GOAL 1 – INSTRUCTION AND CURRICULUM

Mary Beth Fitzpatrick

We will develop and implement strategies to address diverse student needs, ability levels and learning styles to promote academic achievement with increased social responsibilities.

Strategy: Increase Student Achievement: 100% of the Berkley School District students will achieve proficiency in A) K-12 Writing Achievement B) K-12 Reading Achievement C) Common Assessments.

Chris Sandoval (Angell):

Reading

- This month we started our RTI meetings with the principal, learning specialists, school psychologist and teacher's aide. The time is used to review student data, share ideas/concerns, and make instructional decisions. With the additional support (teacher's aides) many Tier II students are receiving at least two small group targeted interventions/day. Our meetings have been very beneficial in helping our team stay focused on our work and monitoring student progress.
- Several BSD teachers in grades 3-5 are participating in the Reader's Workshop PD series with Laura Schiller and have been asked to collaborate with Oakland County districts in creating summaries for the reading mini-lessons.

Writing

- Teachers in grades 3-5 participated in writing PD with Laura Schiller to continue to improve their writing instruction practice.
- Grade level teams reviewed the pacing guides for teaching the Calkins Unit of Study.
- One of our teacher's aides continues to push into our 5th grade classrooms 4x/week to support struggling writers and to assist with the classroom's student newspaper.

Beth Krehbiel (Burton):

- Writing: At our January staff meeting, we reviewed writing assessment data collected to date and discussed the need to continue sharing student writing samples and practice scoring at future meetings to help ensure objective scoring using the 6 + 1 rubrics. Teachers are continuously making connections between reading and writing, most often through the workshop model, by aligning the lessons they teach in these curricular areas. Kindergarten students who have been drawing to write are making the transition to writing by adding words to their pictures. Drawing to write has been an effective strategy for our kindergarten students as it allows for more think time and encourages the children to add details to their stories. Our teacher aides are supporting students who have difficulty with writing both in the classroom and in small groups during our "Partners at Lunch" academic support program. Students who participate in this program are referred by their teachers who provide our teacher aides with information regarding the specific needs of each child.
- Reading: Students and teachers are actively using Accelerated Reader. This program is providing teachers with useful information regarding students' reading comprehension levels which, in turn, allows them to effectively differentiate instruction and support students as needed. Our teacher aides continue to work with individual and small groups of students. In addition, they are supporting students in reading during our

"Partners at Lunch" academic support program. We have reviewed embargoed MEAP data and will use that information to offer targeted instruction to individual students who did not achieve a score of 1.

- Common Assessments: Teachers continue to use Fountas & Pinnell to progress monitor students in reading comprehension. During the second week of January teachers will progress monitor students reading fluency (grades K-3). At our January staff meeting, we discussed the need to create a set of anchor papers to use when assessing writing using the 6 + 1 rubric. This discussion will continue at a future staff meeting so that steps can be taken to begin this process. Having a set of anchor papers at each grade level will help to ensure objective scoring with common rubrics.

Pam Lesperance (Pattengill):

Reading and Writing - To enhance the effectiveness of the Writers Workshop, a number of teachers are attempting to incorporate the CAFÉ strategy during conferencing time. This strategy focuses the conference on a specific area such as fluency, comprehension, or accuracy. By focusing on one area at a time, teachers are more accurate in their assessment of student achievement levels.

Common Assessment - Students will have completed mid-year benchmark assessments by January 25th.

- K-2 students use DIBELS which is a brief oral reading fluency and phonics assessment.
- 3-5 students use the DAZE benchmark assessment which is a 3-minute comprehension check.

Mary Coughlin (Rogers): A letter to parents describing the Accelerated Reader program was sent home in the Blue Folders last week. In addition, a Frequently Asked Questions document on Accelerated Reader was put together by our media specialist and distributed with the letter. Teachers continue to send home information on the AR program to parents in their newsletters and letters home. The RAH (Read at Home) program continues. Students who have reached the RAH goal for 4 out of 5 months from September through January will be having their WANTED picture taken for display. The goal for RAH is that every student will read for a minimum of 15 minutes a day, a minimum of 5 days a week. The goal is to encourage children and families to make reading a daily habit. Teachers are administering DIBELS testing for grades K-3 during the week of January 10th. In addition, our learning specialist is administering the DAZE in grades 3-5. The results will be used to identify which students are Intensive and supports will be provided as necessary (learning specialist, support teachers, classroom teacher, etc). The support teachers continue their work in the 1st and 2nd grade, pushing in to classrooms and also pulling out students identified as Intensive and/or Strategic for the PALS program and Read Naturally. Teachers continue to use the Reading and Writing Workshop model in their classes. Common grade-level writing prompts were set through the District Data Teams.

Jamii Hitchcock (Norup):

- A fourth support teacher was recently hired (please see the support teacher's schedules attached). We have collaborated with Angell and WSU to recruit college students to assist with elementary AcademiC Enrichment and Support (ACES) as well as with middle school study table.
- The learning specialists are recruiting volunteers to assist with Read Naturally, Making Meaning and Explode the Code literacy programs.
- We are heading into the second semester of the ACES program for middle school students. We have added two additional book discussion groups and an Accelerated Adolescent Reading Initiative (AARI) graduates course to keep the concepts acquired in the AARI classes present in the minds of the students who participated.
- All of the middle school ELA teachers will be attending a three session Academic Writing Conference at Oakland Schools. This is a three year initiative which provides training, classroom practice and support to develop the Writing Workshop in middle school. The teachers will be co-planning the first unit: The Literary Essay. Co-planning time will include observations of teachers at AMS and NIS. The implementation of the workshop approach will provide continuity both vertically and horizontally.

- Teachers have been using a new approach to grammar instruction this year, Sentence Composing. This approach is strongly supported by research and is being adopted by both middle schools.
- The middle school ELA teachers are also in the midst of developing a new curriculum map which includes the Common Core Standards. Three additional days will be devoted to this work with the aim being a completed map by April.
- The middle school ELA teachers are in the process of reviewing and revising the Summer Reading Program.
- Two learning specialists recently attended a Summer Reading Program professional development workshop.
- Fifty-seven middle school students participate in our after school study table program.

Vince Gigliotti (Anderson):
- Building Team attended county wide program on Writer's Workshop on Thursday, January 6, 2011. AMS team functioned as experts and helped facilitate stage 1 of the Writer's Workshop Process.
- LA Department started new writing unit, "Breathing Life into Essays".
- Continuing to create curriculum maps, grammar units and novel units.
- Preparing to deliver the 2nd DAZE benchmark assessment.
- Identified 10 new 6th graders to participate in AARI Reading program.
- Scheduled AARI celebration on January 20, 2011.
- Hired "Teaching Assistant" to work with at-risk students.

Randy Gawel (BHS): We are currently evaluating the progress of students in 9-12 ELA classes. The end of the semester is a natural time to look at progress, or lack of progress, and to plan for interventions for 2nd Semester. The interventions that we see most often mid-year are individually focused rather than systemic. The reason for this is, quite simply, student scheduling and course design. Overall course strategies and alterations to materials, curriculum and course design are reviewed and implemented usually in the summer. Changes to the student schedules (in any large scale way) tends to be, at least at mid-year, more disruptive than helpful. The adjustments made during the school year, as I indicated above, are largely focused on the needs of individual students—evaluations of individual writing, reading and interactions with text. These evaluations are based upon common rubrics, common assessments and interactions with students in a classroom setting. The ELA teachers have had one semester of work with the students and have come to understand in varying degrees the needs those students have moving forward. This is one of the benefits of year-long schedules, as they allow for knowledge and understanding of students to be applied over time to instruction and intervention focused directly on writing, reading and textual analysis.

Mindy Nathan (TCEC): We are constantly doing skill-building in all classes, for example:
- Financial Literacy: a project on buying a home incorporate reading and writing skills
- In Writing through Literature, students are required to write at least 120 words per day
- In Algebra and Geometry, story problems are analyzed
- History of U.S. Social Movements: reading and writing intensified – thorough assignments utilizing the writing process in multiple genres
- Regular reading in Chemistry done in class to increase and check comprehension
- Biology – reading for content, writing is checked for complete sentences, more reports are assigned
- Arts Program – research writing is a major focus of the project-based approach
- Online learning – E2020 classes have provided great instruction in carefully reading test and quiz questions; online journal entries are opportunities for additional writing

Mary Beth Fitzpatrick: The ELA Review Committee is hard at work. Both middle school ELA teams are receiving Writers Workshop professional development via Oakland Schools. Anderson staff is further along

and will act as facilitators; Norup staff members are in Phase I of the learning process. Research, investigation, pilots, collaborative meetings with other districts and primary resource decisions are all being considered. The next meeting of the committee is January 20 with the elementary team members. A leveled-reader, Readers Workshop model is being recommended. Vendor materials and possible timelines for implementation will all be considered in the next month, along with a proposed budget for implementation.

Strategy: Increase Student Achievement: 100% of the Berkley School District students will achieve proficiency in Math Achievement and lead to the development of 8th Grade Algebra for all students and Common Assessments for all grades.

Chris Sandoval (Angell):

- Math Pentathlon began in December for students in grades 1-5.
- 2nd grade teachers met with parents to teach them EDM algorithms. The goal of the meeting was to teach them how we teach math so they can support their children at home.
- Teachers continue to assess students when starting a new unit to determine students' needs and to better differentiate instruction as the units develop.

Beth Krehbiel (Burton): Many teachers are using the workshop model for mathematics instruction, which allows them to better differentiate instruction and work with small groups based on individual needs and skills. Our teacher aides are running an after school math support program called "Math Stars". Students were referred by their teachers who provide the teacher aides with information regarding each student's needs. In addition, we are using Success Maker to provide support and enrichment in math to help students work to their full potential. Teachers continue to use unit pretests to guide instruction and target individual needs; and we have reviewed embargoed MEAP data and will use that information to offer targeted instruction to individual students who did not achieve a score of 1.

Pam Lesperance (Pattengill):

- Our newly hired second Intervention Teacher has allowed us to reorganize so that one works specifically with K-2 students and teachers, and the other with grades 3-5. As a result, there is consistent daily assistance both push in and pull out at both levels which at the 3-5 intervention is predominately math.
- A number of teachers are using the Writing Workshop method to teach math also. They find that this structure allows them to meet on a more individual basis consistently.
- Math Pentathlon groups are now meeting. Kindergarten and 1st grade meet during lunch and the upper grades meet after school.

Mary Coughlin (Rogers): A data chart was created for 3rd – 5th grade students to identify those who needed extra support in math. We reviewed 2009 MEAP math scores, 2010 MEAP math scores, math quarterlies and teacher recommendation to determine which students to invite to an after school program. Letters were mailed home to parents on 1/10/11 providing a description of the program and requiring parent permission. The program will run four days a week after school from 3:20-4pm (3rd/4th grade on Monday/Thursday and 5th grade on Wednesday/Friday). We have targeted ten 3rd grade students, ten 4th grade students and twenty 5th grade students. The support teachers will run the program and focus on the mastery of basic math skills. The support teachers are developing basic pre and post tests to track data in order to evaluate the effectiveness of the program. In addition, the support teachers are gathering information from the classroom teachers so that they can target individual student needs. Math workshop continues to provide the opportunity for teachers to differentiate instruction and provide individual attention to struggling students.

Jamii Hitchcock (Norup):

- We have recently hired a support teacher who is a former math specialist. She will continue to support students during PYP and MYP ACES courses as well as during study table.
- Over 100 elementary students are regularly participating in Math Pentathlon. Between 15-20 parent volunteers assist with the program on Thursdays at NIS.
- Learning specialists review concepts and essentials necessary to be a successful student in math ACES classes.
- Small group math instruction and differentiation to meet the individual needs of middle school students.
- Reviewing math interventions like Math Facts, SuccessMaker Math and Test of Early Numeracy (students K-1) to determine their current level and (grades 2-5) learning specialist collaborate with classroom teachers to assist in the support of math fact fluency

Vince Gigliotti (Anderson):
- Identified new students and placed into Course 3 Strategies and Algebra Strategies.
- Working with "Teaching Assistant" to create additional supports for math students.
- Opened math support during lunch periods open to all students.
- Will begin study tables at lunch and after school program to support students not staying up with or not completing homework.
- Using "Teacher Assistant" to prepare test prep sessions prior to tests and quizzes.
- Publishing article in Anderson Action about "Multiple Representations".
- Met with school psychologist to review corrective math program in-depth. Hosting meeting with a vendor on January 11, 2011, to consider purchase of Corrective Math Program.

Randy Gawel (BHS): In much the same manner that we evaluate the ELA progress of individual students at the mid-year, we also seek to adjust, as needed, our instruction in the area of mathematics. Common curriculum, textbooks, assessments and instruction serve to systemically codify the process by which students are taught, giving educators greater opportunity to isolate instructional factors associated with student learning. Students who are deemed at-risk at the semester may need directed interventions within their current classes, increased support through course-related support classes, online course enrollment, or alteration of placement to another mathematics class. Instructors also seek to alter methods and materials as needed, understanding that assessments are not merely evaluations of what has been previously taught, but also indications of what has been learned and, as a result, in need of re-teaching. In both ELA and mathematics it seems that the critical component is not so much teaching that takes place up to the test, but rather that which takes place from the test moving forward.

Mindy Nathan (TCEC): Math skill-building across the curriculum includes:
- Financial Literacy: the project on buying a home included the math needed to understand mortgages, down payments and necessary budgeting
- In Algebra and Geometry, regular practice of math operations happens daily
- History of U.S. Social Movements: increased attention to visual data presentations including bar graphs, pie charts, spreadsheets, as well as mapping and timelines
- Regular math practice in Chemistry during formula writing
- Biology – graphs and charts, as well as ratios, fractions, percentages, measurements and timelines
- Arts Program – one and two point perspective, creating animations from drawings, also tessellations were drawn which were examples of rotation, reflection and translation
- World History – Map skills including measuring, chart reading, graphing literacy skills
- Online courses in math provide students with opportunities for individual assistance in difficult skill areas for them

Mary Beth Fitzpatrick: K-12 staff members are participating in professional development days throughout the year. Algebraic reasoning is being enhanced at all grades. New learning suggests that by strengthening multiple primary reasoning skills in math, and not just Algebra skills, students' ability to utilize higher Algebraic thinking is strengthened. For example, by enhancing one's ability to understand multiple steps in solving any problem, while minimizing rote memorization, we are creating a better set of skills needed to solve pure Algebra problems.

Strategy: Communicating the Curriculum for Staff, Students, and Parents

Chris Sandoval (Angell):

- News from the Classroom reports came from Art and Music this month. Our art teacher gave parents an update on what students were studying at each grade level. Our music teacher reported on the types of music students were learning to prepare for our Festival of Rhythms concert.
- At our PTA meeting, principal gave parents a brief update on the progress we are making in our 5 focus areas for this year.
- This month our PBS team added a home/school connection activity to our school newsletter. The activity asks parents to have a discussion with their child about our PBS target area of the month (cafeteria). 36 students returned the activity and were entered into a drawing.
- Answered questions and began tours with several prospective parents for the 2011-12 school year.

Beth Krehbiel (Burton): We continue to send out monthly newsletters, with each month highlighting a different grade level or special subject area. These highlights inform families about the learning and curricular activities that have been taking place in school as well as expectations for the future. In addition to monthly newsletters, many teachers send out weekly electronic newsletters and emails to apprise parents of classroom events and learning. At this month's staff meeting, 3rd grade teachers Theresa Murphy and Dorota Jakuc shared their learning from a co-teaching class they attended at Oakland University. Their presentation included numerous strategies for implementing curriculum in various subject areas. On January 13th, Burton's kindergarten team and administration will take part in our district's Kindergarten Information Night.

Pam Lesperance (Pattengill):

- Late January, parents will receive a literacy profile that is updated to reflect the most recent reading assessment accompanied by a letter of explanation written by Daryl Robbins.
- Staff continues to create weekly, bi-weekly and monthly classroom reports which include curriculum updates. These are most frequently sent by email but are copied for families without computer access.
- Literacy Café and student writing samples will be the focus of the January 11 faculty meeting.
- On January 19 from 6:30 - 8:00 p.m. Pattengill will host a parent seminar "How to Help Your Child with Writing" conducted by Kim Pavlock, E.M.U. professor.

Mary Coughlin (Rogers): At the Staff Meeting on 1/4/11, the district goal for communicating curriculum was reviewed in addition to the information shared through the Vision 2020 reports. I surveyed all staff to see how often newsletters were being sent home and in what type of format. The vast majority of the staff does a great job with communicating the curriculum to parents through either monthly or bi-weekly newsletters that provide updates on Math, Science, ELA and Social Studies. I shared examples of appropriate newsletters with specific staff that needed to improve their communication home to parents. We also discussed what information should be available to parents on teacher websites. We continue to use the monthly Rogers Review and Skylerts (as necessary) to send information to parents.

Jamii Hitchcock (Norup):

The "Curriculum Corner" in our Communicator has been very helpful with communicating curriculum related topics to our parent community.

- Formative Assessment
- Summative Assessment
- Differentiation
- Educating the Whole Child
- All 5 components of Daily 5
- Math Pentathlon

The "Daily Bulletin" provides staff and students with information daily.
Monday Memo is published weekly and monthly curriculum topics have included:

- Identifying Similarities and Differences
- Summarizing and Note Taking
- Reenforcing Effort and Providing Recognition
- Homework and Practice (January's Focus)

Vince Gigliotti (Anderson):

- Published article about Writer's Workshop in our December Anderson Action.
- Will publish an article about Multiple Representations in math in our January Anderson Action.
- On-going department and grade level teams continue to discuss curriculum standards.
- Shared common core standards with content area teachers.
- Agenda item for February staff meeting is RTI and the evolving process and what it means to general education teachers.
- Recent article in the Detroit News regarding our single gender LA classes.
- Patch will publish an article regarding our anti-bullying initiatives.

Randy Gawel (BHS): The mediums through which we communicate educational information have evolved a great deal in the past few years. This being the case, it is unfortunate that schools are more often than not prepared to change at a pace that can best be described as glacial. This leaves us with many schools that continue to communicate in a manner which is not consistent with the means of communication that students and, to some extent, their parents, are not accustomed to. In many instances Facebook is now better than a newsletter and Twitter more useful than a phone call. To that end, we have tried to evolve. We use class websites, Skyward Student Information Systems, websites, Facebook and automated emails to convey information ranging from school events to student tardies. We are learning still, but hope to continue to create better means of communication for all avenues of potential interest to parents, students, staff and community members. The tools, I think, are there, we must learn to better utilize them.

Mindy Nathan (TCEC): Interview process with new families began over break. This involves one-on-one communication with incoming students and families about the curriculum and much more. Advisory groups will happen this week (Jan. 10) and these are times that teachers dedicate to touching base with all of their returning students to ensure that their needs are being met, that their courses are up to date and that their courses for next term are properly scheduled.

Strategy: Close Achievement Gaps

Mary Beth Fitzpatrick: Dr. Patricia Chunn works with LACO at Oakland Schools, specifically by facilitating African American Parent Network projects in a dozen local districts. Keys to success include a steering committee/board of parents who meet in a non-district facility to close the achievement gap from

underperforming African American groups. The committee focuses on achievement, socialization, and engagement from both the parent and student points of view. She presented to the K-12 Principals group in December by invitation from Randy Gawel. Berkley will be pursuing this initiative in the near future.

Strategy: Varied Instructional Practices – Meeting the Needs of All Learners

Chris Sandoval (Angell):

- Began RTI meetings in December to review student data and create instructional action plans. A progress monitoring calendar was developed to ensure that we continue to regularly assess student progress and review our instructional practices. In addition, a parent component was developed to assist them in supporting their child's learning at home.
- Teacher's aides offer daily homework assistance to 4th and 5th grade students during lunch and after school.
- Learning specialists and teacher's aides continue to offer small group intervention at all 6 grade levels.

Beth Krehbiel (Burton): Our two teacher aides have been working with small groups of students throughout the day to support teachers in differentiating instruction by offering support to struggling learners and enrichment activities to advanced students. Danielle Johnston is working with grades K through 2 while Erin Weiner is working with grades 3, 4 and 5. The lunch and after school academic programs that our aides are running provide further support for struggling learners to help them reach their goals. Mrs. Murphy and Mrs. Jakuc's presentation at our January staff meeting provided teachers with many new ideas and strategies for varying instructional practices. In addition to their presentation, kindergarten teacher Jen Benner discussed the importance of movement in the classroom at our staff meeting and taught teachers some yoga poses that they can to with their students to help them remain focused and do their best learning.

Pam Lesperance (Pattengill):

- L.C. provides direct service to students and meets weekly with Intervention Teachers to assure maximum effectiveness with Tier I and II strategies.
- SuccessMaker and Accelerated Reader are both individualized programs.
- Pattengill's two multi-age classrooms allow for seamless placement of students at instructional levels.
- Flexible groupings occur on a regular basis during math and language arts instruction.

Mary Coughlin (Rogers): As a staff, we are in constant debate and discussion on whether we should focus our support teachers in the lower grades (K-2) or if we need to make sure to provide support for upper elementary since those students will soon be moving on to middle school and need the necessary skills. We have struck somewhat of a middle ground with almost all support during the school day focused on literacy and the after school program focused on math. Teachers continue to implement the Daily 5, Reading and Writing Workshop and Math Workshop which allow for differentiation and timely teacher feedback to students on their progress.

Jamii Hitchcock (Norup):

- Our after school MYP study table services 57 students each week.
- Our Math Pentathlon program involves over 100 students.
- We have invited Dr. Jay Marks to attend our next Achievement Gap committee meeting to assist us with next steps for second semester.
- A short term goal is to play an integral role in assisting the district with developing an African American Parent Network.
- We have been asked to participate in the Learning Achievement Coalition - Oakland student relationships survey.
- A member of the Achievement Gap Co. is in the process of working on a program for Black History Month.

- Our goal is to include African American literature into our middle school book discussion course selection.

Vince Gigliotti (Anderson):

- MI-Class participants and LA teachers are organizing teaching labs with the assistance of teacher coach, Stacie Angel. The labs will focus on teachers observing each other and providing constructive feedback.
- Teachers continue to implement Marzano's Essential Nine on an on-going basis.
- VAT team meetings continue to focus on strategies to help students be successful.
- Math teachers continue to attend DELTA Grant meetings and are implementing new strategies.
- Continuing on-going conversation with math department on what it will take to get all students to Algebra in 8th grade.

Randy Gawel (BHS): Our instructional practices are varied on a number of levels. Instruction is a function of the instructor, the student, the environment, the materials, the subject, and so much more. Understanding this complex interrelationship is critical to advancing instructional practice in the classroom to a level that meets the capabilities, as well as the needs, of all involved in the process. We seek to expand the capabilities of our staff in this area through ongoing professional development, departmental and interdepartmental collaboration, information sharing, course evaluation, professional practices within the building and student feedback garnered from both the classroom and non-local assessments.

Mindy Nathan (TCEC): Marianne Reid and I will be attending the third two-day session on Visible Thinking, as this is a strategy that is flexible and applicable to all learners. The arts program and project-based approach has lent itself well to helping students who have struggled in the past utilize their gifts to also engage with the core curriculum. Every teacher at the school employs multiple modalities every day to try to reach our students.

Mary Beth Fitzpatrick:

- Novel sets in digital form were ordered and received at BHS.
- We are currently pursuing the Nook e-reader from Barnes and Noble for placement in all of our media centers. While the product would be available for all students, we are interested in the impact this might have on reluctant readers.

Jeff Montgomery: This goal area is the fundamental work of special education so we have many things on-going:

- We continue to increase our capacity as a district to support students with disabilities accessing and making progress in the general curriculum within the general education classrooms. This work involves both the use of technology and continuing to strengthen the relationship between the general education "content expert" staff and the special education "accommodation expert" staff to insure each student has the resources and supports they need to be successful.
- We have focused on enhancing our academic interventions for students with more significant impairments, such as Autism and Cognitive Impairments, through the use of scientific research based academic interventions and strategies that have been demonstrated to be efficacious in improving academic outcomes for students with these types of disabilities.
- For our students with more significant impairments that will not be pursuing a high school diploma we are working to increase our capacity to meet these students needs in district in transitioning to adult living and independent functioning. We are working with the transition consultant from Oakland Schools to develop a program within our district for students to "graduate" to after high school that will teach community living and vocational skills.

Strategy: Improve the ability to meet all student needs within the adopted curriculum (RTI).

Academic Intervention Plans
Common Assessments and Progress Monitoring
Use of Data Tools (Pearson Inform)

Jeff Montgomery: We have been planning and coordinating a progress monitoring committee that will assist in building the capacity of all staff to conduct meaningful progress monitoring, make good decisions based on the information and to identify the tools that support "best practice" work in this area. The committee will also develop a plan for training all staff on using the forms in the new State Model IEP that are tailored to incorporate progress monitoring data.

Sandie Schiller:

- Attended the Cohort 1 of the Units of Study for Teaching Writing Workshop 3-5 with Laura Schiller at Rogers Elementary. This is the first cohort group that was formed for the writing program implementation in grades 3-5. They are now in their third year. Teachers observed in a classroom and debriefed. There were follow-up discussions on the shifts in our teaching practices in teaching writing, what observers/ administrators should look for in writing workshop when visiting classrooms, and how to take notebooks to projects. I shared this discussion information with the K-8 building administrators.
- Met with Kathleen Hearn, teacher at BHS, to collaborate on how I can contribute to her Teacher Cadet Program by helping her with teaching the students specific instructional strategies and creating other opportunities for working with her students. Teacher Cadet students are typically placed in our district elementary schools and assigned to working directly with students.
- Attended the Math Games Workshop at Avery put on by the McGraw Hill representatives.
- Developed a three-year plan for the purchase of trade books for teachers in K-5 to use to support the Units of Study for Teaching Writing. Books will be purchased in January, 2011, to support the units taught during the second semester of this year. Additional purchases will be made in years 2 and 3.
- Met with Chris Sandoval, Heather Gigliotti, and Kim Chatas to plan a presentation on the Leveled Literacy Intervention materials. This will be presented to the Elementary ELA Review Committee and the Learning Specialists at their next meetings.
- Completed the prototype for materials to "pilot" a reading assessment protocol using the design from Columbia Teachers College Reading and Writing Project. Teachers and Learning Specialists in each of our elementary buildings will pilot these materials during the second semester.
- The Benchmark Assessment System materials arrived and have been labeled and are ready to distribute to teachers and Learning Specialists who will be piloting these materials in each of our elementary buildings during the second semester.
- Continue to work with Learning Specialists on developing and implementing Tier II interventions, benchmark assessments, and progress monitoring in reading and math.
- Due to our snow days, our follow-up meeting to get math interventions in place was moved to January 11. A representative from McGraw Hill will be here to present on two of the programs under consideration.
- Met with vendors to learn about specific interventions designed for Tier II and III in reading and mathematics.
- Contacted Jonathan Flukes at Oakland Schools to arrange a session to learn about the RTI/Strategy tab on the Pearson Inform product that we use to house assessment information. After Jonathan and I get together, I will begin entering information into this area of Pearson.

Strategy: Maintain High Levels of Compliance with State and Federal Regulations (e.g. CIMS)

Jeff Montgomery: We completed a mandatory survey in December and our data continues to be good relative to compliance issues.

Strategy: Update Health Curriculum

Dennis McDavid:

- Letters went out to the committee.
- Meeting is being set up for later in the month.

Strategy: Foster and maintain a collaborative relationship with benchmark school district(s).

Mary Beth Fitzpatrick:

- Local districts have been very helpful to us in the past few months as we pursue Readers and Writers workshop models in our schools, including Rochester and Troy School Districts.
- We have K-12 teachers participating in the Common Core Curriculum unit writing projects across the county and by quadrant.
- An Oakland County school district has developed a technology literacy curriculum for the students. We are investigating the possible purchase and/or sharing of that curriculum for review by our media specialists. More information to follow.

GOAL 2 – SCHOOL AND COMMUNITY RELATIONS

Mike Simeck

We will collaborate with institutions, businesses, organizations, community groups, and families to create on-going opportunities for students to maximize resources in mutually beneficial ways and enhance the learning environments for students.

Strategy: Continually Improve District Website

Shira Good: We are still in the process of upgrading a few of the design elements of the website. Soon, visitors will have the option of going directly to the District's Facebook page, via a button at the top of the BSD homepage. They will also have the option to "share" our website with others, using a variety of social media. The new design of the folder icons, folder section, and link/email section are underway as well. These highly inexpensive upgrades will really refresh the look and feel of the BSD site.

We hope to preview a new version of the content management system, offered by LTGI, in the next few weeks. The new system promises to make content management easier and simpler for both regular and super users.

Finally, the implementation and integration of SchoolTube is complete. Parent University videos and other podcasts/webcasts are already loaded onto the BSD site and Facebook. The feedback has been very positive. We are experimenting with Flip cameras and Mr. Simeck has the first one. Mike will use the camera to record webcasts and other interesting video-worthy moments to share with parents, students, staff, and community.

Strategy: Job Shadowing

Vince Gigliotti:

- Parent volunteer is contacting past mentors to secure days and times for future visits. This process should be complete by the end of the 1st semester.
- Our next step is to place students with mentors and start the job shadowing visits during the 2nd semester.
- Still need to meet with PTSA for potential support with transportation.

Strategy: Increase Parent and Community Participation

Dennis McDavid:

- At the K-12 meeting this month we had a presentation from Oakland Schools concerning the African-American Parent Network and how it is used in other districts. This program shows some promise and we are doing further work to investigate.

- There are a number of Parent U videos up on the school's site. Great work by Beth Meacham, Shira Good and Bridget Kavanaugh.
- Kindergarten Parent Information Meeting is set for Thursday, January 13. This is always well-attended.

GOAL 3 – FINANCE AND RESOURCES

Larry Gallagher

We will develop a revenue enhancement plan that assures maintenance of current programs, as well as expansion and improvement of programs.

Strategy: Identify unique and/or non-traditional revenue or cost-reduction opportunities.

Larry Gallagher:

- The PA 63 Oakland Schools report from April, 2008 on consolidation and shared services within Oakland County will be reviewed to determine other viable options beyond those BSD has already implemented.
- Not much interest from other districts to share a tech staff member as budgets are tight all over as we know. We will continue to review options.
- Jeff Montgomery and I will attempt to quantify the financial impact of the push-in effort for our special needs students. The "Worksheet B" will identify these numbers. A decent number of new special education students to the district this year may cloud some results.
- Dennis McDavid recently pulled together some data involving public school academies. More work, study and dialogue have to happen but this pursuit is based in part on the potential net revenue that could be brought to the district with such a program**.**

Strategy: Growth of Shared-Time Partnerships

Larry Gallagher: This is a solid program netting the district over $580,000**.** Mr. McDavid and I are working toward approaching other Birmingham private schools for potential partnerships in the 2011-12 school year. Letters of interest were recently sent out to nine (9) schools in the Birmingham School District to see if there is any interest in a shared time partnership.

Dennis McDavid: Larry sent a letter this week to several likely partners in neighboring districts. He asked for a meeting to explain the program.

Strategy: Grow Shared Services (with cities, other districts or other entities)

Larry Gallagher: No report this month.

Strategy: Pursue Beneficial Service Models

Jeff Montgomery: Both our efforts to increase students with disabilities time in general education and maintaining students within our district versus referrals to center programs are financially beneficial to the

district's budgets. We will further increase this effort by developing the post-secondary option for our students who will be continuing beyond high school for additional training on community living and vocational skills instead of sending them to post-secondary programs outside the district and continuing to offer tuition opportunities to neighboring districts in this program and other special education classrooms across the district.

Strategy: Grow the Tri-County Educational Center Program and Alternative Learning Structures

Mindy Nathan: I continue to work with some families in alternative approaches; in the process of arranging for Gen Net courses for three students. We are also working hard to increase enrollment for the second count day. Things are looking good even with surrounding districts adding alternative programs (Oak Park) and others more firmly committed to keeping their own kids. Our current student body tends to be our best advertisers – we are building a brand for having excellent, caring staff and this is what we are hearing at interviews. It's a great niche, and one to keep developing.

Dennis McDavid:

- Mindy and I met to discuss growing the program through on-line offerings.
- Rumors abound that the state is going to do something (what isn't clear) with both seat-time waivers and alternative education. We are in a semi-holding pattern pending what happens at the state level with rules for these programs.
- Mindy and staff have been interviewing students for second semester enrollment.

Larry Gallagher:

- I am waiting to receive an executed lease expansion agreement from Dr. Siver and the Southfield Public Schools Board of Education. Expansion will assist with the quality of the arts program and overall growth potential of TCEC.
- Final fall student count from TCEC recently submitted to OS is 245.24 fte.

Strategy: Grow the Early Childhood Education Program

Beth Pierson: Increase Parent and Community Participation

- Early Childhood Program started hosting development workshops once a month for parents.
- Royal Oak Preschool Show.

Dennis McDavid:

- Beth Pierson opened an additional toddler room at Tyndall. This room has increased revenue and is serving an additional 6 children.
- Beth is working on creating more interest in Berkley's Summer Camp program.
- We are working hard to wrap up Magnolia. It remains operating under our license until at least 1/19 because that is when the state will come to inspect so that the license can be transferred to Southfield.
- Beth is looking into accreditation from a source other than NAYEC. Their requirements have stiffened since we were last with them and accreditation at this time looks doubtful.

Larry Gallagher:

- Met with Dr. Siver and the Champions folks on December 16th to discuss interim licensing while the state approves Champions' license to operate Magnolia. Southfield agreed to a financial "hold harmless" provision during this interim period so the district allowed SPS/Champions to utilize BSD's license for a

brief period. Dr. Siver noted that several retirements in the state licensing department have significantly slowed the approval process.

- Some of the district-owned Magnolia equipment was moved back to Tyndall. Our other schools were able to claim remaining surplus and anything left over will be sold to a third party provider with whom Beth Pierson has been in contact.

GOAL 4 - MARKETING

Mike Simeck

We will develop a comprehensive marketing initiative that effectively communicates our district's strengths in order to attract and retain students.

Strategy: Communicate Points of Pride to Staff, Students and Community

Shira Good: We have increased Facebook participation (Friends) by over 800 in just the last month. Facebook is proving to be a great resource for us to promote the district, brag about our students, re-connect with Alumni, etc.

As a way to both thank the board and communicate points of pride, we published a large ad in the Oakland Press special education section in late December.

I have been meeting with a company on the potential project of creating a Berkley Schools App and Mobile Website. Both of these tools would be a great resource, mainly for our parents and students. I hope to have a proposal from the company soon.

Strategy: Design, Distribute and Disaggregate Data from Community Survey

Shira Good: Complete.

Strategy: Track and Analyze Marketing ROI and Website Analytics

Shira Good: We are testing a new marketing tool, Facebook ads, which are running now to promote Kindergarten Parent Information Night. So far, we have spent just under $150 and have made an "impression" on over 1,500,000 people with Facebook accounts. I geared the demographics to hit only people in the local area and over the age of 18. The impressions have resulted in 82 total "clicks", so far. A click is someone who sees the ad and clicks on it, which then takes them to the BSD website for more information. If an educated guess leads us to a round number of 300 kindergarteners in the entire District, 82 clicks isn't half bad for $150. My take-away from our first brush with Facebook marketing: it is much like direct mail, but incredibly inexpensive compared to direct mail.

Strategy: Explore/Use New Free or Low Cost Marketing Tools

Shira Good: Please see the above paragraph for my comments on our new Facebook marketing.

In addition, we have partnered with a local realtor firm, Coldwell Banker and Weir Manuel, to produce a 60 second radio ad. The ad first introduces Berkley Schools as the best place to send your child for their education and then talks about how the best way to do so is to live in the Berkley School District. Then, the announcer explains that CBWM will help you find a house in our district to gain residency and send your child to our schools. It's a great partnership and I am eagerly waiting to see if we will be able to get any ROI stats from this effort. We also hope to cost-share with CBWM in the future.

Strategy: Produce Podcast/Webcast Parent and Community Education Series

Shira Good: Parent University sessions are posted and continue to grow. We have also posted video on Facebook, which drives traffic to our website and (hopefully) programs. Also, Mr. Simeck produced a few first webcasts and those are posted to the website. At this point, we welcome any/all involvement in this program. Counselors, teachers, etc. will soon produce additional programs, which will also post to the podcast/webcast part of our website. Mary Beth Fitzpatrick recorded a very successful podcast to the staff, too.

Strategy: Leverage Technology Investment to Communicate District Activities

Shira Good: Mary Beth Fitzpatrick and I had a conversation a long time ago about digital displays in the Administrative Offices and some of the school buildings. I am researching this idea now and will hopefully have a proposal put together soon. Having digital displays in our buildings would allow us to directly communicate with visitors, staff, students, etc. without having to spend a lot of staff time on the process.

As I said above, we have invested in our first Flip camera and Mr. Simeck will use it to record various webcasts. It will be fun to see all of the various creative webcasts he comes up with.

Strategy: Create DVD for Real Estate Agents and Prospective Parents/Homeowners

Shira Good: We are still dedicated to this project, but we have too many things happening right now. We will have to put this on hold until the summer.

GOAL 5 – CULTURAL, SOCIAL, EMOTIONAL, AND PHYSICAL SAFETY

Dennis McDavid

We will create an environment where children feel safe emotionally, physically, intellectually and culturally.

Strategy: Ensure Successful Transitions

Chris Sandoval (Angell):

- Angell staff members continue to mentor students. The PBS team encourages staff to meet with their mentee at least 2 times/month.
- All children participated in the Bucket Fillers assembly to teach them how to be a good friend and do nice things for others.
- Angell leadership team meets monthly to discuss schoolwide concerns. This month we talked about the ongoing issues we have with our before school traffic pattern and supervision when students enter the building before school begins on rainy/cold days.
- Several parents meetings were held regarding attendance concerns. Two referrals were made to Oakland County Truancy.

Beth Krehbiel (Burton): Burton's Buddy to Buddy and Peer Pal programs are up and running. Through these two programs which encourage acceptance and understanding, students with special needs are supported by peers in both social and academic settings. With teacher instruction and guidance, general education students who participate in these programs learn about autism. Barriers are broken with the knowledge they gain, and new friendships are formed. Also, Burton has welcomed a few new students over the past month. Conscious Discipline strategies that we have in place have helped these children adjust well to their new school culture.

Pam Lesperance (Pattengill):

- Peer Pals and Buddy to Buddy to begin this week. Ordinarily, these groups would have been implemented earlier in the year but the lack of availability of a social worker to service the Pattengill family has delayed the start of the program.
- Bucket Filler Program will take place on January 11. Teachers all read a bucket filler book prior to the assembly as an anticipatory source. Students will have the opportunity to purchase their own bucket filler book and teachers will reinforce the concept in the weeks after the event. This program is being provided by the PTA.
- Monthly Proud Penguin Awards

Mary Coughlin (Rogers): The Bucketfillers will be visiting Rogers on January 28th. We will hold two assemblies, 12:30-1:30 p.m. for grades K-2 and 2:00-3:00 p.m. for grades 3-5. The goal is to create a "bucketfilling" school where everyone is kind, responsible and respectful of others. In addition, we will be forming a committee made of various staff members to review the Rogers Code of Respect. Also, we are interested in pursuing a program to recognize students that appropriately model the code on a consistent basis.

Jamii Hitchcock (Norup):

- We are in the process of partnering with Burton Elementary to develop an assembly program prior to fifth grade camp.
- We hosted a fifth grade assembly to discuss the seriousness of bullying.
- Student-led reflection of peace to begin the observance of MLK week.
- MLK celebration to observe the National MLK Holiday.

Vince Gigliotti (Anderson):

- Counselor is coordinating BHS visit for scheduling purposes.
- Hosted IA visit on Friday, January 10, 2011.
- Staff working on several bullying initiatives. (Potential lock-in for 8th grade females to discuss bullying issues, development of anti-bullying video, work with Judson Center)
- Community Group regarding Bullying is preparing a survey to send to community members and business people and community groups to assess their views on problems associated with bullying. Group will eventually host a town meeting to openly discuss ideas. This process is a joint venture with AMS, The Judson Center, State Farm Insurance and other community groups.
- Referred 3 families to Youth Assistance.
- Set-up space for Youth Assistance officer to meet at AMS with students.
- Collaborating with BHS Diversity program to organize January visit focusing on No Name Calling Week.

Randy Gawel (BHS): We seek to ensure successful transitions through ongoing evaluation of students social, emotional and academic needs. We evaluate policies and procedures in an effort to balance school policy and structure with student need and capability. We alter our practice to meet the reality of the students in our building. We train staff as necessary to recognize and understand student behavior and the implications that this has not only for the students involved, but for our building climate and culture as well. Staff spend hundreds of hours each week exploring not only behaviors, but the reasons for them as well. We seek to impact behavior positively through interventions that include all involved parties (teachers, paraprofessionals, caseload teachers, social work staff, administration and other staff) and connect these to the student and their family whenever necessary.

Beth Pierson (Tyndall): I will be attending DECA (Deveneux Early Childhood Assessment) through Early-On at Oakland Schools to administer the DECA with the Early Childhood Field.

Mindy Nathan (TCEC):

- This is very important for us, especially as we are preparing for 50-60 new students to arrive by Feb. 9. The best thing we do for our new students is spend at least an hour in an initial intake with them and their families. We also actively work with our returning students to address what it means to welcome new students.
- Amy Malowitz has started a student leadership group. Part of their charge is to consider "climate issues." They are just getting started and are already creating ways for students to get to know each other better and also to have some fun outside of class. The first plan is to have a 3 on 3 basketball tournament on Friday afternoons. They are also considering a safety survey.
- Our next security coordinator should be joining us just after Martin Luther King Day. We are very excited about the skills he brings as well as his great instincts about our kids.
- Becky Kress, our counselor, continues to work with individual and groups of students on issues of bullying and harassment, getting along with others in peaceful ways, and dealing with severe issues of grief and loss.
- Our MRS empowerment classes are continuing, working with students to improve their self esteem while learning important job and social skills, "Good Brothas Inc" will be beginning a self-selecting leadership class for some of our boys and girls after school, and as part of a grant, HAVEN will be working with about

20 young men after school once a week to discuss issues involved in preventing any kinds of abuse based on gender.

- Jeff Montgomery, Sharon Berke and I met to discuss how we might ease transitions between Berkley High school students, as well as address various special needs of our students within our current structure.

Jeff Montgomery (Special Education): We will begin the planning of transition activities, for students with disabilities and their parents who will be moving to new buildings and/or classrooms next year, after the start of the second semester. We have adopted a much more formalized process to support these transitions over the last five years and it seems these activities have made the transition easier for students and less stressful for parents.

Strategy: Provide social and affective supports for students with disabilities.

Jeff Montgomery: More formalized peer mentor programs have been implemented at Rogers, Angell and Pattengill and are now in every building in the district. Our staff have become very skilled at supporting these activities and our school community continues to embrace them. Peer supports are another group of activities that we believe are extremely powerful in better supporting students with disabilities being full members of their school communities and were very limited in the district five years ago.

Strategy: Continue Safety Initiatives and Training

Dennis McDavid:

- The School Code revisions are at the Board level for approval.
- If approved they will be posted and ready for the new semester.
- We have added specific prohibitions on “sexting” and “cyber-bullying” in the updated code.
- We are looking into reapplying for the REMS grant in February.

GOAL 6 - TECHNOLOGY

Mary Beth Fitzpatrick

We will develop a plan to maintain up-to-date technology and on-going staff development to enhance instruction, operations, and communication for students, staff and community.

Strategy: Design a STELLAR type of plan for Media Specialists supporting the core curriculum.

Mary Beth Fitzpatrick: The LIMS group has selected Capstone online for Science and Social Studies themed books which complement our curriculum. We are also purchasing the World Book online reference web materials for all buildings which will assist in research and skill building K-12. The implementation of Accelerated Reader K-9 allows students to access appropriate reading materials and taking the companion comprehension tests at their independent reading level. Media specialists are working with all classroom teachers to construct a process for tracking AR participation and progress.

Strategy: Implement District Technology Plan

Mary Beth Fitzpatrick:

- Network printers are being installed at Norup and Anderson to expand the growing need. As desktop printers are dying, we are not replacing them due to the high cost of ink cartridges. The networked, more robust printers are a better solution.
- New spaces for offices and teacher work areas are being equipped with technology drops and equipment at Norup this month.
- We have signed a lease agreement with Oakland Schools to expand the virtual server space. The 24/7 back up and maintenance plan is a much better investment over the purchase of stand alone servers in district. Freeing up space on our own servers will allow us to transfer some methods of storage and systems to preferred products.

Strategy: Expand Use of Skyward

Mary Beth Fitzpatrick:

Digital Grade Reporting/Paperless Report Cards: We are investigating the use of paperless report cards for elementary parents and students. A goal would be to go as paperless as possible in the 2011-12 school year. All parents would have the option to receive a paper copy in lieu of the online access to their student's records.

Skylert: Staff and parent databases are being maintained by Kathy Tunner in the technology department. Parents will continue to receive text and email message notifications from the district, while staff members will receive phone calls and email messages upon the closing of school. We have the ability to select other methods and multiple messages depending on the alert notification we need to distribute.

Strategy: Expand Use of Skyward

Jeff Montgomery:

Electronic IEP: We have scheduled a meeting with the E-IEP district leadership team in January to prepare for the intensive staff training on the E-IEP that will be provided by Skyward staff at the end of January.

Strategy: Expand Use of Skyward

Larry Gallagher:

Food Service/POS: After meeting with LaVon Larson and Sue Monaghan, student participation, improved parent communication, cash collection and receivables management are some examples of data we will glean from the new POS system over the course of the year. Cash overage/shortage reports were generated by LaVon Larson. This data will become the baseline for future cash management analysis.

Strategy: Investigate Expanded Use of Skyward Finance Modules and Make Recommendation

Larry Gallagher: Possible expansion of the “Purchasing”, “Employee Access” and “Benefit Tracking” modules will be the focus of further study this school year.

GOAL 7 - FACILITIES

Larry Gallagher

We will ensure the facilities will physically support and enhance the instructional, community, financial, marketing, cultural, technological, safety and recruiting goals of the Berkley School District.

Strategy: Establish and Implement District Master Facilities Plan

Larry Gallagher: Ongoing with recent discussion involving Owner's Representative services being the most recent action. The Board Finance Committee will periodically discuss this topic throughout the year. An "after action review team" meeting will be scheduled shortly to discuss next steps.

Strategy: Implement 3-year Sinking Fund Plan

Larry Gallagher:

- Wrapped up the final payment to ASI for the summer paving work recently.
- 2010 Roofing Close-Out documents were recently received and will be placed in our archives. Roof condition index materials (RCI) is a mathematical calculation identifying the relative condition of a roof membrane, and was recently updated by Testing Engineers and Consultants (TEC) and that too will serve as documentation to help drive potential roofing/Sinking Fund work during the summer of 2011.
- Met with Drew Pennington, district resident, former TMP Architects staff now with Shaw Flooring. Rod Fisher and I will review her flooring product literature and we'll deem the necessity of pursuing flooring work this summer via Sinking Fund resources. Not much perceived flooring need initially, though. Mrs. Pennington did offer her company's services to build bid documents to use for future flooring bids the district may pursue, knowing her company would step aside and then be a potential supplier to a flooring contract. This measure is appreciated and we may take Shaw up on the offer down the road.
- More work on the 3-year plan is needed and will occur over the course of the year.

Strategy: Implement an Energy Efficiency Plan

Larry Gallagher: DTE rebate dollars of nearly $10,000 were secured to assist with funding the elementary gym lighting and Avery/Tyndall/BHS sensor installation projects. 2011 DTE Rebate Program will be used to fund Anderson, Norup and BHS gym lighting and elementary motion sensor projects.

GOAL 8 – STAFF RECRUITING AND DEVELOPMENT

Dennis McDavid

We will attract, develop, and retain outstanding staff in order to increase student achievement.

Strategy: Complete District Hiring Procedures

Dennis McDavid: This is complete and is in use. We'll make revisions as necessary.

Strategy: Develop and Implement District Staff Development Plans

Mary Beth Fitzpatrick:

- Carolyn Brazzil and other elementary teachers participated in the Everyday Math Leadership group on January 6.
- The DELTA math grant participation includes: teams of general ed and special ed staff members which is professional development specifically designed to link the two different sets of teachers held December 7; four teachers participating in *Year 2: Algebra for All* which met on December 15; *Algebra for All* professional development being held January 13; and three secondary teachers attending the *Who's on First Curricular Coherence* workshop on January 26.
- Our next district professional development day is in April.

Strategy: Revise Administrative Guidelines for Board Policies

Mary Coughlin: No updates at this time.

Strategy: Complete Staff Handbooks

Dennis McDavid: Work on this continues, but slowly.

Strategy: Understand, Disseminate, and Comply with New Annual Evaluations Laws

Dennis McDavid:

- At the Board Meeting in December Denny Pollard spoke about these laws and classified them as unfunded mandates.
- Pollard said that the BSD is party to a suit against the state asking for money for this. Because we have notified the state through the lawsuit we don't have to comply.

- I'll continue to follow the legislature in this area and I'll stay in contact with the other districts about their progress.

Strategy: Collaboratively Organize New Teacher and Mentor Trainings

Dennis McDavid:

- We completed Mentor training.
- We've had one new teacher meeting.
- We're in the process of setting up new teacher meetings for late January or February & another one later in the year.

Other Tasks:

Dennis McDavid:
Competitive Grant Opportunities: I have started working with a parent on a competitive grant through her business. We are in the very early stages and we'll see what develops.