows us down, allows us to interpret difficult passages, keeps us focused on the purpose, establishes a way back to our thinking later on
- How to Close Read: a teacher guide and student template that have helped us establish classroom practice with complex texts
- When to Close Read: not everything, not all the time; a specific skill for diverse purposes

What does close reading mean to you?

Boil it down: circle the essential words in what you wrote.

Learning Targets

- I can identify why to use complex texts and how to choose them

- I can explore features of close reading to identify the ways it can affect student learning

Close Reading:

A Teacher's Guide

Clarifications:

Why am I confused?

What is confusing?

Vocabulary:

Prefixes, Suffixes, Dictionary, Google It ,Figurative language, Irony, Symbolism

Components	Teacher Ideas	Teacher Assessment
Purpose: What am I reading and why? (Identify the reason you are reading) **Vocabulary:** Determine Inference Genre Mood Character Audience Observation Fact/opinion	• Ask about the author • Look at pictures/captions • Look at the titles/subtitles/headings • Read the back cover • Where did the text come from/who gave it to you to read? • What are we doing in class right now? • How might it relate?	• If someone came to your class and asked a random student: **"What are you reading and why?"** Could they answer ?

Gist: What is it about?
Vocabulary:
Theme
Central idea
Mood/tone
Genre
Inference
Perspective
Point of view
Connotation
Plot
Organization
Structure
	• Ask about the sequence of events
	• How is the text organized?
	  ○ story, flashback, persuasive, cause & effect
	• What is the author's purpose for writing?
	  ○ To entertain
	  ○ To persuade
	  ○ To show comparison
	  ○ To inform
	  ○ To show cause & effect
		• If someone came to your class and asked a random student:
		"Tell me what that text is about."
		Could they answer ?

Ideas:
Things that might confuse students:

- Vocabulary
- Literary, Historical, geographical references
- Dialect

Assessment:

- **Have you done a 7 minute check?**

Claim: What do I know now? What did I learn/conclude/ take away? **Vocabulary:** Theme Infer Assess Analyze Plot Evaluate Tone/mood Climax Resolution	Ask: • What can be observed? • What can be inferred? • What conclusions can be made about…? • Encourage analysis/summarization	• If someone came to your class and asked a random student: **"Tell me what you learned from that text."** Could they answer ?
Evidence: How can I prove it? How do I know this? **Vocabulary:** Proof Quote Example Support Detail Data Fact Cite Rising/falling action Imagery Figurative language Similarities/differences	Ask students to: • Cite the text evidence • Provide a textual quote • Give an example from the text • Support your claim from the text • Back it up with text details	• If someone came to your class and asked a random student: **"What is your proof?"** Could they answer ?

Name: _____ Per: ____ Date: _____

Close Reading: _____ Author: _____

Was there anything you didn't understand?

_____
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How did you figure it out?

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Actions	Show Me !!
What is your purpose for reading? (What am I reading and why?)	
What is the gist of the text? (What is it about?)	
What claim can you make? (What do I know now? What did I learn/conclude/ take away?)	
What is the evidence to support your claim? (How can I prove it? How do I know this?) • • •	

10

L	LANSING CENTRAL SCHOOL DISTRICT	CONVENER: [redacted] FACILITATOR(S): [redacted]
	MEETING: **Math 5-8**	DATE: **9/22/14**
	LOCATION: MS Room 214	TIME: **2:20 – 2:55**

LONG TERM PURPOSE

The 5-8 Mathematics Department will work cooperatively and supportively to graduate students who are strong in and have an appreciation for mathematics. We will use curriculum writing, benchmarking, and gap analysis as methods to ensure success.

OUTCOMES AND DECISION METHOD:

1. Participants will share ideas and information affecting math instruction.
2. Participants will discuss student engagement and peer observations.

PROTOCOLS

We will:

1. Treat one another respectfully;
2. Listen with open minds;
3. Refrain from dominating;
4. Make public our decisions and keep private our conversations;
5. Speak for ourselves only;
6. Engage in conversation;
7. Begin and end on time;
8. Volunteer for meeting roles.

AGENDA OUTLINE

	TIME (min)
1. Check in – Greetings (role assignment – recorder, timekeeper, gatekeeper)	5
2. Promoting math in the school:	5
a. I _____ for fun	
b. Monthly math problem?	
3. Advanced math issues	5
4. Conferences/ IC workshop	5
5. Identify 2 students who can move to proficient	5
7. Student Engagement and Peer Observations	10
6. Adjourn meeting	

MEETING RECORD

In Attendance: [redacted]

CUSTOMER	PROVIDER	ACTION	CONDITIONS OF SATISFACTION	BY WHEN
5-8 teachers	[redacted]	Will get us list of state test results	Lists delivered	10/1
Math teachers	[redacted]	Will contact Lauren with our conference plan	Lauren emailed	10/1

Notes:

- **Future meetings:**
  - **we will brainstorm ways to promote math in the building**
  - **we will invite administrators to discuss our accelerated programming**
  - **we will identify students that we can support and how to support them**
- **Everyone is comfortable being observed. We'll create a schedule after our Faculty meeting training.**

2A

LANSING ELEMENTARY SCHOOL

GOAL: 80% of our students will be reading on or above grade level in grades k-4.

GRADE k	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
2013-2014	100%	83%	81%	
2012-2013				
GRADE 1	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
2013-2014	88%	77%	84%	
2012-2013				
GRADE 2	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
2013-2014	76%	77%	90%	
2012-2013				
GRADE 3	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
2013-2014	86%	82%*	87%	
2012-2013				
GRADE 4	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
2013-2014	91%	82%	87%	
2012-2013				

*counted missing data as not on grade level

LANSING MIDDLE SCHOOL

GOAL: Reduce the number of students failing by one or more courses in grades 5-12 by 50%.

GRADE 5	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final Grade
2013-2014	3	2	1	2	1
2012-2013	2	2	4	3	1
GRADE 6	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final Grade
2013-2014	0	3	2	2	2
2012-2013	11	6	6	11	7
GRADE 7	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final Grade
2013-2014	10	13	18	15	11
2012-2013	12	9	12	10	9
GRADE 8	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final Grade
2013-2014	16	13	20	9	8
2012-2013	19	25	29	29	19

LANSING HIGH SCHOOL

GOAL: Reduce the number of students failing by one or more courses in grades 5-12 by 50%.

GRADE 9	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final Grade
2013-2014	34	30	29	22	18
2012-2013	28	27	21	20	14
GRADE 10	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final Grade
2013-2014	16	17	22	15	9
2012-2013	21	18	19	17	15
GRADE 11	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final Grade
2013-2014	20	24	19	19	15
2012-2013	21	25	13	28	16
GRADE 12	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final Grade
2013-2014	11	13	15	10	9
2012-2013	5	12	15	9	4

LANSING MIDDLE SCHOOL

GOAL: Reduce the number of course failures in grades 5-8 by 50%.

ELA

GRADES 5-8	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final
2013-2014	11	18	26	9	11
2012-2013	7	18	19	16	14

LANSING HIGH SCHOOL

GOAL: Reduce the number of course failures in grades 9-12 by 50%.

ELA

GRADES 9-12	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final
2013-2014	31	23	16	18	10
2012-2013	22	17	29	24	16

LANSING MIDDLE SCHOOL

GOAL: Reduce number of course failures in grades 5-8 by 50%.

SCIENCE

GRADE 5-8	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final
2013-2014	14	14	9	6	6
2012-2013	10	18	12	18	13

LANSING HIGH SCHOOL

GOAL: Reduce the number of course failures in grades 9-12 by 50%.

SCIENCE

GRADE 9-12	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final
2013-2014	42	28	29	26	15
2012-2013	41	21	20	22	12

LANSING MIDDLE SCHOOL

GOAL: Reduce the number of course failures in grades 5-8 by 50%.

MATH

GRADE 5-8	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final
2013-2014	15	11	26	15	11
2012-2013	16	17	23	34	17

LANSING HIGH SCHOOL

GOAL: Reduce the number of course failures in grades 9-12 by 50%.

MATH

GRADE 9-12	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final
2013-2014	30	39	39	29	23
2012-2013	26	36	29	29	17

LANSING MIDDLE SCHOOL

GOAL: Reduce the number of course failures in grades 5-8 by 50%.

SOCIAL STUDIES

GRADE 5-8	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final
2013-2014	2	7	5	5	2
2012-2013	10	19	14	12	11

LANSING HIGH SCHOOL

GOAL: Reduce the number of course failures in grades 9-12 by 50%.

SOCIAL STUDIES

GRADE 9-12	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final
2013-2014	34	33	32	23	24
2012-2013	31	32	34	34	28

LANSING MIDDLE SCHOOL

GOAL: Reduce the number of course failures in grades 5-8 by 50%.

Art

GRADE 5-8	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final
2013-2014	0	0	0	0	1
2012-2013	2	3	0	3	11

LANSING HIGH SCHOOL

GOAL: Reduce the number of course failures in grades 9-12 by 50%.

Art

GRADE 9-12	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final
2013-2014	3	1	1	0	0
2012-2013	1	1	2	16	1

LANSING MIDDLE SCHOOL

GOAL: Reduce the number of course failures in grades 5-8 by 50%.

Physical Education

GRADE 5-8	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final
2013-2014	0	2	0	1	0
2012-2013	3	1	1	3	0

LANSING HIGH SCHOOL

GOAL: Reduce the number of course failures in grades 9-12 by 50%.

Physical Education

GRADE 9-12	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final
2013-2014	2	4	3	2	1
2012-2013	3	0	3	1	1

LANSING MIDDLE SCHOOL

GOAL: Reduce the number of course failures in grades 5-8 by 50%.

Music

GRADE 5-8	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final
2013-2014	0	3	7	1	10
2012-2013	3	9	0	1	7

LANSING HIGH SCHOOL

GOAL: Reduce the number of course failures in grades 9-12 by 50%.

Music

GRADE 9-12	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final
2013-2014	1	1	2	0	0
2012-2013	1	2	0	0	0

LANSING HIGH SCHOOL

GOAL: Reduce the number of course failures in grades 9-12 by 50%.

Business

GRADE 9-12	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Final
2013-2014	3	3	1	1	0
2012-2013	2	0	0	0	0

2B

LANSING CENTRAL SCHOOL DISTRICT

2014-2015 District Goals

1. Maintain a 5 Year graduation rate of 90%

2. Increase proficiency rates by 5% over last year for grades 3-8 NYS Math and ELA exams. Reach 90% proficiency (defined as a scale score of 65) on Regents exams.

3. Decrease in students failing 1 or more courses by 20%.

4. 85% of our students will be reading on or above grade level in grades 1 through 4.

5. Increase the number of students in grades 5-12 reporting on the following two statements to 75% by June 2015.

   A. There is an adult I who I can trust and who can help me with problems.
   B. In general, I feel welcomed and appreciated by school adults

2C

LANSING CENTRAL SCHOOL DISTRICT

2014-2015 Instructional Priorities

1. **Communication and Monitoring of Clear Learning Targets**

2. **Effective Questioning Strategies**

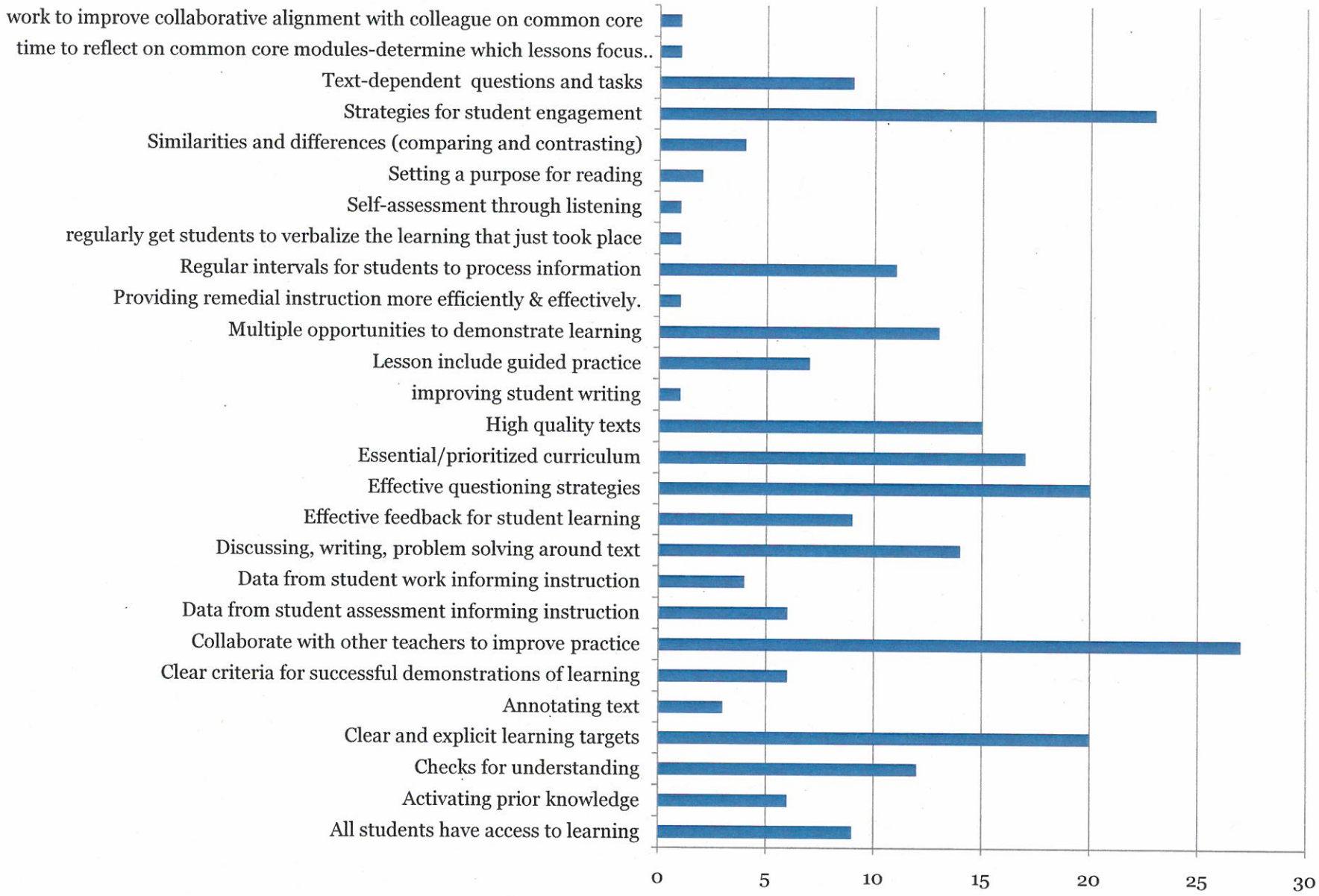
3. **Multiple opportunities to demonstrate mastery**

4. **Strategies for Student Engagement**

5. **Text-based Learning – Mike Schmoker and the CCLS**

(2C)

District


work to improve collaborative alignment with colleague on common core
time to reflect on common core modules-determine which lessons focus..
Text-dependent questions and tasks
Strategies for student engagement
Similarities and differences (comparing and contrasting)
Setting a purpose for reading
Self-assessment through listening
regularly get students to verbalize the learning that just took place
Regular intervals for students to process information
Providing remedial instruction more efficiently & effectively.
Multiple opportunities to demonstrate learning
Lesson include guided practice
improving student writing
High quality texts
Essential/prioritized curriculum
Effective questioning strategies
Effective feedback for student learning
Discussing, writing, problem solving around text
Data from student work informing instruction
Data from student assessment informing instruction
Collaborate with other teachers to improve practice
Clear criteria for successful demonstrations of learning
Annotating text
Clear and explicit learning targets
Checks for understanding
Activating prior knowledge
All students have access to learning
0
5
10
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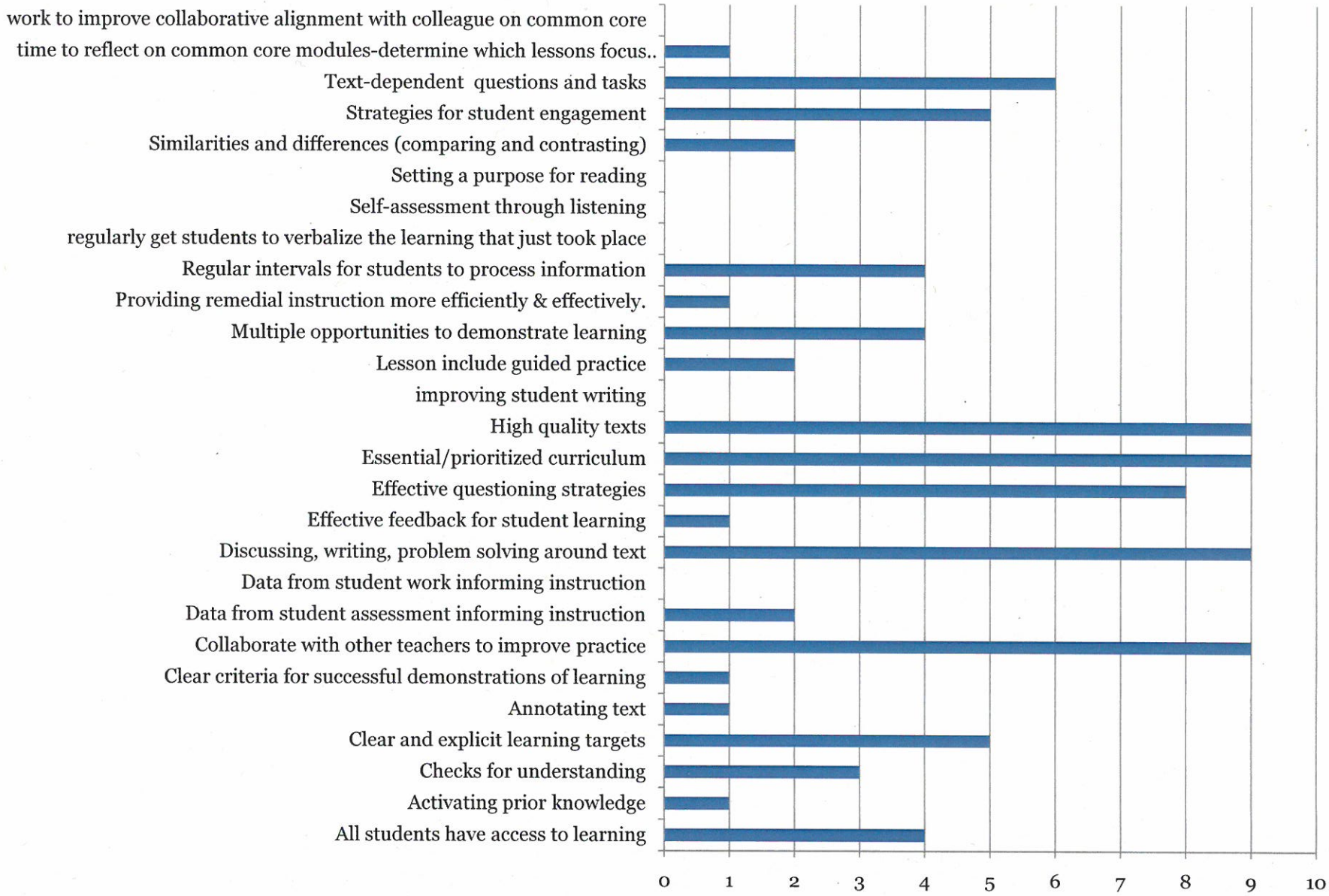
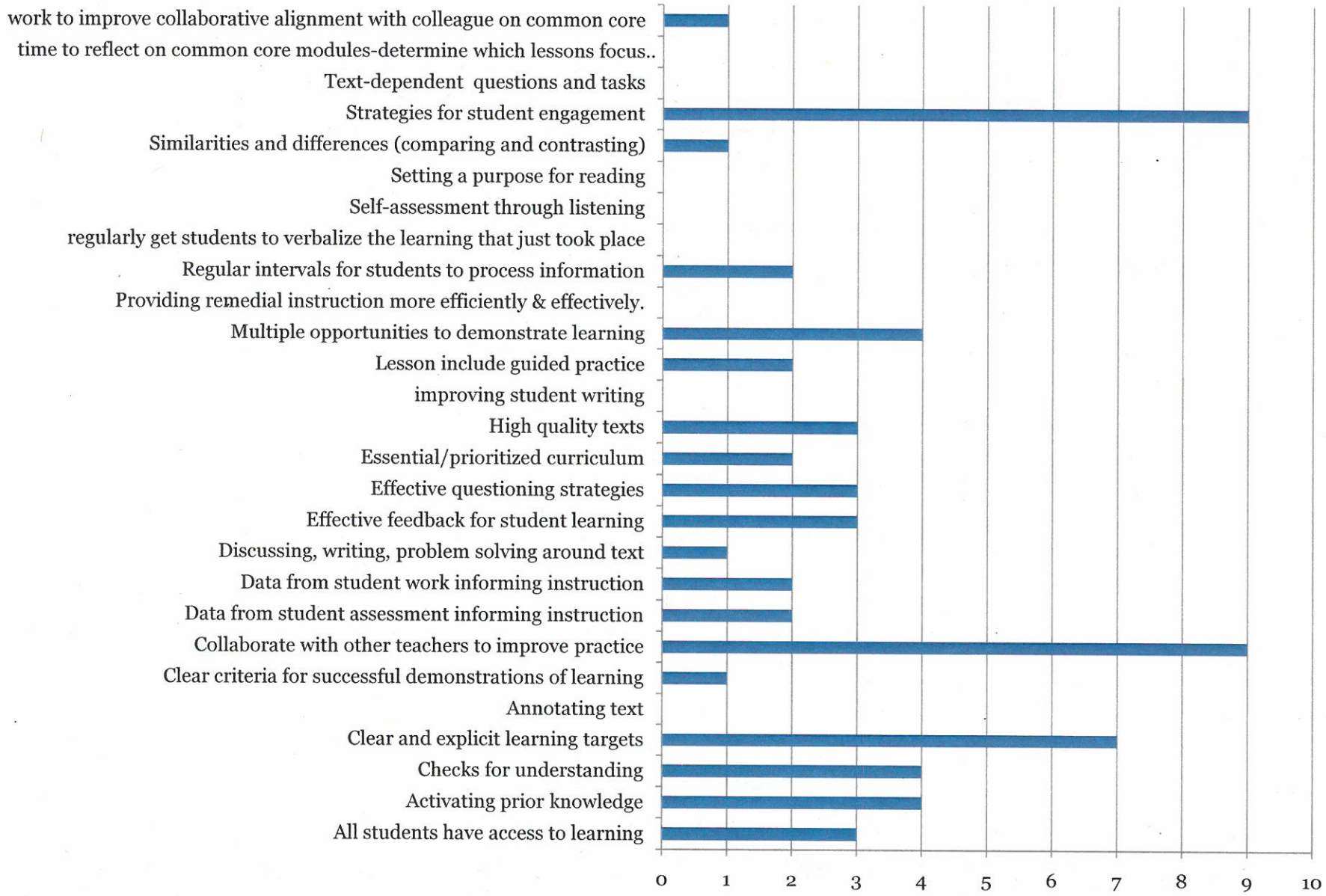
30

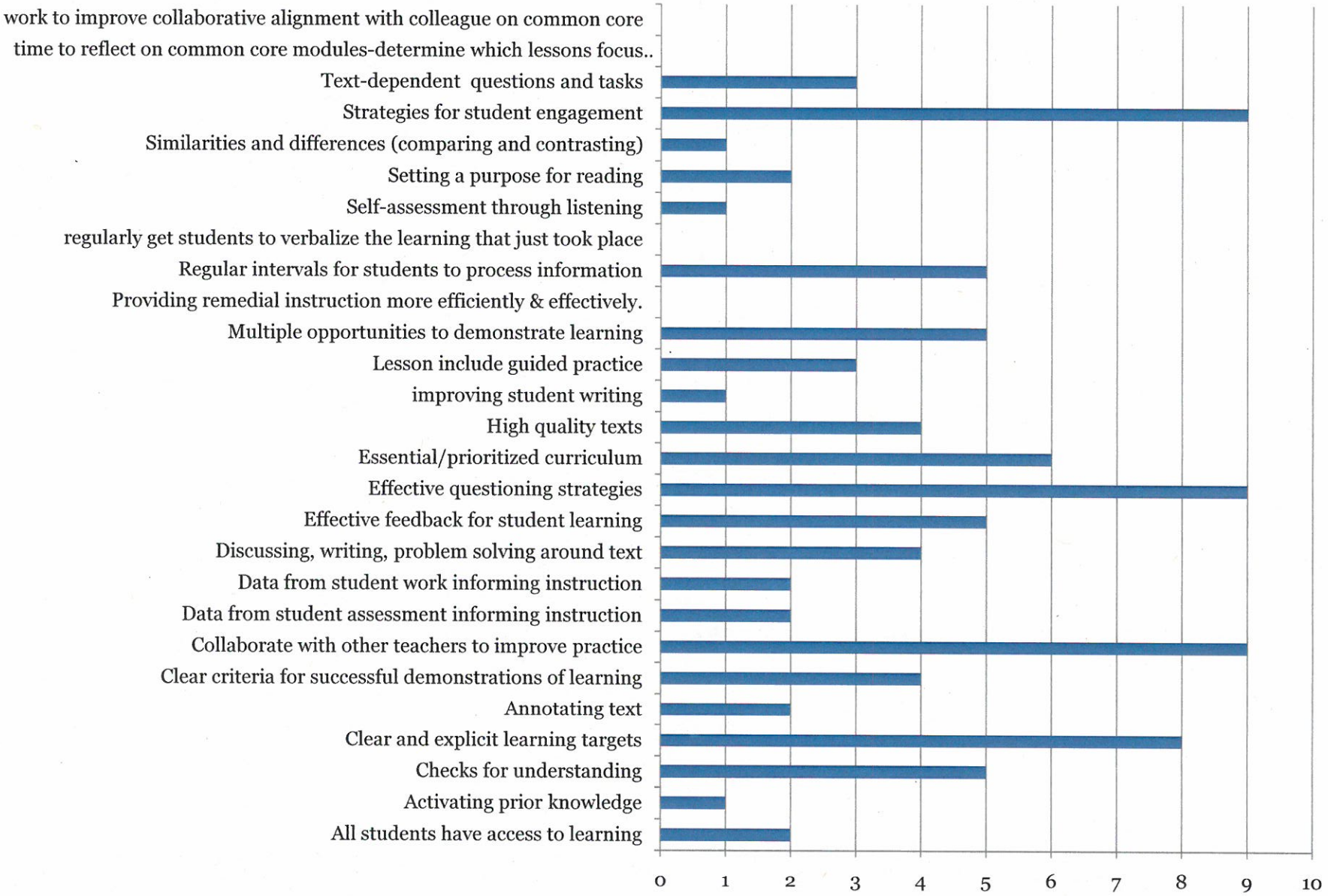
Elementary School



Middle School



High School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Essential/prioritized curriculum
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Effective feedback for student learning
Discussing, writing, problem solving around text
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Data from student assessment informing instruction
Collaborate with other teachers to improve practice
Clear criteria for successful demonstrations of learning
Annotating text
Clear and explicit learning targets
Checks for understanding
Activating prior knowledge
All students have access to learning
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