

SAGINAW VALLEY STATE UNIVERSITY

STANDARDS FOR AN EDUCATIONAL PROGRAM

SCHOOL: CÉSAR CHÁVEZ ACADEMY

STANDARD I: Implementation, Delivery, and Support of the Educational Program and Curriculum
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AREA OF INQUIRY A: Mission

Our Mission: To provide a safe atmosphere of academic excellence that promotes thinkers and problem solvers who work cooperatively with respect in an inclusive environment.

Our Vision: Our vision at CCA is for all our students to be college and career ready so they are positive and productive members in a global society.

Our Beliefs and Values:

- We believe in meeting the diverse needs of our students by ensuring family involvement is key to student success.
- We believe the learning process must encompass engaging, hands-on multi-sensory activities based on student interest and ability to promote academic excellence and inclusion.
- We believe that all students will be prepared to become positive, productive members of the community.
- We believe the community helps build the foundation for success.
- We believe that every child will be prepared to become positive, productive members of the community.

AREA OF INQUIRY A: Mission:

- Handbooks - students, parents, staff
- CCA Pledge and/or Quote of the day
- Home school communication
- Communications to stakeholders (board report, website, email, letterhead, etc.)
- Scheduled Professional Developments (Crisis Prevention Intervention, curricular, etc.)
- Parent Leadership Institute/Parent Meetings
- Communications to staff (updates)

- Positive Behavior Intervention Support (PBIS)
- Welcome center, bulletin boards, postings throughout the school
- Uniforms
- Building meetings (grade, department, school improvement, Response To Intervention, PBIS, dual enrolment)
- The Leona G/SVSU administrative meetings

AREA OF INQUIRY B: Educational Program

Our mission, vision and belief statements are permeated throughout the culture and climate which is embedded in our daily systems and processes. Therefore, when visitors enter our environment of promoting academic excellence the Welcome center is posted in the entrance way that highlights leadership and displays our vision and mission. There is an expectation that all forms of communication between stakeholders via newsletters, emails and varied correspondences have the mission and vision printed on them to convey the importance of their impact of the success of our schools. In addition, perceptions surveys and walk through observations along with evaluation tools (which document the effectiveness of lesson delivery, level of engagement, utilization of data and alignment with mapping and pacing guides) are integral tools discussed and reviewed to ensure the mission, vision and belief statements are being upheld and promoted by all stakeholders. Cèsar Chàvez Academy District relies heavily on Professional Learning Communities to equip the staff with research expounding on best practices, issues that plagued our demographic of students and methods to increase achievement through articles, books, readings and presentations.

A multitude of approaches are documented in our Learning Management Plan (LMP) which highlights many strategies that reflect the beliefs of CCA. Our instructional staff and support team revise and edit the pacing guides for teaching and learning to record growth and coverage of mastery of the content. They are encouraged and expected to offer students many chances of inputting data/concepts and demonstrating mastery of standards/skills through differentiated instruction, strategic planning of Response to Intervention (RTI) time through extended learning opportunities and activities listed in the School Improvement Plan in (reading, writing, language arts, social studies, science and special subjects). A well-developed RTI plan is devised with cut scores throughout content areas and grade levels to decipher which students are scoring in Tier I, Tier II and Tier III. In collaboration with the LMP, lesson plans are reviewed by the instructional coach and school leader and feedback is given on a timely basis. Also, using feedback during and after classroom walk-throughs, mentor-mentee meetings, monthly grade level meetings, bi-weekly staff meetings is documented on agendas and in the meeting minutes.

In providing an equitable and quality education to meet the needs of all our students, a myriad of opportunities are effectively implemented. To explain, full inclusion is a

point of pride for The Leona Group and Cèsar Chàvez Academy. Social workers, special education teachers, Least Restrictive Environment Aides, general education paraprofessional aides, occupational therapists and speech therapists are vital members of the team to facilitate the Inclusion Philosophy. All of our five campuses use RTI to address the gap in academic progress, train staff in the Positive Behavior Intervention Support Model, use support staff (wrap-around) and full integration of the Common Core Standards. Four of our Southwestern campuses offer afterschool tutoring, ESL support and after school clubs as well and a strong commitment to SIOP training and delivery. CCA High School students are prepared for the “college experience” when enrolling in AP classes and earning credits in dual enrollment with Wayne Community County College.

Implementation of the RTI program/process identifies cut scores/levels to categorize students in the tiers stated above along with pervasive Differentiated Instruction throughout all content areas ensures that all students receive adaptations and modifications. Core content area teachers regularly plan with the special education team along with ESL coaches, interventionists (LRE, 31a, Title and IDEA) and social workers to meet the needs of exceptional, at-risk, special education and ELL learners/students. During instructional time, various resources are visible during walkthroughs such as listening centers, technology, hands on activities, projects and peer interaction to support student growth.

To ensure fidelity, a plethora of well crafted documents are regularly discussed, analyzed and revised. For example, each instructional staff member and support staff member can provide assessment schedules, curriculum maps, pacing guides, grade book, lesson plans, pre/post testing, in-class formative assessments, data meetings (per department and with administration), and progress reports. Student growth and benchmark assessment data, MDE evaluation tool(Assist), walk-through tools, lesson-delivery alignment, academic meetings/audits, RtI audit, perception survey (parent, instructional staff, student) are vital pieces of information to assist in providing a constant reminder of the concentrated focus CCA District has on high academic achievement for all students.

The research to support our educational program is cited in the District Improvement Plan which includes various sources of literature listed below:

Seven Strategies of Assessment by Jan Chappuis
Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al
What Works in Schools: Translating Research Into Action by Robert J. Marzano
Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.
SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.
Teaching ELL: The How to Handbook by Teresa Walter
Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli
Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

AREA OF INQUIRY C: Written Curriculum

CCA District school leaders are given the discretion with their administration and School Improvement team, along with suggestions and input from staff, analysis of data and dialogue highlighting academic and behavior needs of the demographic of students to select the most effective curriculum in all content areas. The curriculum across the campuses is fully implemented after a rigorous process of compiling and collecting various local, classroom and state data, planning various monthly and quarterly meetings and evaluation of the programs that have previously and currently purchased, researched and executed. Clear and measurable goals, activities and strategies are stated in SIP, objectives are posted in classrooms, required in lesson plans, must be introduced and reviewed during lesson delivery, cited in Learning Management Plan, aligned with standards and reflected in assessments. The expectations of all staff are to use research and evidence based strategies to promote academic mastery and growth. Evidence of continuous and pervasive utilization of formative and summative assessments are recorded in lesson plans, mapping and pacing guides and teacher generated assessments when implementing Scantron, ACT standards, ExamView, Reading 180, System 44, Gates Macginniti, Woodcock Munoz, Curriculum Crafter, FastMath, Study Island, Accelerated Reader, Santillanna, Read Naturally, Easy CBM, MyMath, IXL, classroom pre and post tests, United Streaming Plus (Discovery), Dibels, Razkids.com, readingatoz.com, running records, phonics and phonemic awareness screeners, sight word assessments, DRA, WIDA, MEAP, assessments weighed in Power School/gradebooks/googledocs.

Embedded in these programs are content and academic vocabulary that are highlighted (in classroom, word of the week, lesson plans, curriculum crafter and bulletin boards). Pivotal vocabulary that contributes to students' mastery is also in teacher editions of various resources and additional websites, etc. Lessons are designed with an emphasis on Sequence of Instruction (SVSU mapping and pacing, teacher made mapping and pacing, suggested sequence of instruction from site licenses and supplemental resources) to deliver the material and content essential to mastery for All learners in a timely and an efficient/effective manner to ensure coverage of ALL skills and standards. Technical Assistance is offered and delivered in many forms such as professional development sessions planned and scheduled based on school improvement goals/strategies/activities, take place on and off site on a monthly and weekly basis, staff meetings, grade level and content area meetings, RTI and PBS committee meetings as well. Parent Institutes/meetings are held at flexible times to communicate expectations for academic progress and educate them on strategies that the schools employ with the students which are led by teachers, instructional coach, educational experts/presenters and school leaders. Daily objectives and I CAN statements are aligned with state and national standards which are posted in classrooms, written in lesson plans, discussed in content area meetings, sections in mapping and pacing guides, recorded on lesson feedback report, "look fors" in walkthrough tools and topics in many PD sessions.

Meeting the needs of diverse learners and population is the core of our mission and vision for our students, families and community. Multicultural literature is suggested in core content areas, assessments at various ability levels are key to monitoring the growth of students, assessments are given to support D.I. to show application, synthesizing, etc., and links are suggested to provide technology to promote engagement and adaptive testing for real time data. As stated earlier, monitoring and evaluating regularly through SIP meetings, committee meetings, instructional coaches walkthroughs and school leader walkthroughs/input/feedback, perception surveys from all stakeholders guides the staff in upholding the beliefs and mission to support consistent growth. Resources that support core and differentiated instruction, hands-on learning, inquiry process and interventions are purchased using general funds, Title I, Title II and Title III along with Section 31a revenue to increase scores and trajectory in all areas of learning. For example throughout the campuses, Ipads, netbooks, promethean and smart boards, site licenses to IXL, Study Island, Brain POP (others listed in attached Written Curriculum document per campus) are used to enhance use of technology. Leveled readers, math manipulatives, DRA kits, audio and visual assistance technology, supplemental programs to meet the needs of the ELL population, Readingatoz.com and Touch Math are staple tools integrated into the daily program to address the gap in achievement. When delivering a quality education to our diverse learners, essential questions are posted in the classrooms and discussed during the lesson along with the objective and can be found when referenced in the lesson plans, mapping and pacing guides and on assessments and rubrics. Research states that effective lesson delivery and the use of HOTS contributes to the increase of learning at grade level and remediation of various skills. Higher Order Thinking Skills (Bloom's Taxonomy questions are in lesson plans, mapping and pacing guides, in the classroom, documents on evaluation and observation notes and feedback, evident in lesson delivery and suggestions are in teacher editions of various supplemental programs). Explicit skill based instruction per content area is also a reminded expectation to be observed with all instructional and support staff.

AREA OF INQUIRY D: Review of Written Curriculum

The written curriculum is reviewed in many forums and meetings throughout the school year. Meetings are held to update and align the curriculum maps with an emphasis on audits and checklists to ensure lesson plans align to curriculum maps and standards are consistently taught and reviewed. Quality school initiative audits are conducted through our management company (The Leona Group) to ensure curriculum is delivered as intended. TLG's academic support team which consists of the special education department, Title one coordinator and VP of academic support perform Response to Intervention audits. A calendar is devised to plan meetings (monthly, daily and quarterly) such as content and department meetings, grade level/Coplans, school improvement meetings, Data Team and instructional coach meetings. Many artifacts are reviewed, discussed and critiqued to provide evidence that the curriculum is being

implemented with effectiveness which yields desirable results. Various meetings, lesson plan rubrics, tracking of standards taught/mastered, curriculum maps and guides, meeting agendas, grade books, teacher evaluations and walk through tools, assessment data and QSI reviews and feedback are avenues utilized to ensure consistent focus on the written curriculum.

AREA OF INQUIRY E: Instruction

You will discover that the CCA district is committed to executing programs, systems and techniques/strategies in an equitable manner. With that being said, many of the documents and steps taken to ensure a strong support for high levels of academic achievement are used to serve different purposes that all are linked to educational excellence. We strive to do things well and maintain a “well-oil machine” when delivering a quality education for all our learners, parents and community. Therefore we utilize many of the same plans and documents to guide, monitor, plan and evaluate instruction.

Instructional staff is expected to follow curriculum maps and pacing guides and met with administration team to review for updates and alignment. Formative and summative assessments are also examined at this time to make the correlation between with is being taught and what is expected to be taught at this time. Also, gradebooks are monitored regularly to chart the progress made in relationship to the maps and pacing guides. Alignment with SIOP (Sheltered Instruction Observational Protocol) is an important best practice and research based strategy that can be observed in each classroom with the content and language objectives posted as they are reviewed and discussed throughout each lesson. Other research based instructional strategies are Differentiated Instruction, project based learning, Marzano’s strategies, co teaching in an inclusive setting and Response to Intervention as well. When maximizing instructional time, students are encouraged and prompted to answer Higher level thinking questions to support inquiry based learning. Common Core standards that have been adopted throughout the district along with Next generation science standards and MC 3 social studies standards aide in the rigor in instruction and prepares students for success. Formative assessment review teams, summarization of assessments at grade level and content area meetings analyze data to ensure proficiency in standards.

When observing instructional delivery in all content area classrooms the objectives and “I CAN” statements aligned with the Common Core and Michigan Grade Level Expectations are consistently reviewed, shared and discussed. Lessons begin with introduction of the objective, throughout the lesson it is recited to remind students and at the conclusion of the lesson to summarize and wrap up the material taught. Artifacts will include but not limited to exit skill slips/tickets, lesson plans, oral assessments and various formative assessments. Continuous engagement along with the referring to the objective and “I CAN” statements is a critical component in ensuring that students

increase mastery of skills/standards. Lesson plans focus on activating prior knowledge at the beginning of every lesson, weekly use of technology, hands on and multi sensory activities and academic and content vocabulary games. The administration team along with examination data collection and observation walkthroughs, the decision has been made to implement “No Worksheet Wednesdays”, “Activity Thursdays”, and provide more opportunities for Inquiry/Project based learning, student feedback and reflection. As CCA strengthens the engagement in teaching and learning, rigor can be seen in similar activities that are project and inquiry based that motivate students and cause them to deepen their thinking.

As mentioned in earlier sections of the educational plan, co teaching/planning, translation of materials, the RTI process (folders), special education, ELL staff support ancillary services and partnerships with community partners and college/universities help meet the needs of ALL learners. Assessment data is a staple component of decision making in various realms (daily operations) when meeting the needs of our students and community. Formative and summative assessments (listed in the attached documents) are documented in lesson plans and maps and pacing guides along with labeled grade books (Google Docs and Power School/Teacher). Instructional coaches and school leaders complete weekly audits/analysis of grade books, feedback report on lesson plans, plan for meetings to revise maps and pacing guides which reflects re-teaching and retesting. Teachers complete an analysis of Scantron/Global Scholar for benchmark testing (3x) for both Tier 1 (effective and relevant instruction) and RTI time as well. Skills/standards that students score below 50% will be charted for improvement and actions plans will be implemented to reteach and retest the content needed to meet Average and Above Average on performance levels.

The written curriculum is regularly monitored and evaluated during School Improvement, grade level, content area, data team, administration and R.T.I. meetings. Resources, both in the program packages and supplemental, are purchased, selected and utilized which supports and aligns with the curriculum that supports Common Core and Michigan GLCEs. Standards are tracked weekly from lesson plans and walkthroughs to ensure fidelity in teaching the curriculum and standards. Feedback is given both in a hard copy and electronically through email. Summative assessments must mirror the formative assessments that were administered previously and are designed similarly to local and state mandated test such as MEAP, SBAC, Scantron/Global Scholar, MME and ACT. When analyzing the benchmark data and the summative assessments’ scores and mastery levels, the dialogue is centered on if the curriculum is being taught effectively and efficiently.

AREA OF INQUIRY F: Review of Instructional Planning

Evidence of the instructional planning process to ensure delivery of the written curriculum is recorded and evident when reviewing minutes and agendas, lesson plans,

notices and reminders of committee meetings, tracking sheets from gradebook review, feedback sheets from lesson plans and mapping and pacing revisions. In order to monitor these processes and procedures, schedules are created, planning periods are included daily for teachers to plan rigorous and meaningful lessons with their grade and content level teams along with support and ancillary staff. Also, professional development sessions are planned on and off campus to guide and equip teachers with the necessary skills and tools to increase comprehension and engagement, perfecting/improving classroom management skills, learn the RTI process, ESL resources, D.I., teaching common core and working with urban and at risk students, just to mention a few.

AREA OF INQUIRY G: Assessment

CCA District analyzes data from local (classroom and benchmark data) and state assessments that include both formative and summative pieces that measure common core standards, progress monitoring of growth, screening and diagnostic components that meet the needs of all learners and tied to our behavioral and academic goals. In the district, state assessments such as WIDA, MME and MEAP have been continuous data points that help guide improvement, make revisions in programming, guide in evaluation purposes and contribute in providing feedback. Benchmark data from Scantron/Global Scholar, DRA, MLLP, Accelerated Reader and Math, Study Island, teacher-created tests, and test generated from the curriculum selected in subject areas are scheduled in various intervals that are planned by administration, our management company and the staff to monitor steps in growth or decline. School leader, instructional coach, lead teachers and School Improvement Leads have allotted time to gather data to examine, discuss implications of data, give constructive feedback to the staff and monitor the execution of lessons and best practices. As a result, the cycle starts again with collection of formative and summative grades from the leveled instruction as a step of an action plan devised from the initial meetings (staff meetings, SIP meetings, grade level and content level meetings, data team meetings, teacher/leader feedback meetings) of the members mentioned again.

Assessment results are shared with parents and guardians through the parent portal of PowerSchool and other reports from MEAP, Scantron/Global Scholar, Study Island, IXL, summative and formative assessments that are generated from the curriculum (attached). Assessment data analysis is essential to the RTI process which is documented and stored in folders, files and on data walls. This data includes but not limited to progress monitoring tools, report cards, progress reports, benchmark data (reading and math) and reports generated from “real time” data such as Study Island. The School Improvement Goals, Activities and Strategies are the foundations of the decision-making process which help us ensure the multiple assessments gauge the implementation and success of the Common Core Standards, Differentiated Instruction, Response to Intervention, Positive Behavior Intervention System and other initiatives.

In upholding the mission and vision, the leader and staff heavily relies on the instructional coach to create expectations and scheduling for opening grade books (PowerSchool and Google Docs) to inspect for weighing, regularly weekly input of formative and summative data for students, retesting, and labeling of the assignments that mirror the Common Core skills/standards. Weekly written and verbal feedback are given and distributed to the teachers to improve lesson planning and ten minute walkthroughs to view the connection between planning and delivery of lessons. The grades/assignments compiled in PowerSchool and Google Docs are compared to the achieved scores/performance data on the MEAP, MME, ACT, WIDA, Scantron/Global Scholar, DRA, MLPP and other utilized assessments. The increasing or decline in student growth in all subject areas from the data mentioned above is presented at least three times a year to the board and our authorizer as well in Power point presentations, newsletters, bulletin boards and various correspondences/communication pieces.

STANDARD II: Leadership Support of the Education Program

AREA OF INQUIRY A: Leadership

The oversight of the implementation of the Educational Program is the responsibility of the leadership team which consists of the School leader, instructional coach and lead teachers along with committee members who greatly contribute to decision making at all campuses. The School leader and instructional coach conduct weekly walkthroughs to monitor instruction, rigor, engagement and other key components of effective lesson delivery. After feedback from the staff, analysis of academic and perception data and observations made during walkthroughs, professional development sessions are planned (on or off campus), resources are purchased, highly qualified personnel are interviewed and hired at the discretion of the leadership team to execute the education program. The school leader develops a close working relationship with committee leads that are delegated and appointed by the leader which help disseminate information to the staff and provide feedback to the leader which is discussed in the School Improvement, committee and staff meetings. As mandated by MDE, CCA District uses a program evaluation tool to evaluate readiness, strategies, and implementation. During evaluation of the education program, there is a comparison between the mission and vision with the goals, strategies, and activities in the School Improvement Plan. The questions are asked to determine if the action steps that were established were effective or/and if revisions need to be made to the SIP.

AREA OF INQUIRY B: School Improvement

The decision making process is result of data compiled during the School Improvement plan cycle, "Gather, Plan, Do." Stakeholders include parents, staff, community and board members in the discussion and planning of improvement efforts, both

academically and behaviorally. Data sources include academic, demographic and perception reports through surveys, "real time data" from software programs, minutes from committee meetings, state testing results, percentage of student mastery on classroom, curriculum assessments and grade book and lesson plans analysis as well. As mentioned earlier, lead teachers, content area teachers and special education teachers offer suggestions and greatly contribute to the improvement process that help elevate achievement. Also, they provide feedback on the goals, strategies and activities in the plan and their impact on student academic and behavior progression from the classroom point of view and represent their departments and colleagues. School Improvement meetings are planned on a monthly basis with members to examine and evaluate the school improvement plan which is a "living document" that is subject to revisions if the data suggests that changes need to occur (in regards to the planning or programming). Current issues, data and improvements are discussed in the meeting with the expectation that the information will be shared with the parents, board, students, community and staff in various avenues of communication such as newsletters, other school meetings, posters, parent meetings, board sessions, etc.

AREA OF INQUIRY C: Professional Development

Professional development plans are developed at the conclusion of the compiling the myriad of data mentioned above. Also, at the beginning, during and at the ending of the semester the instructional and support staff are surveyed to determine their areas of strengths and weaknesses. The staff is highly encouraged to discover opportunities for personal and professional growth/development that align to School Improvement Goals/Activities/Strategies which are created after compiling the Comprehensive Needs Assessment. Professional Learning Communities in the form of book studies, literature reviews and PowerPoint presentations are on the agenda for staff meetings, PD days, committee meetings and SIP meetings. Also, the professional developments that are strategically planned monthly are aligned to the written curriculum and best practices to ensure the staff is knowledgeable on the implementation of them and use them as prescribed with fidelity. The programs that are listed in the chart for the curriculum are supported with webinars, manuals, on site and off site learning session as well in order to achieve the Goals listed in the SIP.

Written Curriculum

	ELA	Math	Science	Social Studies
CCA Lower Elementary	CCA Vernor Curriculum Maps	CCA Vernor Curriculum Maps	SVSU Curriculum Maps-modified with CCA Resources and strategies	SVSU Curriculum Maps-modified with CCA Resources and strategies
CCA Intermediate	CCA Intermediate Pacing Guides	CCA Intermediate Pacing Guides	CCA Intermediate Pacing Guides	CCA Intermediate Pacing Guides
CCA Middle	CCA Middle School Curriculum Maps/SVSU Pacing Guides	CCA Middle School Curriculum Maps/SVSU Pacing Guides	CCA Middle School Curriculum Maps/SVSU Pacing Guides/Additional Resources and Strategies	CCA Middle School Curriculum Maps/SVSU Pacing Guides/Additional Resources and Strategies
CCA High	MI Merit Curriculum/CCSS; CCA High School Curriculum Maps; SVSU-aligned Pacing Guides; ACT Standards	MI Merit Curriculum/CCSS; CCA High School Curriculum Maps; SVSU-aligned Pacing Guides; ACT Standards	MI Merit Curriculum/CCSS/Next Generation Science Standards; CCA High School Curriculum Maps; SVSU-aligned Pacing Guides; ACT Standards	MI Merit Curriculum/CCSS/MI High School Content Expectations; CCA High School Curriculum Maps; SVSU-aligned Pacing Guides; ACT Standards
CCA EAST	SVSU Curriculum Maps-with modifications to meet the needs of our building Curriculum Crafter Reading Street	SVSU Curriculum Maps-with modifications to meet the needs of our building Curriculum Crafter MY Math	SVSU Curriculum Maps-with modifications to meet the needs of our building Curriculum Crafter	SVSU Curriculum Maps-with modifications to meet the needs of our building Curriculum Crafter MC3
Instructional Strategies	<ul style="list-style-type: none"> • SIOP • Cooperative Learning • Project based Learning • Hands on Learning • Graphic Organizers • Best Practices • Think-Pair-Share • Marzano’s Graphic Organizers • Small Group Instruction • Whole group 	<ul style="list-style-type: none"> • SIOP • Best Practices • Think-Pair-Share • Marzano’s Graphic Organizers • Graphic Organizers • Hands on Learning • Small Group Instruction • Whole group Instruction • Differentiated Instruction • Anchor Activities • Rigor and Motivational Strategies 	<ul style="list-style-type: none"> • SIOP • Best Practices • Think-Pair-Share • Marzano’s Graphic Organizers • Small Group Instruction • Whole group Instruction • Differentiated Instruction • Anchor Activities • Rigor and 	<ul style="list-style-type: none"> • SIOP • Best Practices • Think-Pair-Share • Marzano’s Graphic Organizers • Small Group Instruction • Whole group Instruction • Differentiated Instruction • Anchor Activities • Rigor and

	<ul style="list-style-type: none"> Instruction Differentiated Instruction Anchor Activities Rigor and Motivational Strategies Exit Slips Modeling Center-based Instruction Higher Order Thinking (Bloom's Questioning) Technology Activating Prior Knowledge (Flip Book) Wrap-Up Activities (Flip Book) Literature Circle (High) Journaling (High) 	<ul style="list-style-type: none"> Exit Slips Modeling Center-based Instruction Higher Order Thinking (Bloom's Questioning) Technology Activating Prior Knowledge (Flip Book) Wrap-Up Activities (Flip Book) Inquiry Based learning 	<ul style="list-style-type: none"> Motivational Strategies Exit Slips Modeling Center-based Instruction Higher Order Thinking (Bloom's Questioning) Technology Activating Prior Knowledge (Flip Book) Wrap-Up Activities (Flip Book) Hands-on Activities Inquiry Based learning Hypothesis /Testing Cooperative 	<ul style="list-style-type: none"> Motivational Strategies Exit Slips Modeling Center-based Instruction Higher Order Thinking (Bloom's Questioning) Technology Activating Prior Knowledge (Flip Book) Wrap-Up Activities (Flip Book) Hands-on Activities Graphic Organizers Project Based Learning Cooperative Learning
Resources	<ul style="list-style-type: none"> Curriculum Crafter Reading Street (East) Houghton Mifflin (Vernor, Martin, Middle, High) Making Meaning (Vernor and Martin) Write Steps (Vernor and Martin) Power Writing (Middle) Phonics 1st (Vernor, Middle and Martin) Accelerated Reader ANet Lesson Resource (Martin) Learning A to Z 	<ul style="list-style-type: none"> Curriculum Crafter IXL Everyday Math AIMS math activities (Martin) MY Math Super Teacher worksheets Teachers Pay Teachers Manipulatives (MY Math Tool Kits) United Streaming BrainPop Youtube Study Island ANet Lesson Resource Promethean Planet 	<ul style="list-style-type: none"> Curriculum Crafter Scotts Foresman (Vernor and Martin) Foss Program and Kits (Martin) BrainPop SuperTeacher Worksheets Teachers Pay Teachers United Streaming YouTube Study Island Reading A to Z Science A to Z Reading Street AIMS 	<ul style="list-style-type: none"> Curriculum Crafter MC3-Wayne Resa BrainPop SuperTeacher Worksheets Teachers Pay Teachers United Streaming Study Island Reading A to Z YouTube Scholastic Magazines Studies Weekly Promethean Planet

	<ul style="list-style-type: none"> • Reading A to Z • Raz Kids • MLPP • DRA • Super Teacher Worksheets • Teachers Pay Teachers • BrainPop • United Streaming • YouTube • Study Island • Leveled Readers • Classroom Libraries • Promethean Planet • Sadlier Writing (Middle) 	<ul style="list-style-type: none"> • Fast math (Middle) • Sadlier Common Core Progress (Middle) 	<p>Projects/Activities (Martin)</p> <ul style="list-style-type: none"> • Scholastic Magazines • Studies Weekly • Promethean Planet 	
High School Resources	<ul style="list-style-type: none"> • ACT Practice Exams • ACT Online • Read 180 (Middle and High) • System-44 • Pd. Membership Online Resources • SVSU SUPO • College Board Resource Online 	<ul style="list-style-type: none"> • SVSU SUPO • Scholastic Magazines • PD Membership Online Resources • Calculators • ACT Practice Exams • ACT Online • College Board Resource Online 	<ul style="list-style-type: none"> • SVSU SUPO • PD Membership Online Resources • TeacherTube • ACT Practice Exams • ACT Online • College Board Resource Online 	<ul style="list-style-type: none"> • ACT Practice Exams • ACT Online • Pearson Publishing • Houghton Mifflin • TeacherTube • Scholastic Magazines • PD Membership Online Resources • SVSU SUPO • College Board Resource Online

<p>Vocabulary</p>	<ul style="list-style-type: none"> • High Frequency Word Walls (K-3) • Marzano’s Six steps • Frayer Model • Four Corner Vocabulary Graphic Organizer (Academic Vocabulary) • Reading Street Vocabulary Picture Cards (K-3)-(East) • Vocabulary Picture Cards • Sadlier Vocabulary for Success • Content and Academic Vocabulary Clip Boards Posted (K-5) 	<ul style="list-style-type: none"> • High Frequency Word Walls (K-3) • Four Corner Vocabulary Graphic Organizer (Academic Vocabulary) • MY Math Vocabulary Picture Cards • Vocabulary picture cards • Content and Academic Vocabulary Clip Boards Posted (K-5) 	<ul style="list-style-type: none"> • High Frequency Word Walls (K-3) • Vocabulary picture cards • Four Corner Vocabulary Graphic Organizer (Academic Vocabulary) • Concept Mapping • Content and Academic Vocabulary Clip Boards Posted (K-5) 	<ul style="list-style-type: none"> • High Frequency Word Walls (K-3) • Four Corner Vocabulary Graphic Organizer (Academic Vocabulary) • MC3 Vocabulary Picture Cards • Content and Academic Vocabulary Clip Boards Posted (K-5)
<p>Assessment Methods</p>	<ul style="list-style-type: none"> • Curriculum Crafter • Phonemic Awareness Screeners (Vernor/Martin) • Phonics Screeners (Vernor) • DIBELS (Vernor) • Reading Street • Raz Kids • ANet Assessments/Summative assessments (Martin) • MLPP (Phonics Screeners) (East) • DRA (Running Records) • Dolch Sight Words 	<ul style="list-style-type: none"> • Curriculum Crafter Assessments • MY Math Unit Tests • IXL • Study Island • Everyday Math Unit Tests (Martin) • ANet Assessments/Summative assessments (Martin) • Scantron • Quizzes (formative and summative) 	<ul style="list-style-type: none"> • Curriculum Crafter • Assessments • Study Island • Teacher created assessments • Exit Slips • Concept Maps • Essay (Middle) 	<ul style="list-style-type: none"> • Curriculum Crafter • MC3 Assessments • Teacher created assessments • Study Island • Essay Writing (Middle)

	<p>Assessment</p> <ul style="list-style-type: none"> • 6 Traits of Writing • Writing Benchmark Assessments • Scantron • Star Reader • Essay Writing (Middle) 			
<p>High School Assessment Methods</p>	<ul style="list-style-type: none"> • Exam View • Unit Assessments • Pre/post assessments • Quizzes (Formative and Summative) • Gates-MacGinitie Assessment • ACT-Style Quarterly Assessments • Practice ACT • Practice ACT Explore • Practice ACT Plan 	<ul style="list-style-type: none"> • Unit Tests • Exam View • Summative/Formative Assessments on CCSS in Math – Quizzes, etc. • ACT Quarterly Assessments • Pre/post assessments • Practice ACT • Practice ACT Explore • Practice ACT Plan 	<ul style="list-style-type: none"> • Unit Assessments • Pre/Post Testing • Practice ACT • Practice ACT Explore • Practice ACT Plan • Exam View • ACT Quarterly Assessments 	<ul style="list-style-type: none"> • Unit Assessments • Pre/Post Testing • Practice ACT • Practice ACT Explore • Practice ACT Plan • Exam View • ACT Quarterly Assessments