

CONTENT AREA	2010-2011	2011-2012	2012-2013	2013-2014
<p>English Language Arts Reading</p>	<p>ELA K-5</p> <ul style="list-style-type: none"> ▪ Support curriculum with purchase of additional 150 books (IDR, Units of Study, Science, and Social Studies) ▪ Write the word study curriculum and select materials (grammar, spelling, phonics, vocabulary development) ▪ Finalize revision of reading curriculum ▪ Alignment of reading and writing curriculum ▪ Align TSD reading and writing curriculum maps to the new Core Standards ▪ Increase input of ELA assessment data into Inform ▪ Professional Development - use of multiple assessments to guide instruction and word study <p>Reading / Language Arts 6, English 7-8</p> <ul style="list-style-type: none"> ▪ Review and revise curriculum maps and refine common assessments ▪ Use data from common assessments to inform instruction ▪ Use data from common assessments for collaboration <p>English 9-12</p> <ul style="list-style-type: none"> ▪ Review and revise curriculum maps and refine common assessments ▪ Implement revised curriculum maps, adopted texts, and common assessments ▪ Use data from common assessments to inform instruction ▪ Implement common assessments in 12th grade ▪ Use data from common assessments 	<p>ELA K-5</p> <ul style="list-style-type: none"> ▪ Integrate reading and writing curriculum maps into one curriculum map entitled ELA Curriculum Map ▪ Implement Core Standards ▪ Monitor ELA curriculum maps and assessment data ▪ Use assessment data in Inform to guide instruction ▪ Provide professional development to support ELA instruction in content areas ▪ Build inter-district and intra-district collaboration between teachers ▪ Implement word study—completes full implementation of ELA curriculum <p>Reading / Language Arts 6, English 7-8</p> <ul style="list-style-type: none"> ▪ Implement revised curriculum maps, adopted texts, and common assessments ▪ Continue to monitor assessment data ▪ Use data from common assessments for collaboration <p>English 9-12</p> <ul style="list-style-type: none"> ▪ Monitor curriculum maps and evaluate assessment data ▪ Use data from common assessments for collaboration ▪ Review and revise curriculum maps and refine common assessments <p>K-12</p> <ul style="list-style-type: none"> ▪ Begin the use of revised strategies to address achievement gaps ▪ Implement and evaluate strategies ▪ Analyze assessment data for 	<p>ELA K-5</p> <ul style="list-style-type: none"> ▪ Implement the ELA curriculum map ▪ Monitor ELA curriculum maps and assessment data ▪ Use assessment data in Inform to guide instruction <p>Reading / Language Arts 6, English 7-8</p> <ul style="list-style-type: none"> ▪ Monitor curriculum maps and assessment ▪ Use data from common assessments for collaboration <p>English 9-12</p> <ul style="list-style-type: none"> ▪ Monitor curriculum maps and evaluate assessment data ▪ Use data from common assessments for collaboration ▪ Review and revise curriculum maps and refine common assessments <p>K-12</p> <ul style="list-style-type: none"> ▪ Develop strategies to address achievement gaps ▪ Refine and adjust strategies for the achievement gap 	<p>ELA K-5</p> <ul style="list-style-type: none"> ▪ Monitor ELA curriculum maps and assessment data ▪ Use assessment data in Inform to guide instruction <p>2014-2015--Begin curriculum review</p>

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	<p>for collaboration</p> <ul style="list-style-type: none"> ▪ Develop goals and assessments for addressing achievement gap <p>K-12</p> <ul style="list-style-type: none"> ▪ Identify strategies to address achievement gap—including Reading Recovery and READ 180 ▪ Identify achievement gaps, set goals for improvement, determine assessments, and identify strategies ▪ Create a training and implementation schedule for effective strategies and assessment 	<p>continuous improvement</p>		
<p>International Baccalaureate Programme (IB)</p>	<p>Primary Years Programme / Morse</p> <ul style="list-style-type: none"> ▪ Continue training as needed (make sure there is a critical mass of staff members trained in Levels 2 and 3, all teaching staff trained in Level 1) ▪ Implement, reflect, and revise all units of study ▪ Develop PD for 2011-12 school year ▪ Monitor effective instruction strategies through collaboration and peer evaluation ▪ Conduct self-evaluation of IB standards and practices ▪ Revise report cards to reflect IB learner profile and possibly transdisciplinary themes, incorporate student reflections ▪ Conduct PD focused scaffolding the PYP essential elements <p>Middle Years Programme / Baker</p> <ul style="list-style-type: none"> ▪ Continue development of units of study including interdisciplinary units ▪ Reflect on units of study 	<p>Primary Years Programme / Morse</p> <ul style="list-style-type: none"> ▪ Continue training as needed (make sure there is a critical mass of staff members trained in categories 2 and 3, all teaching staff trained in Level 1) ▪ Implement, reflect, and revise all units of study ▪ Develop PD for 2012-13 school year ▪ Host evaluation visit <p>Middle Years Programme / Baker</p> <ul style="list-style-type: none"> ▪ Continue development of units of study ▪ Reflection on and implementation of IB assessments ▪ Examine and grow effective instructional strategies through collaboration and peer evaluation ▪ Develop PD for 2012-13 school year ▪ Begin official reporting of MYP grades ▪ Submit sample assessments for moderation in prep for evaluation visit ▪ Continue training in categories 2 and 3 ▪ Conduct self-evaluation of IB 	<p>Primary Years Programme / Morse</p> <ul style="list-style-type: none"> ▪ Continue training in categories 2 and 3 ▪ Review and revise POI as needed ▪ Respond to evaluation visit report ▪ Develop PD for 2013-2014 <p>Middle Years Programme / Baker</p> <ul style="list-style-type: none"> ▪ Host evaluation visit ▪ Continue unit development and revision ▪ Eighth grade capstone celebration ▪ Continue PD and IB/MYP training as needed ▪ Plan PD for 2013-2014 ▪ Reflect on vertical and horizontal articulation document and revise as needed <p>Diploma Programme / IA East</p> <ul style="list-style-type: none"> ▪ Analyze data from IB exams separating campuses ▪ First personal project exhibition ▪ Ongoing MYP and DP training 	<p>Primary Years Programme / Morse</p> <ul style="list-style-type: none"> ▪ Review and revise POI as needed ▪ Develop PD for 2014-15 ▪ Continue PYP training as needed <p>Middle Years Programme / Baker</p> <ul style="list-style-type: none"> ▪ Respond to evaluation report ▪ Continue development of MYP assessments and reporting process ▪ Reflect on vertical and horizontal articulation document and revise as needed ▪ Develop PD for 2014-15 ▪ Continue MYP training as needed

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	<ul style="list-style-type: none"> ▪ Implement IB assessments ▪ Monitor effective instructional strategies through collaboration and peer evaluation ▪ Develop PD for 2011-12 school year ▪ Continue PD in criterion referenced assessment ▪ Evaluate grade card to see if changes need to be made to incorporate IB principles and assessment ▪ Evaluate grading software to adapt for MYP grade reporting ▪ Continue training in categories 2 and 3 to maintain a balance of knowledge across grade levels and departments ▪ Support staff and students in shift to modified block schedule ▪ Hold parent meetings to inform on MYP with a focus on assessment ▪ Reflect on vertical and horizontal articulation document and revise as needed <p>Diploma Programme / IA East</p> <ul style="list-style-type: none"> ▪ First year of Diploma Programme (eleventh grade) ▪ DP MYP training continuation ▪ MYP coordinator position established ▪ Final assessment of media collection ▪ Evaluating daily schedule to include MYP requirements 	<p>standards and practices</p> <ul style="list-style-type: none"> ▪ Reflect on vertical and horizontal articulation document and revise as needed <p>Diploma Programme / IA East</p> <ul style="list-style-type: none"> ▪ Second year of Diploma Programme (twelfth grade) ▪ First year of IB exams ▪ Host authorization visit for MYP Spring 2012 ▪ Continuation of tri-campus curriculum alignment ▪ Submission of application B Fall 2011 		
Mathematics	<ul style="list-style-type: none"> ▪ Continue to administer, analyze, and adapt common assessments for grades 3-12 ▪ Support teachers with new technology (SmartBoards) ▪ Monitor intervention programs for at-risk students (Algebraic Thinking, MS 	<ul style="list-style-type: none"> ▪ Continue to administer, analyze, and adapt common assessments for grades 3-12 ▪ Monitor intervention programs for at-risk students (Algebraic Thinking, MS Math Tutors, Algebra 9, etc.) ▪ Continue to develop vertical 	<ul style="list-style-type: none"> ▪ Review textbooks for grades K-12 ▪ Continue to administer, analyze, and adapt common assessments for grades 3-12 ▪ Monitor intervention programs for at-risk students (Algebraic Thinking, MS Math Tutors, Algebra 9, etc.) 	<ul style="list-style-type: none"> ▪ Provide training for teachers associated with text adoptions ▪ Revise curriculum maps to reflect new resources from text adoption ▪ Continue to administer, analyze, and adapt common assessments for grades 3-12

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	<ul style="list-style-type: none"> ▪ Math Tutors, Algebra 9, etc.) ▪ Maintain Math Moodle site for teacher use ▪ Continue to develop vertical awareness for K-12 teachers ▪ Support Technology Department with Math Moodle online learning experience for 8th grade math ▪ Review Project Mindset pilot ▪ Support transition to block schedule at Baker Middle School ▪ Implement new Calculus 3 / Linear Algebra course ▪ Adjust math curriculum and graduation requirements with respect to Common Core State Standards ▪ Support Algebraic Thinking teachers with instructional rounds and coaching ▪ Train new-to-grade level / new to elementary Everyday Math teachers 	<p>awareness for K-12 teachers</p>	<ul style="list-style-type: none"> ▪ Continue to develop vertical awareness for K-12 teachers 	<ul style="list-style-type: none"> ▪ Monitor intervention programs for at-risk students (Algebraic Thinking, MS Math Tutors, Algebra 9, etc.) ▪ Continue to develop vertical awareness for K-12 teachers
<p>Science</p>	<ul style="list-style-type: none"> ▪ Train new and new-to-grade-level elementary teachers in FOSS kits ▪ Pilot new elementary common assessments and make adjustments where necessary ▪ Continue to provide support for 8th grade Earth Science teachers ▪ Continue to administer, analyze, and adapt common assessments ▪ Continue to develop vertical awareness for K-12 teachers ▪ Rework Earth, Moon, and Sun kit for 3rd grade ▪ Develop vertical alignment of experimental design process (grades 5-12) ▪ Process skill / experimental design assessment workshops (grades K- 	<ul style="list-style-type: none"> ▪ Train new and new-to-grade-level elementary teachers in FOSS kits ▪ Provide elementary teachers with professional development on common assessments ▪ Continue to administer, analyze, and adapt common assessments ▪ Continue to develop vertical awareness for K-12 teachers 	<ul style="list-style-type: none"> ▪ Train new and new-to-grade-level elementary teachers in FOSS kits ▪ Continue to administer, analyze, and adapt common assessments ▪ Continue to develop vertical awareness for K-12 teachers 	<ul style="list-style-type: none"> ▪ Train new and new-to-grade-level elementary teachers in FOSS kits ▪ Continue to administer, analyze, and adapt common assessments ▪ Continue to develop vertical awareness for K-12 teachers

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	<ul style="list-style-type: none"> 12) ▪ Establish Science Leadership Team ▪ Pilot advanced science elective at Larson ▪ Implement new AP Environmental Science class 			
Social Studies	<ul style="list-style-type: none"> ▪ Evaluate K-12 social studies program - review data, identify successes, identify areas of concern ▪ Review and revise curriculum maps ▪ Use data from common assessments for collaboration and to inform instruction ▪ Introduction and use of common core reading and writing standards for social studies 	<ul style="list-style-type: none"> ▪ Pilot, evaluate, and select program materials and update instructional strategies ▪ Provide professional development to revise program and review new materials ▪ Use data to collaborate and inform instruction ▪ Development of elementary common assessments ▪ Revision of secondary common assessments ▪ Provide professional development to support implementation of reading and writing standards for history /social studies 6-12 ▪ Professional development related to common core reading and writing standards 	<ul style="list-style-type: none"> ▪ Implement revised curriculum, assessments, and materials ▪ Provide professional development to support implementation ▪ Use of common core reading and writing standards in daily lessons 	<ul style="list-style-type: none"> ▪ Monitor K-12 social studies curriculum, common assessments, and data to collaborate and inform instruction ▪ Incorporate common core standards into 6-12 common assessments
World Languages	<ul style="list-style-type: none"> ▪ Investigate feasibility of kindergarten immersion ▪ Implement elementary curricular adjustments as recommended in 2009-2010 ▪ Create and implement report card for grades 3,4,5 ▪ Create formative assessments ▪ Create pacing guide for grades 3,4,5 ▪ Write and implement new 3rd and 4th grade curriculums ▪ Review middle school course 	<ul style="list-style-type: none"> ▪ Review 3rd and 4th grade curriculum ▪ Write new 5th grade curriculum ▪ Investigate "Bridge" program for grades 5 and 6 ▪ Review program and materials for Passport courses at the middle school level 	<ul style="list-style-type: none"> ▪ Review assessment data ▪ Review report cards for grades 3,4,5 ▪ Monitor and review pacing guides for grades 3,4,5 ▪ Implement "new" curriculum for grades 3,4,5 since prior knowledge has changed since the 2010-2011 implementation 	<ul style="list-style-type: none"> ▪ Evaluate elementary Spanish program ▪ Review and make recommendations for elementary assessments ▪ Implement recommendations from committee review ▪ Review State Standards and Benchmarks

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	<ul style="list-style-type: none"> offerings, including 6th grade curriculum and Passport ▪ Evaluate time and frequency of middle school instruction ▪ Create and implement common assessment for all secondary level 2 languages 			
Athletics	<ul style="list-style-type: none"> ▪ Review technology utilization; implement new technology, if needed ▪ Implement changes to the Athletic Code of Conduct, as needed ▪ Implement improvements to athletic facilities, as needed ▪ Implement new policies and/or procedures for turf rental ▪ Create a new account for turf replacement ▪ Review pay-to-participate ▪ Address concerns as they relate to pay-to-participate 	<ul style="list-style-type: none"> ▪ Review technology utilization; implement new technology, if needed ▪ Assess Athletic Code of Conduct ▪ Review condition of athletic facilities ▪ Report individual sports costs as it relates to their respective sports ▪ Address concerns as they relate to pay-to-participate 	<ul style="list-style-type: none"> ▪ Develop resources to try and eliminate pay-to-participate ▪ Review Troy Schools and its relationship with the OAA ▪ Address concerns as they relate to pay-to-participate 	<ul style="list-style-type: none"> ▪ Evaluate the entire sports program grades 7-12 and their relationship to the educational process through a survey
Business / Career Education	<ul style="list-style-type: none"> ▪ Conduct graduate follow-up with results used to improve programs ▪ Develop systematic instruction to ensure essential learning ▪ Provide real-world applications to make learning relevant ▪ Use best practice, research, and data to continually improve instruction and student learning ▪ Survey buildings on use of Personal Growth Plans ▪ Expand goal setting strategies and Personal Growth Plans ▪ Creation of annotated Speaker Bureau ▪ Expand Internet folder for career resources 	<ul style="list-style-type: none"> ▪ Conduct graduate follow-up with results used to improve programs ▪ Develop systematic instruction to ensure essential learning ▪ Provide real-world applications to make learning relevant ▪ Use best practice, research, and data to continually improve instruction and student learning ▪ Review/monitor goal setting strategies ▪ Review/monitor annotated Speaker Bureau ▪ Review/monitor Internet folder for career resources ▪ Review/monitor collection of "Best Practices" for career education 	<ul style="list-style-type: none"> ▪ Determine the viability of career education compared to the vocational education campuses ▪ Continue to explore general credits for the current graduation requirements ▪ Expand / analyze folder on Internet to house "Best Practice" lesson plans K-12 ▪ Analyze and access collection of career lessons (Best Practices) ▪ Students design resumes grades 5-12 (8th grade focus on APT) ▪ Implement systematic instruction to ensure essential learning of business and career education ▪ Expand structure of intranet resources ▪ Review/monitor goal setting strategies 	<ul style="list-style-type: none"> ▪ Review/monitor goal setting strategies ▪ Review/monitor annotated Speaker Bureau ▪ Review/monitor Internet folder for career resources ▪ Review/monitor collection of "Best Practices" for career education

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	<ul style="list-style-type: none"> Expand collection of "Best Practices" for career education 		<ul style="list-style-type: none"> Review/monitor annotated Speaker Bureau Review/monitor Internet folder for career resources Review/monitor collection of "Best Practices" for career education 	
Counseling	<ul style="list-style-type: none"> Monitor changes to graduation requirements for all grades Monitor Personal Curriculum process Review and evaluate career awareness opportunities for students Continue to enhance outreach to Michigan and out-of-state colleges and universities and understanding of personal curriculum Implementation and monitor of weighted grading E School Plus Training Docufide Electronic Transcript counselor training Reorganizing counselor responsibilities Monitor the 4 year plan (EDP) process Collaborative meetings with middle school and high school counselors in collaboration with special education staff Heighten counselor awareness of the needs of our multi-cultural community Implement online student scheduling and 4 year plan (EDP) 	<ul style="list-style-type: none"> Create a process to encourage students to enroll in Advanced / Honors / AP courses Continue to monitor and evaluate the effects of the graduation requirements and personal curriculum Prepare students from the Class of 2016 to fulfill the world language graduation requirement Continue to utilize community resource personnel to enhance counselor knowledge and skills Evaluate the incoming 9th grade scheduling process Monitor Docufide Electronic Transcript process Monitoring weighted grades 	<ul style="list-style-type: none"> Evaluate the high school counselor and college admissions connections Evaluate the counselor's role in the Crisis Response Plan Implement the online student scheduling and 4 year plan (EDP) Update the 9th grade scheduling process Evaluate the process of encouraging students to enroll in AP courses Evaluate Docufide Electronic Transcript process 	<ul style="list-style-type: none"> Evaluate the online student scheduling and 4 year plan (EDP) Ensure students graduate with at least attempting an AP course, articulation agreements for technical courses or CLEP test for business Update counselor awareness of the trends of our multi-cultural community
ESL Education	<ul style="list-style-type: none"> Monitor progress of ESL program and integration of ELLs in content areas Continue ESL training and support to general education staff Review standardized test results to 	<ul style="list-style-type: none"> Monitor progress of ESL program and integration of ELLs in content areas Continue ESL training and support to general education staff Review standardized test results to 	<ul style="list-style-type: none"> Monitor progress of ESL program and integration of ELLs in content areas Continue ESL training and support to general education staff Review standardized test results to 	<ul style="list-style-type: none"> Monitor progress of ESL program and integration of ELLs in content areas Continue ESL training and support to general education staff Review standardized test results to

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	<p>ensure that ELL groups will meet Adequate Yearly Progress</p> <ul style="list-style-type: none"> ▪ Review supports provided for ELL students who are at risk academically ▪ Monitor curriculum units ▪ Expand district-wide Parent Advisory Committee (one meeting per semester) ▪ Expand and evaluate continued expansion of summer school program ▪ Develop plan for inclusion of ESL students into existing pre-school programs ▪ Identify and translate appropriate documents 	<p>ensure that ELL groups will meet Adequate Yearly Progress</p> <ul style="list-style-type: none"> ▪ Review supports provided for ELL students who are at risk academically ▪ Review and expand resources of district-wide Parent Advisory Committee ▪ Review and evaluate summer school program ▪ Evaluate effectiveness of pre-school program participation 	<p>ensure that ELL groups will meet Adequate Yearly Progress</p> <ul style="list-style-type: none"> ▪ Review supports provided for ELL students who are at risk academically ▪ Review and expand resources of district-wide Parent Advisory Committee ▪ Review and evaluate summer school program (pre-school) ▪ Identify and translate appropriate documents 	<p>ensure that ELL groups will meet Adequate Yearly Progress</p> <ul style="list-style-type: none"> ▪ Review supports provided for ELL students who are at risk academically ▪ Review and expand resources of district-wide Parent Advisory Committee ▪ Review and evaluate summer school program (pre-school) ▪ Identify and translate appropriate documents
<p>Fine Arts</p>	<ul style="list-style-type: none"> ▪ Review and implement recommendations for secondary core and elective classes for 2011 -12 ▪ Establish committee to develop common assessment strategies ▪ Implement recommendations for instructional strategies for struggling students ▪ Continue staff development; including some meetings focused on PLC, some on Best Practices ▪ Expand Pilot Music Theory curriculum for all secondary music classes ▪ Assess <i>Creative Expressions</i> course and make recommendations for continuation, improvement – or replacement ▪ Review fine arts technology options and make recommendations ▪ Implement the addition of AP Music Theory course 	<ul style="list-style-type: none"> ▪ Evaluate common assessment strategies ▪ Continue staff development; including some meetings focused on PLC, some on Best Practices ▪ Evaluate use of common assessment strategies and make recommendations for 2012-13 ▪ Implement recommendations for fine arts technology in the form of a pilot program. ▪ Evaluate and assess AP Music Theory course 	<ul style="list-style-type: none"> ▪ Continue staff development; including some meetings focused on PLC, some on Best Practices ▪ Implement recommendations for expansion of common assessment strategies ▪ Re-evaluate and assess new fine arts technology program(s) ▪ Evaluate and assess AP Music Theory course 	<ul style="list-style-type: none"> ▪ Expand fine arts technology pilot program. ▪ Review core and elective classes at the secondary level (including AP Music Theory) ▪ Re-evaluate and assess fine arts technology program(s) – make recommendations for following year

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Health	<ul style="list-style-type: none"> Review Growing Up curriculum in elementary Train new teachers in Growing Up curriculum Arrange curriculum meetings with K-12 health teachers Review health videos in middle school and high school Integrate new middle school textbook into curriculum Review results of health surveys SEAB bi-annual review of curriculum HS ELL curriculum development HS review and update pre/post STDs assessment HS identify alternative units and exam for students who opt out of reproductive health component of program 	<ul style="list-style-type: none"> Review Growing Up curriculum in elementary Give health survey to secondary students (MI-PHY) Review health videos and send to SEAB, if appropriate Integrate National Health Education Standards into other curricular areas 	<ul style="list-style-type: none"> Review results of health surveys (MI-PHY) Integrate National Health Education Standards into other curricular areas SEAB bi-annual review of curriculum Review and revise common assessments 	<ul style="list-style-type: none"> Give health survey to secondary students (MI-PHY) Integrate National Health Education Standards into other curricular areas Update middle and high school health videos Research new high school health text
Life Skills	<ul style="list-style-type: none"> Evaluate common assessments Update small appliances for lab area - list cost and items 10 years on large appliances Assess condition of flatware, dishes, glasses, pots and pans Assess in-service needs for staff Develop SMART goals for life skills department Formalize middle school life skills curriculum 	<ul style="list-style-type: none"> Conduct an internal review of curriculum in relation to state benchmarks Reassess technology needs Reassess in-service needs of staff Assess technology needs for foods and sewing areas Purchase replacement flatware, dishes, and glasses Continue to develop SMART goals Evaluate new common assessments Develop common technology for the classroom Assess personal finance unit 	<ul style="list-style-type: none"> Adjust HS and MS curriculum according to state benchmarks Evaluate textbooks as they relate to common assessment Create an internal department survey (New) Provide Child Development course through applied/industrial technology department Implement SMART goals Continue assessment of in-service needs Continue to update small appliance needs 	<ul style="list-style-type: none"> Purchase textbooks as they relate to common assessment Continue to meet in-service for staff Evaluate curriculum according to state benchmarks Evaluate SMART goals Assess technology used in the classroom
Media / Cable	<ul style="list-style-type: none"> Implement new library management system 	<ul style="list-style-type: none"> Implement curriculum revisions / updated instructional materials per 	<ul style="list-style-type: none"> Monitor delivery of media curriculum and status of instructional materials 	<ul style="list-style-type: none"> Monitor delivery of media curriculum and status of instructional materials

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	<ul style="list-style-type: none"> • Professional development for media specialists on new library management system • Develop and deliver training processes for staff and students on use of new library management system • Media program curriculum / instructional materials review • Identify and highlight opportunities to integrate Internet safety instruction with classroom teachers • Create grade level reading lists for grades 3-5 as part of media curriculum review • Develop reading incentive program evaluations as part of media curriculum review • Develop elementary staff in-service on database searching and literacy • Develop evaluation process for secondary staff in-service on database searching and literacy • Work with technology curriculum / materials review teams to ensure continuity of Internet safety instruction across grade levels • Develop additional content and roll out Elementary Media Teacher Resource Bank in Moodle • Support online learning experience graduation requirement in 8th grade math • Annual review and upgrade of media Internet pages 	<p>2010-2011 review process</p> <ul style="list-style-type: none"> • Evaluate staff in-service on database searching and media literacy • Report on reading incentive program evaluation / enhance programs as necessary • Review / revise book ordering bid process • Deliver and support elementary reading lists from instructional review • Develop evaluation tool for staff database searching and media literacy PD • Content updates for Elementary Media Teacher Resource Bank in Moodle • Initial review of implementation of new library automation software • Annual review and upgrade of media Internet pages 	<ul style="list-style-type: none"> • Review K-5 reading lists for currency / relevance • Update staff in-service on database searching and media literacy based on evaluation results • Offer staff in-service on database searching and media literacy during August PD for all grades • Implement updated Internet safety lessons based on Technology curriculum review • Continue review of instructional units to support Grade Level Content Expectations • Review and weed content in Elementary Media Teacher Resource Bank in Moodle • Annual review and upgrade of media Internet pages • Annual status of library automation software system 	<ul style="list-style-type: none"> • Evaluate restoration of author visits based on funding • Offer staff in-service on database searching and media literacy during August PD for all grades • Ensure that Internet safety lessons remain current • Annual review and upgrade of media Internet pages • Annual status of library automation software system
P.A.C.E.	<ul style="list-style-type: none"> ▪ Continue visits to 1st grade classrooms 	<ul style="list-style-type: none"> ▪ Monitor and adjust new program configuration 	<ul style="list-style-type: none"> ▪ Continue classroom instructional visits ▪ Review and analyze PACE 	<ul style="list-style-type: none"> ▪ Review and analyze PACE demographic data

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(Program for Accelerated and Creative Education)	<ul style="list-style-type: none"> ▪ Review and analyze PACE demographic data ▪ Develop a common rubric for PACE projects ▪ Begin analyzing student work using a common rubric ▪ Explore ways to assess giftedness in language arts ▪ Include high ability language arts students into the PACE programs ▪ Update the PACE report card ▪ Implement and review algebraic thinking components to the curriculum ▪ Implement and review the program configuration with reduced staff ▪ Develop a parent link on the PACE website ▪ Implement a series of classroom instructional visits to 2nd grade classrooms ▪ Plan and host parent in-service(s) on a topic(s) related to gifted education 	<ul style="list-style-type: none"> ▪ Continue classroom visits to 1st and 2nd grade classrooms ▪ Review and analyze PACE demographic data ▪ Review and adjust algebraic thinking component to the curriculum ▪ Monitor parent link on the PACE website ▪ Implement use of a common rubric for PACE projects ▪ Continue analyzing student work using a common rubric ▪ Implement assessment procedures for giftedness in language arts ▪ Include high ability language arts students in the PACE programs ▪ Plan and host parent in-service(s) on a topic(s) related to gifted education ▪ Implement updated PACE report card ▪ Begin review of the PACE curriculum 	<ul style="list-style-type: none"> demographic data ▪ Monitor assessment procedures for giftedness in language arts ▪ Plan and host parent in-service(s) on a topic(s) related to gifted education ▪ Monitor parent link on the PACE website ▪ Update the PACE curriculum guide based on curriculum review 	<ul style="list-style-type: none"> ▪ Monitor effectiveness of procedures for assessing giftedness in language arts ▪ Plan and host parent in-service(s) on a topic(s) related to gifted education ▪ Monitor parent link on the PACE website ▪ Implement updated PACE curriculum
Physical Education	<ul style="list-style-type: none"> ▪ Evaluate EPEC Program ▪ Assess fitness testing ▪ Monitor K-12 technology needs ▪ Implement form for administrator evaluation of technology usage ▪ Investigate other state recognized programs K-12 	<ul style="list-style-type: none"> ▪ Maintain EPEC standards ▪ Monitor fitness testing ▪ Monitor K-12 technology needs ▪ Recommend a standard program 	<ul style="list-style-type: none"> ▪ Identify strengths and weaknesses of the Troy School District P.E. Department as it relates to the state standards ▪ Identify needs for the Troy P.E. programs ▪ Investigate technology updates 	<ul style="list-style-type: none"> ▪ Implement new state recognized program, if applicable ▪ Recommend technology updates
Special Education	<ul style="list-style-type: none"> ▪ Increase the achievement levels of students with disabilities Student Assistance Processes • Implement the Personal Curriculum process for students with disabilities (including the AIM Process at the secondary level) • Review / revise the Student 	<ul style="list-style-type: none"> ▪ Increase the achievement levels of students with disabilities Student Assistance Processes • Review / revise the Section 504 process • Train staff in positive behavior supports including non-violent crisis intervention 	<ul style="list-style-type: none"> ▪ Increase the achievement levels of students with disabilities Student Assistance Processes • Train staff in positive behavior supports including non-violent crisis intervention Assessment Practices • Review and refine the system to 	<ul style="list-style-type: none"> ▪ Increase the achievement levels of students with disabilities Student Assistance Processes • Train staff in positive behavior supports including non-violent crisis intervention Instructional Strategies • Review math instructional practices

CONTENT AREA	2010-2011	2011-2012	2012-2013	2013-2014
	<p>Assistance Process</p> <ul style="list-style-type: none"> Train staff in positive behavior supports including non-violent crisis intervention <p>Assessment Practices</p> <ul style="list-style-type: none"> Revise the eligibility criteria for identifying students with learning disabilities <p>Instructional Strategies</p> <ul style="list-style-type: none"> Participate in training on Applied Behavior Analysis to support students with autism Provide Statewide Autism and Resource Training (START) training to staff Collaborate with general education staff to develop modified and accommodated science units at the elementary level based on the principles of Universal Design for Learning (UDL) Pilot a new elementary math program in the Resource Rooms <p>Programs and Services</p> <ul style="list-style-type: none"> Open a high school program for students with Autism Spectrum Disorder Review the need to add a classroom for students with autism at the middle school level Utilize an ASD Teacher Consultant to support students with ASD and to provide training to staff <p>Department Policies and Procedures</p> <ul style="list-style-type: none"> Work to improve the IEPT process in 	<p>Assessment Practices</p> <ul style="list-style-type: none"> Develop and implement a system to record and analyze student achievement data with respect to IEP goals and objectives <p>Instructional Strategies</p> <ul style="list-style-type: none"> Collaborate with general education staff to develop modified and accommodated social studies units at the elementary level based on the principles of Universal Design for Learning (UDL) Implement Standards Based IEPs <p>Programs and Services</p> <ul style="list-style-type: none"> Open a classroom for students with autism at the middle school level if needed based on review done during 2010-2011 Review and revise (if needed) the Special Education Program and Service Delivery Model <p>Department Policies and Procedures</p> <ul style="list-style-type: none"> Update the Special Education Handbook as needed using new technology as available 	<p>record and analyze student achievement data with respect to IEP goals and objectives</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> Review language arts instructional practices and materials used in Special Education classrooms at both the elementary and secondary levels <p>Programs and Services</p> <ul style="list-style-type: none"> Review and revise (if needed) the Special Education Program and Service Delivery Model <p>Department Policies and Procedures</p> <ul style="list-style-type: none"> Use technology to provide Professional Development—for example, online learning, podcasts, etc. 	<p>and materials used in Special Education classrooms at both the elementary and secondary levels</p> <p>Programs and Services</p> <ul style="list-style-type: none"> Review and revise (if needed) the Special Education Program and Service Delivery Model <p>Department Policies and Procedures</p> <ul style="list-style-type: none"> Review and refine the use of technology to support implementation of policies and procedures

CONTENT AREA	2010-2011	2011-2012	2012-2013	2013-2014
	<p>Troy including the use of ExcentTera, facilitation skills, and communication with parents</p>			
<p>Technology</p>	<p><i>Department Strategy:</i></p> <ul style="list-style-type: none"> Curriculum review for elementary integrated technology lessons, middle school technology, and digital video courses Develop a new K-12 Technology Plan with staff / community input: October outline required, April final tech plan submitted to state Develop evaluation plan for success of online learning experience as implemented Implement evaluation of technology coordinator support for enhancing technology in the curriculum Review technology coordinator evaluation and enhance support offerings <p><i>Instruction:</i></p> <ul style="list-style-type: none"> Create student-produced web series using digital storytelling skills Develop evaluation tool for HS business technology courses Expand and publicize Teacher Resource Bank <p><i>Technology Implementation</i></p> <ul style="list-style-type: none"> Develop bid specifications and out-for-bid for laptop computer refresh in Summer 2011 <p><i>Professional Development:</i></p> <ul style="list-style-type: none"> Fourth year of online learning experience development – PD refresh for social studies, content development for math 	<ul style="list-style-type: none"> Begin implementation of new K-12 Technology Plan Begin revision of elementary integrated technology lessons, middle school technology, and digital video courses, including pre/post test for middle school keyboarding Internet safety instructional update - align middle school media and required computer course instruction, identify instructional opportunities in high school, pending Instruction Department assignment Deploy new laptop computers district-wide Online learning development (Moodle) for high school language arts Content updates for Teacher Resource Bank in Moodle Develop evaluation plan to measure effectiveness of interactive whiteboard instruction Evaluate success of online learning experience; modify / enhance, as necessary Evaluate high school business technology courses 	<ul style="list-style-type: none"> Second year of technology plan implementation Develop enhancements and revise online learning experience training in focused curriculum areas Evaluate interactive whiteboard instruction delivery mechanisms Revisit tech support response time evaluation metrics in preparation for updated evaluation next year Explore and research focused educational technology opportunities in specific curriculum areas Online learning development (Moodle) for high school science Implement revised elementary integrated technology lessons and middle school technology and digital video courses Review and revise content for Teacher Resource Bank in Moodle Implement revised Internet safety lessons in partnership with Media Revise high school business technology courses 	<ul style="list-style-type: none"> Third year of technology plan implementation Professional development update for online learning experience enhancements Evaluate tech support response time Second year of revised elementary integrated technology lessons, middle school technology, and digital video courses Online learning development (Moodle) for high school social studies Review revised Internet safety lessons Implement revised high school business technology courses

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CONTENT AREA	2010-2011	2011-2012	2012-2013	2013-2014
	<ul style="list-style-type: none"> Expand / continue Project Help 			