GENERATION READY
Partnering for School Success

July 14, 2014

Delaware Department of Education
Charter School Accountability Committee
401 Federal Street, Suite 2
Dover, DE 19901

To the Charter School Accountability Committee:

Following an initial meeting on July 10, 2014 and follow-up meeting on July 14, 2014, Generation Ready entered into a contract with the Maurice J. Moyer Academic Institute to implement a comprehensive school transformation, beginning during the 2014-2015 school year. Our professional development services will be focused in three primary areas: leadership development, building professional practice and accountability for school transformation.

Generation Ready is one of the nation's largest providers of professional development and school improvement services. For over 20 years, we have partnered with schools and school districts to deliver customized, job-embedded professional development services to improve teacher and leader practices tied directly to improving student outcomes, close student achievement gaps, and create a culture of continuous improvement.

Our work is predicated on the belief that only by building internal capacity can long-term change be accomplished and improvement sustained. Accordingly, complete responses to your concerns as well as evidence in practice will emerge throughout our ongoing partnership with the Maurice J. Moyer Academic Institute. However, in collaboration with the School Leadership Team and members of the School Board, Generation Ready offers the following responses to the major modification concerns noted by the Charter School Accountability Committee during its meeting on July 9, 2014.

Feel free to contact me directly if you have any questions. I look forward to meeting you during the August 5, 2014 Public Hearing. Thank you.

Respectfully submitted,

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Charter School Accountability Committee Concerns	*Generation Ready Responses on behalf of Moyer Academic Institute*
1. SpringBoard Math Curriculum	
1.1 The scope and sequence documents for Algebra 1, Geometry, Algebra 2 (and Pre-Calculus) are now aligned to the Common Core Content Standards. However, the documents do not indicate any alignment to the Common Core Standards for Mathematical Practice (see attached). Thus, Moyer's curriculum specialist should review the curriculum documents and indicate which math practices will be emphasized in particular lessons/units. For example, some mathematical content/topics/standards lend themselves quite nicely to math practice #4-Model with Mathematics. High school standards that might be supported by mathematical modeling are indicated in the high school standards by a star symbol. There are eight math practice standards. Rarely will a single lesson emphasize all eight math practice standards at once. Identify a resource that educators can use in thinking about specific student dispositions and teacher actions that indicate the use of a particular math practice standard.	Collaboration between Generation Ready consultants and math teachers will focus on building professional practice in content, pedagogy, and assessment. While the alignment of the Standards of Mathematical Practice are embedded within the SpringBoard scope and sequence (Attachment 1), consultants will provide ongoing support to develop teachers' understanding of the Standards of Mathematical Practice and ways to integrate the practices within the curricula.
1.2 Plans for formative, interim and summative assessment are not included in the course documentation for Algebra 1, Geometry, Algebra 2 and Pre-Calculus. An assessment plan should be in place for all courses.	A SpringBoard Pacing Guide has been developed, which includes an assessment schedule. A timeline for formative, interim and summative assessments is embedded within the Pacing (Attachment 2) Further, a school-wide assessment framework will identify the timeline and tools for all assessments. (See response 3 below.)
1.3 Pacing information is not included in the Algebra 1, Geometry, Algebra 2 and Pre-Calculus documentation. This documentation would be helpful for teachers as a guideline.	
1.4 Provide a plan for filling in knowledge gaps for students when transitioning to the Springboard courses. The professional development provided to teachers needs to address the challenge of filling in content gaps that students may have as they move through the curriculum.	Generation Ready's consultants will collaborate with teachers to analyze student data to determine deficits in prerequisite skills for transitioning to SpringBoard courses. Planning for differentiation will include specific strategies for accelerating student learning and providing remediation.

Charter School Accountability Committee Concerns	*Generation Ready Responses on behalf of Moyer Academic Institute*
2. Professional Development Plan and RTI Structure	
2.1 Professional Development Calendar - While the calendar provides a comprehensive list of professional development, it seems that the professional development could have been prioritized and scaffolded across the school year. Additionally, beyond the three week start-up, there are not designated topics for each month throughout the year. A suggestion would be to narrow, or at least connect the focus of the three weeks of training and plan for purposeful reoccurring/follow up sessions throughout the year. For example, the first two weeks could focus on SpringBoard with a connection to Common Core, Classroom Management, and New Teacher Orientation with an opportunity to create lesson plans that purposefully show understanding of the new curriculum, instruction to the common core shifts, and assessment. Teachers could create classroom management plans in the presence of the trainer with an opportunity for feedback. The teachers could then build on this training with the September focus on RTI and Differentiated Instruction with application to current students, universal screening data, and current lesson plans. This type of scaffolded professional development will help the inquiry cycles with the data coach be more productive and purposeful.	The Maurice J. Moyer Academic Institute Professional Development Calendar (Attachment 3) reflects a school-wide focus on meeting the needs of all students. Topics introduced during the initial weeks will be reoccurring throughout the year. Generation Ready's job-embedded consultancy will provide ongoing, differentiated professional development to support the school's focus on meeting the needs of all students. The specific areas include leadership development, building professional practice, and accountability for school transformation. (Attachment 4)
2.2 The Response to Intervention (RTI) handbook submitted with your response to the CSAC's Initial Report included a nationally recognized structure for the three tiers as well as forms and protocols to ensure the RTI process. It would be suggested that Moyer include the Delaware regulations for frequency and time for tiers 2 and 3.	The Response to Intervention Handbook is being revised to reflect complete alignment with the protocols identified in the Delaware regulations. The new handbook will be forwarded upon completion; however, the implementation revisions are identified in Attachment 5. (Attachment 5)
2.3 Provide assessment structure and identify assessments beyond Compass Learning (i.e., name the universal screener, name possible diagnostic assessments – these assessments are suggested in the handbook). Compass Learning may be the universal screener and may have a diagnostic assessment. This should be specifically outlined in the RTI handbook for Moyer teacher use and be included in the RTI training for the staff.	Moyer Academic Institute will use Measures of Academic Progress in Reading and Mathematics as their universal screener as well as diagnostic assessment. This will be administered three times per year school-wide. Appropriate amendments will be reflected in the revised Response to Intervention Handbook.

Charter School Accountability Committee Concerns	*Generation Ready Responses on behalf of Moyer Academic Institute*
3. Assessments	
3.1 Be purposeful with which assessment tools will be used and when within your RTI structure (see second bullet above under "Professional Development,…"regarding customizing Moyer's RTI handbook).	Generation Ready consultants will work with the School Leadership Team to establish a school-wide assessment framework. This will ensure that: • A school-wide assessment framework is in place for collecting and analyzing data; the assessment framework is supported by an online system. • Teachers are actively engaged in learning from authentic student work with Standards-aligned assessments fully integrated into instruction. • Across classrooms, multiple opportunities are available for teachers to gather and review data, modify instruction and curriculum based on informal and formal assessments, and the results are used to adjust curriculum and instruction. • Students' progress is consistently monitored and tracked using a range of assessment practices, including student self-assessment, to differentiate instruction to meet all students' learning needs and to track student progress. • Teachers systematically analyze data to monitor the achievement gap of diverse learners to provide and monitor a flexible range of appropriate interventions. • Assessment tools assess for content and processes, and conferring takes place regularly, providing teachers with information on student thinking and reasoning. The school-wide assessment framework will include the following: • Measures of Academic Progress (three times annually) • Ongoing formative and unit assessments in each content area (which are embedded within the curricula) A Pacing Guide in included within the SpringBoard Scope and Sequence for each course. (Attachment 2)
3.2 While Compass Learning is typically an intervention program, include additional assessments to be used for RTI (see third bullet under "Professional Development…"), specifically assessments to be used for each tier (i.e., universal screeners, diagnostic assessments – to include pre- and post-assessments and/or unit assessments that may be included with your ELA and Math curriculum).	
3.3 Since Moyer will essentially have a new staff for school year 2014-15, creating an instructional pacing guide to include an assessment schedule will help teachers to stay on-track. For example, September – Unit 1 SpringBoard, Unit 1 pre-assessment for Tier 1, Compass Learning initial assessment/Universal Screener. This guide will also help prepare for the monthly meetings with the data coach.	

Attachment 3

Maurice J. Moyer Academic Institute (MJMAI): 2014-2015 School Year

Professional Development Plan

Week 1

Monday August 4	Tuesday August 5	Wednesday August 6	Thursday August 7	Friday August 8
SpringBoard Curriculum Professional Development 8:30 – 3:30	SpringBoard Curriculum Professional Development 8:30 – 3:30	SpringBoard Curriculum Professional Development 8:30 – 3:30	New Teacher Orientation	New Teacher Orientation
Monday August 11 Welcome Back AM - Ice Breaker - Introductions - New MJMAI Policies and Procedures - School Calendar of Events - School Climate and Culture - Professional Portfolios PM - Eschool Training - Room Assignments and	**Tuesday August 12** ALL STAFF Common Core Training – Providence Creek Academy	**Wednesday August 13** ALL STAFF Common Core Training Providence Creek Academy	**Thursday August 14** AM ALL STAFF (Internal) - Teaching in the Block - Effective Classroom Management - Writing Classroom Management Plans - Writing Lesson Plans, Aligning daily lessons with State Standards and state assessment (DCAS, Smarter Balance) PM - Instructional Strategies –	**Friday August 15** AM ALL STAFF (External) Crisis Management / Crisis Intervention PM (Internal) School Climate and PBS Plans

Attachment 3

Student Rosters			Introduction to creating depth in the classroom - Charlotte Danielson Framework Domain 3 - Question and Discussion, Engaging Students and Learning - Review PD from Spring Board, Create Lesson Plans	
August 18 AM ALL STAFF Reflections: - Common Core, SpringBoard, Lesson Planning, Classroom Management Plan - NWEA-Map, Terra Nova - Break Out Sessions: Lesson Plans incorporating instructional strategies - Question and Discussion techniques	August 19 AM ALL STAFF ESCHOOL TRAINING	August 20 AM - Using Data to Drive Instruction - Reading student data - How to use data to drive your instruction - DCAS Data - Formative Assessments - Summative Assessments - End of Course Data PM	August 21 SUMMER BRIDGE PROGRAM	August 22 SUMMER BRIDGE PROGRAM

Attachment 3

		DPAS - Walk Thru's and Feedback Formal Observations Measures for Component V		

Ongoing Professional Development

September Quality Tier I Instruction	October Data Analysis - Universal Screening	November Differentiated Instruction - RTI - Performance Based Assessment (Smarter Balanced)	December Review Professional Portfolio	January RTI Tier II
February Data Analysis Parent Conferences	March Student Engagement	April RTI Tier III	May Professional Portfolio	June Data Analysis

Attachment 1

	SMP 1	SMP 2	SMP 3	SMP 4	SMP 5	SMP 6	SMP 7	SMP 8
Unit 1: Equations & Inequalities								
Activity 1: Investigating Patterns		✓		✓		✓	✓	✓
Activity 2: Solving Equations	✓	✓	✓	✓	✓	✓	✓	
Activity 3: Solving Inequalities	✓	✓		✓		✓		✓
Activity 4: Absolute Value Equations and Inequalities	✓	✓	✓	✓		✓		
Unit 2: Functions								
Activity 5: Functions and Function Notation	✓	✓	✓	✓		✓	✓	✓
Activity 6: Interpreting Graphs of Functions	✓	✓	✓	✓		✓	✓	
Activity 7: Graphs of Functions	✓	✓	✓	✓		✓	✓	
Activity 8: Transformations of Functions	✓	✓	✓	✓			✓	✓
Activity 9: Rates of Change		✓	✓	✓				
Activity 10: Linear Models	✓	✓		✓	✓		✓	✓
Activity 11: Arithmetic Sequences	✓	✓	✓	✓		✓	✓	✓
Activity 12: Forms of Linear Functions	✓	✓	✓	✓		✓	✓	
Activity 13: Equations from Data	✓	✓	✓	✓	✓	✓	✓	
Unit 3: Extensions of Linear Concepts								
Activity 14: Piecewise-Defined Linear Functions	✓	✓	✓	✓		✓	✓	✓
Activity 15: Comparing Equations	✓	✓	✓	✓			✓	
Activity 16: Inequalities in Two Variables	✓	✓	✓	✓			✓	
Activity 17: Solving Systems of Linear Equations	✓	✓	✓	✓	✓	✓	✓	
Activity 18: Solving Systems of Linear Inequalities		✓	✓	✓		✓	✓	
Unit 4: Exponents, Radicals & Polynomials								
Activity 19: Exponent Rules	✓	✓	✓	✓		✓	✓	✓
Activity 20: Operations with Radicals	✓	✓	✓	✓	✓	✓	✓	✓
Activity 21: Geometric Sequences	✓	✓	✓	✓	✓			✓
Activity 22: Exponential Functions	✓	✓	✓	✓	✓	✓	✓	✓
Activity 23: Modeling with Exponential Functions	✓	✓	✓	✓	✓	✓	✓	✓
Activity 24: Adding and Subtracting Polynomials		✓	✓		✓	✓	✓	
Activity 25: Multiplying Polynomials	✓	✓	✓	✓	✓	✓	✓	✓
Activity 26: Factoring		✓	✓	✓	✓		✓	✓
Activity 27: Factoring Trinomials		✓	✓	✓		✓	✓	✓
Activity 28: Simplifying Rational Expressions	✓	✓	✓	✓		✓	✓	

	SMP 1	SMP 2	SMP 3	SMP 4	SMP 5	SMP 6	SMP 7	SMP 8
Unit 5: Quadratic Functions								
Activity 29: Introduction to Quadratic Functions		✓	✓			✓	✓	✓
Activity 30: Graphing Quadratic Functions	✓	✓	✓			✓	✓	✓
Activity 31: Solving Quadratic Equations by Graphing & Factoring	✓	✓	✓	✓	✓	✓	✓	
Activity 32: Algebraic Methods of Solving Quadratic Equations	✓	✓	✓	✓			✓	✓
Activity 33: Applying Quadratic Equations	✓	✓	✓	✓	✓	✓	✓	
Activity 34: Graphing of Functions	✓	✓	✓	✓		✓	✓	
Activity 35: Systems of Equations	✓	✓	✓	✓	✓		✓	
Unit 6: Probability & Statistics								
Activity 36: Measures of Center & Spread	✓	✓	✓					
Activity 37: Dot & Box Plots and the Normal Distribution	✓	✓	✓		✓			
Activity 38: Correlation	✓	✓						
Activity 39: The Best-Fit Line	✓		✓		✓	✓		
Activity 40: Bivariate Data	✓	✓	✓				✓	

Attachment 2

MJMAI Algebra I Pacing Guide
SpringBoard Text

Week	Overview	Book Sections	Essential Question	
Unit 1	**Equations and Inequalities** – in this unit students generalize and recognize patterns using words, tables, expressions and graphs. Students will also generate rules for solving simple linear equations and inequalities as well as absolute value equations and inequalities	Pgs. 1-61	How can you represent patterns from everyday life by using tables, expressions and graphs?	
Week 1	Investigating Patterns	Pg 3-14		
Week 2	Solving Equations	Pg. 15-31		
Unit 1A Assessment			Patterns and Equations	
Week 3	Solving Inequalities	Pg. 33-47		
Week 4	Absolute Value Equations and Inequalities	Pg. 49-61		
Unit1B Assessment			Inequalities and Absolute Value	
Unit 2	Functions – in this unit students study functions and function concepts including domain, range, slope as rate of change, and intercepts. Students write linear functions given a point and a slope, two points, a table of values, an arithmetic sequence, or a graph. They collect and model data with linear, quadratic or exponential functions.	Pg. 63-209	How can you show mathematical relationships? Why are linear functions useful in real-world settings?	
Week 5	Function and Function Notation	Pg. 65-79		
Week 6	Interpreting Graphs and Functions	Pg.81-95		
Week 7	Graphs of Functions	Pg. 97-109		
Week 8	Transformations of Functions	Pg. 111-119		
Unit 2A Assessment			Representations of Functions	
Week 9	Rates of Change	Pg. 123-		

Attachment 2

		137		
Week 10	Linear Models	Pg. 139-157		
Week 11	Arithmetic Sequences	Pg. 159-171		
Unit 2B Assessment			Linear Functions and Equations	
Week 12	Forms of Linear Functions	Pg. 175-191		
Week 13	Equations from Data	Pg. 193-205		
Unit 2C Assessment			Linear Models and Slope of Rate of Change	
Unit 3	Extensions of Linear Concepts – Students continue to study linear concepts by learning about piecewise-defined linear functions, linear inequalities with one and two variables, and systems of linear equations and inequalities.	Pg. 209-283	Why would you use multiple representations of linear equations and inequalities? How are systems of linear equations and systems of linear inequalities useful in analyzing real-world situations?	
Week 14	Piecewise – Defined Linear Functions	Pg. 211-225		
Week 15	Comparing Equations	Pg. 227-237		
Week 16	Inequalities in Two Variables	Pg. 239-247		
Unit 3A Assessment			Graphing Inequalities and Piecewise-Defined Fractions	
Week 17	Solving Systems of Linear Equations	Pg. 251-271		
Week 18	Solving System of Linear Inequalities	Pg. 273-283		
Unit 3B Assessment			Systems of Equations and Inequalities	
Unit 4	Exponents, Radicals and Polynomials – students focus on exponent rules and functions and extends into operations with radical and polynomial functions and operations. Rational expressions are also introduced.	Pg 285-419	How do multiplicative and exponential patterns model the physical world? How are adding polynomial expressions different from each other?	
Week 19	Exponent Rules	Pg. 287-297		
Week 20	Operations with Radicals	Pg. 299-311		

Attachment 2

Week 21	Geometric Sequences	Pg. 313-321		
Unit 4A Assessment			Exponents, Radicals and Geometric Sequences	
Week 22	Exponential Functions	Pg. 325-339		
Week 23	Modeling with Exponential Functions	Pg. 341-351		
Unit 4B Assessment			Exponential Functions	
Week 24	Adding and Subtracting Polynomials	Pg. 355-367		
Week 25	Multiplying Polynomials	Pg. 369-381		
Unit 4C Assessment			Polynomial Operations	
Week 26	Factoring	Pg. 385 – 391		
Week 27	Factoring Trinomials	Pg. 393-401		
Week 28	Simplifying Rational Expressions	Pg. 403-417		
Unit 4D Assessment			Factoring and Simplifying Rational Expressions	
Unit 5	Quadratic Functions – students will use a variety of methods to solve quadratic equations as well as systems of two equations that contain linear and quadratic or exponential functions. They will apply this to real world situations.	Pg. 421-519	How are quadratic functions used to model, analyze and interpret mathematical relationships? Why is it advantageous to know a variety of ways to solve and graph quadratic functions?	
Week 29	Introduction to Quadratic Functions	Pg. 423-431		
Week 30	Graphing Quadratic Functions	Pg. 433-451		
Unit 5A Assessment			Graphing Quadratic Functions	
Week 31	Solving Quadratic Equations by Graphing and Factoring	Pg. 455-465		
Week 32	Algebraic Methods of Solving Quadratic Equations	Pg. 467-483		
Week 33	Applying Quadratic Equations	Pg 485-		

Attachment 2

		493		
Unit 5B Assessment			Solving Quadratic Equations	
Week 34	Modeling and Functions	Pg 495-507		
Week 35	Systems of Equations	Pg. 509-517		
Unit 5C Assessment			Solving Systems of Equations	
Unit 6	Probability and Statistics – students study universal data, using statistics and graphs to compare different distributions. They use two-way tables to summarize bivariate categorical data. Technology is used to calculate a measure of strength and direction for relationships in bivariate data that are linear in forms and distinguish between correlation/association and causation.	Pg. 521-609	How are dot plots, histograms and box plots used to learn about distributions of numerical data? How can the scatter plot best fit line and correlation coefficient be used to learn about linear relationships in bivariate numerical data?	
Week 36	Measures of Center and Spread	Pg. 523-536		
Week 37	Dot and Box Plots and the Normal Distribution	Pg. 537-554		
Unit 6A Assessment			Comparing Univariate Distributions	
Week 38	Correlation	Pg. 559-569		
Week 39	The Best Fit Line	Pg. 571-594		
Week 40	Bivariate Data	Pg. 595-607		
Unit 6B Assessment			Bivariate Distributions	

***Formative Assessments embedded throughout the year.
For Full year course Mid Term Assessment will be approximately week 20 (January 2015_ and final exams would be in June 2015.
For Half year courses Mid Term Examples would be approximately week 9 and Final Exams would be following the winter break in January. ***
**Mathematical Practices are outlined in specifics in teacher lesson plans. **

Attachment 2

MJMAI Algebra II Pacing Guide
SpringBoard Text

Week	Overview	Book Sections	Essential Question	
Unit 1	**Equations, Inequalities** and Functions–	Pgs. 1-99	How are linear equations and systems of equations and inequalities used to model and solve real-world problems? How are composite and inverse functions useful in problem solving	
Week 1	Creating Equations	Pg 3-15		
	Graphing and Find Solutions	Pg. 17-27		
	Systems of Linear Equations	Pg. 29-53		
Unit 1A Assessment			Equations, Inequalities and Systems	
Week 2	Piecewise-Defined Functions	Pg. 57-71		
	Function Composition and Operations	Pg. 73-87		
	Inverse Functions	Pg. 89-97		
Unit 1B Assessment			Piecewise-Defined, Composite, and Inverse Functions	
Unit 2	Quadratic Functions	Pg. 101-223	How can you determine key attributes of quadratic function from an equation or graph? How do graphic, symbolic and numeric methods of solving quadratic equations compare to one another?	
Week 3	Applications of Quadratic Functions	Pg. 103-119		
	Introductions to Complex Numbers	Pg. 111-119		
	Solving the Quadratic Formula	Pg. 137-149		
Unit 2A Assessment			Applications of Quadratic Functions and Equations	

Attachment 2

Week 4	Writing Quadratic Equations	Pg. 153-171		
	Transformations	Pg 173-180		
Unit 2B Assessment			Writing and Transforming Quadratic Functions	
Week 5	Graphing Quadratics and Quadratic Inequalities	Pg. 193-209		
	Systems of Linear and Nonlinear Equations	Pg. 211-221		
Unit 2C Assessment			Graphing Quadratic Functions and Solving Systems	
Unit 3	Polynomials	Pg. 227-291	How do polynomial functions help to model real-world behavior? How do you determine the graph of a polynomial function?	
Week 6	Introduction of Polynomials	Pg. 227-239		
	Binomial Theorem	Pg. 255-265		
Unit 3A Assessment			Polynomial Operations	
Unit 4	Series, Exponential and Logarithmic Functions	Pg. 293-383	How are functions that grow at a constant rate distinguished from those that do not grow at a constant rate? How are logarithmic and exponential equations used to model real-world problems?	
Week 7	Arithmetic Sequences and Series	Pg. 295-305		
	Geometric Sequences and Series	Pg. 307-319		
Unit 4A Assessment			Sequences and Series	
Week 5	Exponential Functions and Graphs	Pg. 323-341		
	Logarithms and Their Properties	Pg. 343-355		
Unit 4B Assessment			Exponential Functions and Common Logarithms	
Week 6	Inverse Functions: Exponential and Logarithmic Functions	Pg. 313-321		

Attachment 2

	Logarithmic and Exponential Equations and Inequalities	Pg. 371-381		
Unit 4C Assessment			Exponential and Logarithmic Equations	
Unit 5	Radical and Rational Functions	Pg. 383-473	Why is it important to consider the domain and range of a function? How are rational functions used in everyday life?	
Week 7	Square Root and Cube Root Functions	Pg. 387-399		
	Inverses: Roots, Squares and Cubes	Pg. 401-413		
Unit 5A Assessment			Radical Functions: Square Roots and Regressions	
Week 8	Introduction to Rational Fractions	Pg. 417-429		
	Inverse variation and rational functions	Pg. 431-441		
Unit 5B Assessment			Rational Functions and Variations	
Week 9	Simplifying Rational Expressions	Pg. 445-461		
	Rational Equations and Inequalities	Pg. 463-471		
Unit 5c Assessment			Rational Expressions, Equations and Inequalities	
Unit 6	Trigonometry	Pg. 475-547	What types of real-world problems can be modeled and solved using trigonometry? How are trigonometric functions used to model real world problems?	
Week 10	Understanding Radian Measure	Pg. 477-485		
	Trigonometric Functions	Pg. 487-499		
	Trigonometric Identities: Pythagorean Connection	Pg 501-507		
Unit 6A Assessment			Radians, Unit Circles and Trigonometry	
Week 11	Graphs of Trigonometric Functions	Pg. 511-539		
	Choosing Functions to Mode Periodic Phenomena	Pg. 541-547		

Attachment 2

Unit 6B Assessment			Trigonometric Functions	
Unit 7	Probability and Statistics	Pg. 551-631	What role does a random process play when conducting a survey? What role does random process play when conducting an experiment with two treatments? How can a simulation help you decide if a set of data is consistent or inconsistent with a conjecture about the world	
Week 12	Normal Distribution	Pg. 553-573		
	Random Sampling	Pg. 577-589		
Unit 7A Assessment			Normal Models, Surveys and Experiments	
Week 13	Simulations	Pg. 593		
	Margin of Error	Pg. 605-618		
	Designing and Conducting Simulations	Pg. 619-630		
Unit 7B Assessment			Simulations, Margin of Error and Hypothesis Testing	

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**Mathematical Practices are outlined in specifics in teacher lesson plans. **

Attachment 2

MJMAI Geometry Pacing Guide
SpringBoard Text

Week	Overview	Book Sections	Essential Question	
Unit 1	Proof, Parallel and Perpendicular Lines – students study formal definitions of basic figures, the aximatic system of geometry and the basics of logical reasoning. They are then introduced to mathematical proof by applying formal definition and logical reasoning to develop proofs about basic figures. Finally, students learn how to write equations of parallel and perpendicular lines.	Pg. 1-658	Why are properties, postulates and theorems important in mathematics? How are angles and parallel and perpendicular lines used in real world settings?	
Week 1	Geometric Figures	Pg. 3-11		
	Logical Reasoning	Pg. 13-23		
	The Aximoatic System of Geometry	Pg. 25-35		
Unit 1A Assessment			Geometric Figures and Basic Reasoning	
Week 2	Segment and Angle Measurement	Pg. 39-49		
	The Distance and Midpoint Formulas	Pg. 51-59		
Unit 1b Assessment			Distance, Midpoint and Angle Measurement	
Week 3	Proofs about line Segments and Angels	Pg. 63-71		
	Parallel and Perpendicular Lines	Pg. 73-87		
	Equations of Parallel and Perpendicular lines	Pf. 89-97		
Unit 1C Assessment			Angles, Parallel Lines and Perpendicular Lines	
Unit 2	Transformations, Triangles and Quadrilaterals – students explore transformation of figures in the coordinate plane. They relate the transformations to congruence and study the	Pg. 101-237	How are transformation related to congruence? How does proving theorems extend your understanding of geometry?	

Attachment 2

	properties of triangles and special quadrilaterals.			
Week 4	Translations, Reflections and Rotations	Pg. 103-127		
	Compositions and Congruence	Pg. 129-141		
Unit 2A Assessment			Transformations	
Week 5	Congruence, Transformations and Triangle Congruence	Pg. 143-165		
	Flowchart Proofs	Pg. 167-177		
Unit 2b Assessment			Congruence, Triangles and Proof	
Week 6	Properties of Triangles	Pg. 181-189		
	Concurrent Segments in Triangles	Pg. 191-201		
Unit 2C Assessment			Properties of Triangles	
Week 7	Quadrilaterals and their properties	Pg. 205-221		
	More about Quadrilaterals	Pg. 223-235		
Unit 2D Assessment			Quadrilaterals	
Unit 3	Similarity and Trigonometry – Students use knowledge of congruent figures to develop similarity rules for triangles and other polygons. In addition, students will expand their knowledge of right triangles through the use of Pythagorean Theorem, special right triangles and trigonometric ratios.	Pg. 239-331	How are similar triangles used in solving problems in everyday life? What mathematical tools do I have to solve right triangles?	
Week 8	Dilations and Similarity Transformations	Pg. 241-255		
	Similar Triangles	Pg. 257-271		
Unit 3A Assessment			Similarity in Polygons	
Week 9	Geometric Mean	Pg. 275-281		

Attachment 2

	The Pythagorean Theorem and its Converse	Pg. 283-289		
Unit 3B Assessment			Right Triangles	
Week 10	Basic Trigonometric Relationships	Pg. 303-317		
	The Laws of Sines and Cosines	Pg. 319-329		
Unit 3C Assessment			Trigonometry	
Unit 4	Circles, Coordinates and Constructions – students study angles in a circle and lengths of chords and tangents. They are introduced to coordinate proofs and write equations of circles and parabolas. Then they apply what they have learned about circles to basic straightedge-and-compass constructions.	Pg. 333-429	How are geometric properties of circles, their coordinates and constructions used to model and describe real-world phenomena? Why is it important to understand coordinate geometry and geometric construction?	
Week 11	Tangents and Chords	Pg. 335-347		
	Arcs and Angles	Pg. 349-369		
Unit 4A Assessment			Circles	
Week 12	Coordinate Proofs	Pg. 373-390		
	Equation of a Circle	Pg. 391-399		
	Equations of Parabols	Pg. 401-409		
	Constructions	Pg. 411-427		
Unit 4B Assessment			Coordinates and Constructions	
Unit 5	Extending Two Dimensions to Three Dimensions	Pg. 431547	How do two-dimensional figures help you visualize three-dimensional figures? Why are geometric formulas useful in solving real-world problems?	
Week 13	Deriving Area Formulas	Pg. 433-445		
	Regular Polygons	Pg. 447-		

Attachment 2

		461		
	Length and Area of Circles	Pg. 463-475		
Unit 5A Assessment			Area and Perimeter	
Week 14	Three Dimensional Figures	Pg. 479-493		
	Prisms and Cylinders	Pg. 495-505		
	Pyramids and Cones	Pg. 507-521		
Unit 5B Assessment			Surface and Volume	
Week 15	Spheres	Pg. 525-537		
	Changing Dimensions	Pg. 539-547		
Unit 5C Assessment			Changing Dimensions of Spheres	
Unit 6	Probability – Students focus on applications of probability. They use Venn and tree diagrams to model situations involving probability to analyze probable results.	Pg. 551-633	How does knowing that one event has happened change the probability of another event happening? Hoe do such changes in probability influence the decisions we make?	
Week 16	Sample Spaces	Pg. 553-565		
	Venn Diagrams and Probability Notations	Pg. 567-579		
Unit 6A Assessment			Probability and the Addition Role	
Week 17	Dependent Events	Pg. 595-611		
	Independent Events	Pg. 613-631		
Unit 6B Assessment			Conditional Probability and Independent Events	

***Formative Assessments embedded throughout the year.
For Full year course Mid Term Assessment will be approximately week 20 (January 2015_ and final exams would be in June 2015.
For Half year courses Mid Term Examples would be approximately week 9 and Final Exams would be following the winter break in January. ***
**Mathematical Practices are outlined in specifics in teacher lesson plans. **

Attachment 2

MJMAI PreCalculus Pacing Guide
SpringBoard Text

Week	Overview	Book Sections	Essential Question	
Unit 1	**Sequences, Series, Exponential and Logarithmic Functions**	Pg. s1115	How are recursive relationships used to model and investigate long term behavior involving sequential change? How are exponential logarithmic and power functions used to model real-world problems?	
Week 1	Arithmetic Sequences	Pg. 2-17		
Week 2	Geometric Sequences	Pg. 19-31		
Week 3	Modeling Recursive Relationships	Pg. 33-43		
Unit 1A Assessment			Sequences	
Week 4	Exponential Functions	Pg. 47-57		
Week 5	Logarithms	Pg. 59-73		
Unit 1 B Assessment			Exponential and Logarithmic Functions	
Week 6	Transformations of Functions	Pg. 77-89		
Week 7	Modeling with Power Functions	Pg. 91-101		
Week 8	Compositions	Pg. 103-113		
Unit 1C Assessment			Transformations, Compositions and Inverses	
Unit 2	Functions and Their Graphs	Pg. 117-183	How are zeros and end behavior of polynomial functions and their graphs related to the degree and the factors of the polynomial ? How are rational functions used to model real-world problems?	
Week 9	Polynomials	Pg. 119-129		
Week 10	Analyzing Polynomial	Pg. 131-		

Attachment 2

	Functions	141		
Week 11	Complex Polynomial Roots and Inequalities	Pg. 143-155		
Unit 2A Assessment			Polynomial Functions	
Week 12	Rational Expressions	Pg. 157-165		
Week 13	Rational Functions	Pg. 167-186		
Unit 2B Assessment			Rational Functions	
Unit 3	Trigonometric Functions	Pg. 185-275	What types of real-world problems are modeled and solved using trigonometry? How are graphic representations of trigonometric functions useful in understanding real-life phenomena?	
Week 14	Angles and Angle Measure	Pg. 187-197		
Week 15	Sinusoidal Functions	Pg. 199-212		
Week 16	Trigonometric Functions and the Unit Circle	Pg. 213-223		
Week 16	Graphs of Other Trigonometric Functions	Pg. 237-244		
Unit 3A Assessment			Angles, the Unit, and Trigonometric functions	
Week 17	Inverse Trigonometric Functions	Pg. 247-263		
Week 18	Solving Simple Trigonometric Equations	Pg. 265-273		
Unit #B Assessment			Inverse Trigonometric Functions and Trigonometric Equations.	

***Formative Assessments embedded throughout the year.
For Full year course Mid Term Assessment will be approximately week 20 (January 2015_ and final exams would be in June 2015.
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**Mathematical Practices are outlined in specifics in teacher lesson plans. **

Attachment 5

Maurice J. Moyer Academic Institute

Response to Intervention Implementation Revisions

Tier I

Students not at benchmark on any screening…

- At or below 25th percentile on norm-referenced assessment or designated cut point on curriculum-based measure
  - ✓ Provide Tier 2 interventions in addition to core program
- Between 25th percentile on norm-referenced assessment or designated cut point on curriculum-based measure and benchmark
  - ✓ School-based team reviews program and progress
  - ✓ At least 6 weeks of Tier 1 interventions
  - ✓ Progress monitor every 2 weeks

Tier II

- Weekly progress monitoring
- Small group
- At least 90 minutes per week
- No less than 2 sessions per week
- At least 6 weeks of Tier 2 interventions
- For students identified in need of intervention in both reading and mathematics, an instructional support team (IST) will design intervention for no less than 120 minutes per week
- If no progress, or insufficient progress, after 6 weeks of Tier 2 interventions, then IST reviews
  - ✓ Additional assessments?
  - ✓ Changes in instruction or behavioral interventions?
  - ✓ Child requires Tier 3 interventions?
  - ✓ If no progress, or insufficient progress, after 12 total weeks of Tier 2 interventions, child moves to Tier 3 interventions

Tier III

- Weekly progress monitoring continues
- Smaller group than Tier 2
- At least 150 minutes per week
- No less than 4 sessions per week
- At least 6 weeks of Tier 3 interventions
- For students identified in need of intervention in both reading and mathematics, an IST will design intervention for no less than 180 minutes per week
- If after 6 weeks of Tier 3 interventions (for a total of 18 weeks of intervention)…
  1. Progress is made, but child is not on trajectory to meet end-of-year benchmarks, then IST reviews
     - ✓ Additional assessments?
     - ✓ Changes in instruction or behavioral interventions?
     - ✓ Refer for special education evaluation?
  2. Child has made no progress, then IST refers the child for special education evaluation
- If after 6 additional weeks of Tier 3 interventions (for a total of 24 weeks)…
- ✓ Progress is made, but child is not on trajectory to meet end-of-year benchmarks, then IST refers the child for special education evaluation

Attachment 4

GENERATION READY
Partnering for School Success

Proposal for Professional Learning Services

School Transformation

Maurice J. Moyer Academic Institute

601 E. 17th Street
Wilmington, DE 19802

Keenan Dorsey, Principal

July 14, 2014

I. About Generation Ready

Generation Ready is the only national provider of professional learning services that uniquely combines deep instructional job-embedded expertise, innovative technology tools, and a targeted digital content library that ensures sustained professional growth and improved student learning. For the past 20 years, our primary focus has been improving instructional practice in the classroom. Our professional learning services are:

- **Evidence-based** – Our professional development is always based on instructional and school-wide approaches that are empirically proven to improve student outcomes. These are contained within our Six Essential Practices for Effective Schools, a framework that guides our work with schools.
- **Collaborative** - Using data from formal accountability systems and from Generation Ready's innovative planning, informal observation, reporting and content tools, consultants work with teachers and leaders to guide professional conversations about individual needs and support wider professional development planning.
- **Customized** - Our differentiated professional development builds on teachers' and leaders' expertise, previous experiences, and learning styles, regardless of a school's chosen curricula, assessments or observation tools.

Generation Ready combines the deep expertise and resources of two long-renowned education organizations – Editure/AUSSIE Professional Development and JBHM Education Group. Our consultancy methodology is based on the research of Dr. Richard Elmore, John Hattie, Robert Marzano, Charlotte Danielson, and Joyce and Showers. Our mission is to support teachers and school leaders in order to educate a stronger, more vibrant generation of students prepared to meet life's challenges.

II. Our Professional Development Services

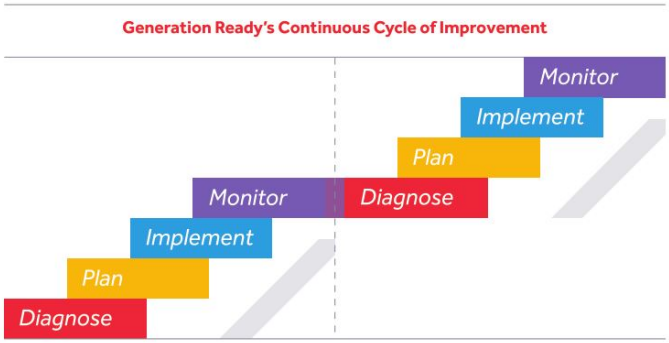
Professional Development Services from Generation Ready help to ensure that every student has an effective leader who supports the development of the teacher and continuous school improvement. What makes our professional development so successful is its placement in the context of the school—job-embedded and customized. Our highly qualified education consultants are experts with decades of experience as teachers, coaches, and school and central office leaders; they support the improvement of the quality of leadership and instruction, thereby student achievement. Our consultants' insight, along with a thorough assessment of the selected turnaround schools' goals, performance and existing capabilities, helps us shape this engagement to your specific needs.

The professional development services we provide:

- Are collaborative, ongoing and focused on developing a clearly articulated, shared vision;
- Promote clear links between theory and practice;
- Provide ongoing support for leaders and teachers that is school-based and linked to improving outcomes for students;
- Are grounded in inquiry and reflection, participant-driven and focused on improving practice;
- Afford participants opportunities to be involved in planning and designing their own professional development; and
- Combine workshops with job-embedded professional development to support leaders and teachers in planning for and implementing effective instruction to improve student outcomes.

There is no quick fix to raising student achievement in low performing schools. Our goal is to provide professional development that is a comprehensive, ongoing, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement. Forty years of research have shown that there are characteristics that high-performing schools have in common. Our *Six Essential Practices of Effective Schools* are proven to impact student achievement and turn around struggling schools, as well as supporting high achieving schools by providing a framework for success.

Generation Ready's *Continuous Cycle of Improvement* ensures that each professional learning services engagement is customized to the needs of your school. Each engagement begins with a diagnostic process, followed by the development of a shared Plan of Action with the input and collaboration of key stakeholders. Ongoing monitoring of the plan through data collection using our unique online tools ensures that we are engaged in a continuous cycle of improvement, making adjustments based on observation and outcome data. Through modeling effective teaching and leading in your school setting, we create a shared vision of effective instruction, a common goal for school success, and a higher expectation for student achievement.



Our professional learning engagements are flexible, configured according to your specific goals and needs. Using a gradual release of responsibility model to build teacher and leader capacity, consultants introduce new ideas and strategies, demonstrate how they work, and guide teachers as they incorporate new strategies into their practice. Consultants work with teachers and leaders to embed their learning in many ways, including:

- In-school and in-classroom, one-on-one support
- Data collection and analysis
- Coaching and mentoring
- Demonstration lessons and co-teaching
- Common preparation planning sessions
- Walkthroughs

III. School Transformation Overview

There is no shortage of research on the components for successful schools. The Consortium on Chicago School Research, for example, has found that fast-improving schools share five essential

components: school leadership, parent and community ties, professional capacity of the faculty, student-centered learning climate and instructional guidance. (*Essential Supports for School Improvement,* Consortium on Chicago School Reform: 2006.) These components address what happens inside schools and classrooms.

In contrast, federally-funded interventions–turnaround, restart, transformation or closure–focus on changing staff or management. These interventions are imposed on schools, rather than being developed with the school community. Further, there is an assumption that these interventions will work in any context, urban, suburban or rural, regardless of the local political, cultural or fiscal climate, and regardless of the history of the targeted school.

Generation Ready proposes a more comprehensive approach to transforming schools—one that takes into account the unique challenges and strengths of schools, and puts parents, students and teachers at the center of developing and implementing a transformation plan. Our approach begins with a strong focus on school capacity, culture and curriculum, includes comprehensive student support systems, and requires broad-based collaboration to ensure ownership and accountability. Successful, sustainable school transformation relies on three critical factors:

- Leadership Development;
- Building Professional Practice; and
- Accountability for School Transformation.

Leadership Development

One of the greatest challenges facing school leaders in these times of increasing accountability is creating the conditions through which instructional practices are continually improving in order to meet all students' needs. As schools equip students to function in a rapidly changing world, the roles and expectations for school leaders have changed radically. The result of this is an expectation that principals will focus more on the leadership of student learning. This requires a shift away from some of the traditional aspects of school leadership and a greater focus on the learning needs and strategies of students and their impact on the pedagogy of the teachers.

Research shows that leadership is second only to teaching in its influence on student achievement and there are no documented cases of schools successfully turning around its student achievement in the absence of talented leadership. The school leader must have deep content knowledge, expert pedagogical skills, be able to observe, evaluate and give effective feedback, be able to speak to a wide range of audiences about a wide range of school-wide issues, be able to respond to mandates from the external policy makers, be able to build a budget and subsequent infrastructure based on the analysis of data, and address the needs and concerns of school stakeholders as well as the greater community outside the school.

Leadership Development Framework

Generation Ready focuses its vision of leadership development in three important areas:

1. School Leadership: *How does a leader design academic programs that promote excellence?*
    - Developing a culture and climate that promotes learning
    - Developing a school-wide assessment framework
    - Ensuring effective teaching and learning in every classroom
    - Developing a rigorous, standards based curriculum

2. Building Infrastructures: *How does a leader build the organizational structure to promote excellence?*
    - Developing organizational structures that promote learning
    - Practicing targeted, focused professional development
    - Fostering collaborative professional learning teams
    - Utilizing effective budget planning
    - Facilitating effective scheduling
    - Fostering collaboration and partnerships between home, school, and community
    - Building capacity of staff to become leaders

3. Personal Professionalism: *How does the school leader use his leadership capabilities demonstrate effective people strategies?*
    - Building own content and pedagogy
    - Building effective relationships
    - Making effective decisions
    - Communicating effectively
    - Working collaboratively

Successful school leaders influence student achievement in many ways including the support and development of effective teaching and the implementation of effective organizational processes. Most importantly, in building transformational school leaders, Generation Ready consultants focus on building what our Advisory Board Chairman, Dr. Richard Elmore, defines as *internal coherence*, "the idea that leadership practices create the structures, processes and culture that, over time, will bolster both individual and collective efficacy beliefs and, ultimately, student achievement." (Elmore, 2013). He adds that "leadership practices associated with high internal coherence combine the concept of shared instructional leadership with a focus on developing a supportive environment for adult learning. This is characterized by the active, ongoing collaboration of principals and teachers around issues of teaching and learning."

Building Professional Practice

Decades of research demonstrates that the most significant influence on student achievement is the teacher in front of the classroom. The Common Core State Standards and College and Career Readiness Standards require teachers to ensure that high quality, rigorous core instruction is provided for all students so they can successfully meet and exceed these standards. In order to build the instructional core, one must simultaneously work to expand teacher skills, knowledge and practice; increase students' level of engagement and participation in learning; and improve the rigor of the content being taught. Generation Ready consultants will support the teachers in building the instructional core to ensure that all students move towards meeting and exceeding these most rigorous college and career ready standards. Our work will focus on building teachers' professional practice to support improved literacy and mathematics outcomes.

Improving Literacy Outcomes

Generation Ready's education consultants work with school teams on six school-wide practices that have been identified as essential to improving literacy outcomes for all students:

1. Effective literacy instruction across English Language Arts and content areas;
2. Small group text-based discussions around increasingly complex texts;

3. Academic vocabulary introduced across disciplines;
4. A tiered assessment strategy;
5. Teams of teachers collaborating around student data; and
6. Job-embedded professional development for teachers to support the implementation.

Improving Mathematics Outcomes

Generation Ready's education consultants work with the school teams on clarifying beliefs and understandings about the Common Core State Standards in mathematics. Consultants support teachers in unpacking the standards to increase understanding, task design and development, and the instructional pedagogy used in delivery, with an emphasis on:

Assessment

- Identify the critical role that assessment plays in the implementation of the Common Core State Standards in mathematics in the classroom, including the use of progress monitoring and benchmarking assessments
- Discuss the variety of assessments that can be collected and used by educators to inform instruction and provide feedback to students and parents
- Analyze the performance-based assessments that can be used to determine mastery and inform instruction

Content

- Assist teachers in reviewing and modifying existing curriculum maps using the standards as a guide for learning expectations
- Delve deeply into the eight mathematical practices that the standards are intended to support
- Understand and use the developmental progression of mathematics for teaching and learning to build a strong foundation
- Create an infrastructure for learning math

Pedagogy

- Provide explicit instruction
- Differentiate instruction using tiered lessons
- Create and implement guided math groups
- Use peer grouping for student support and practice in a focused, differentiated way

Accountability for School Transformation

Accountability for school transformation requires that schools monitor their school transformation and teacher effectiveness initiatives as a critical part of the cycle of continuous improvement. Generation Ready's ReadyPath is a powerful, mobile-first technology suite that supports school leaders as they drive toward higher levels of teacher effectiveness and school transformation. Using the integrated tools, school leaders can ensure that:

- School transformation and teacher effectiveness processes lead to improved instruction and increased student learning;
- School and individual professional development plans are aligned with district professional development plans, and meet the needs identified in student performance and teacher effectiveness data; and
- Professional development initiatives are executed with high quality and consistency.

ReadyPath's four integrated modules are aligned with the cycle of continuous improvement, providing a framework and tools for initial assessment, planning, implementation, ongoing monitoring and reporting progress. Additionally, the Learn module is a comprehensive online professional development resource that includes exemplary lesson plans, videos demonstrating effective strategies, and instructional discussion protocols – all designed to support teacher and leader professional growth.

The two primary rubrics within ReadyPath, *Six Essential Practices for Effective Schools* and *Teacher Effectiveness*, are aligned with the Delaware's Administrator Standards and the Delaware Performance Appraisal System II for Teachers. This alignment enables school leaders to plan and implement targeted professional learning that supports the Delaware's expectations of teacher performance and school improvement.

IV. Proposed Work Plan and Costs

After a review of Moyer Academic Institute's Academic Performance Review Report, and Organizational Performance Framework Report; the Comprehensive Success Review report, dated June 17, 2014; and the Charter School Accountability Committee meeting notes, meeting minutes, and Initial Meeting Report, as well as conversations with the School Leadership Team and representatives from the Delaware Department of Education School Turnaround Unit, Generation Ready recommends partnership with Moyer Academic Institute in the three areas which support school transformation: leadership development, building professional practice and monitoring for accountability. A detailed outline of the professional development services is attached.

V. Summary

Generation Ready believes that investing in people and professional learning is the best strategy for school improvement, and that only by building internal capacity, can long-term change be accomplished and improvement sustained. I look forward to becoming Moyer Academic Institute's partner for lasting change and student success.

Respectfully submitted,

Lisa Harvin

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Services	Description
Summer Institute • Leadership Development	Generation Ready consultants will facilitate an intensive, structured, three-day institute to kick-off the professional development implementation with the Moyer Academic Institute School Leadership Team. The institute will focus on establishing a shared vision of transformational leadership, aligned with the *Delaware Administrator Standards*.
Summer Workshop • Building Professional Practice	Generation Ready consultants will provide a two-day workshop to kick-off the professional development implementation with the Moyer Academic Institute instructional and instructional support staff. The workshop will deepen participants' understandings of effective teaching by providing a strong theoretical background that is linked directly to their practice, with a primary goal of establishing a shared vision of effective instruction. The workshops will focus on key components of effective instruction including using data to plan for differentiation, increased student engagement, and increased rigor in alignment with the Common Core State Standards.
Job-Embedded Consultancy • Leadership Development	Our consultants, working side-by-side with school leaders, are experts at modeling effective leadership strategies, facilitating the decision making process, and supporting data analysis for differentiated instructional support. Our job-embedded consultancy is differentiated for each leader and will focus on enhancing the knowledge and building the capacity of each member of the School Leadership Team to help them develop expertise around leadership theory and practice, thereby creating leaders who consistently promote a school culture and embrace a leadership philosophy that relentlessly focus on positive student outcomes. *Learning Outcomes* • School leaders will build on their existing leadership capabilities; • School Leadership Team will collaborate with staff to develop/refine a shared understanding around what constitutes excellence in teaching and learning; • School Leadership Team will monitor implementation of the curricula and collaborate with teacher teams to make adjustments to ensure alignment with the rigor of the Common Core State Standards; • School Leadership Team will outline components of a culture and climate conducive to learning and develop a plan for implementation; • School Leadership Team will support teacher teams in working collaboratively to design an instructional process that maximizes learning time for all students using strategies of differentiation, small groups and explicit instruction; and • School Leadership Team will develop and implement a plan for increased parent and community engagement.

Services	Description
Job-Embedded Consultancy • Literacy • Mathematics • Science • Social Studies	Consultants will work with teachers and administrators to establish a collaborative culture around using student data to plan and refine curriculum and teaching strategies in literacy and mathematics; this will include facilitating grade level team collaboration to analyze student work. Based on teacher needs, consultants will demonstrate how to provide explicit, well-designed instruction that includes strategies to meet students' diverse learning needs and is aligned to the Common Core State Standards and the College and Career Readiness Standards. *Learning Outcomes* • Teachers utilize both formative and summative assessment data and feedback to facilitate student-centered learning goals and progress monitoring; • Teachers use assessment data to strategically group students and provide targeted skill-based instruction; • Teachers implement a variety of high-impact instructional practices associated with improved outcomes based on the specific needs of their students; and • Teachers work collaboratively to maximize learning time for all students by using differentiation, small groups and explicit instruction.
Job-Embedded Consultancy • School Transformation Monitoring/Data Analysis	Our education consultants will work with the School Leadership Team to focus on Generation Ready's *Six Essential Practices of Effective Schools* as the framework for school transformation. Consultants will facilitate the integration of ReadyPath into school transformation monitoring, and school professional development planning and implementation. Consultants will collaborate monthly with the School Leadership Team to analyze essential practices and teacher effectiveness data to inform professional learning planning and drive the cycle of continuous improvement. *Learning Outcomes* • School Leadership Team routinely engage in collaborative inquiry, establishing goals for ongoing professional development; • School Leadership Team utilizes the Learn Library and other resources to deepen their knowledge and to develop and implement differentiated professional learning activities; • School Leadership Team use teacher effectiveness data and trends to plan for school-wide professional development and individual teacher personalized professional growth; and • School Leadership Team use teacher effectiveness and essential practices data to monitor school transformation, assess school progress and adjust action plans.

Services	Description
ReadyPath	ReadyPath is an innovative, modular software suite structured to support the dynamic cycle of continuous improvement and will serve as an end-to-end instructional improvement planning tool, content resource, and observation and reporting system. ReadyPath Modules: • Plan • Observe • Learn • Progress