

School Improvement Plan

Title I - Targeted Assistance

School Year: 2011 - 2012

School District: Lakeview Public Schools (Macomb)

ISD/RESA: Macomb ISD

School Name: Princeton Elementary School

Grades Served: K,1,2,3,4,5

Principal: Ms. Marcia M. Nowakowski

Building Code: 03124

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable. The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

School Information

School:	Princeton Elementary School
District:	Lakeview Public Schools (Macomb)
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	03124
City:	St. Clair Shores
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Princeton Elementary School, through high expectations and a safe learning environment, will ensure the academic achievement and social growth of all students to be successful in an ever changing world.

Mission Statement

The Princeton Community will build lifelong learners through the use of differentiated instruction and the utilization of technology while maintaining a safe learning environment and a positive home/school partnership.

Beliefs Statement

We believe education is an ever changing lifelong process.

We believe the collaboration between home and school has a direct correlation to the quality of the education of the the child.

We believe in providing an excellent educational program addressing the needs of all students.

Goals

Name	Development Status	Progress Status
Math	Complete	Open
Reading	Complete	Open
Writing	Complete	Open

Goal 1: Math

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will be proficient in math.

Gap Statement: Based on the review of our school data profile and the district MEAP summary reports only 93% of students were proficient compared to 100% proficient.

Cause for Gap: Based on the 2008-09 Comprehensive Needs Assessment ,there is an achievement gap of 7% difference between subgroups and aggregate in overall achievement.

96% of girls tested were proficient compared to 89% of boys tested.

94% of non economically disadvantaged students tested were proficient compared to 91% of economically disadvantaged students tested.

83% of SWD tested were proficient compared to 93% of students without disabilities tested were proficient.

Strand data analysis from the MEAP indicates:

Number & Operation N.ME.03.021 (released core item 12% to 44%)

Measurement M.UN.03.05 (released core item 4% to 21%)

Geometry G.SR.03.05 (releasered core item 13% to 19%)

Data & Probability D.RE.03.02 (released item 8% 50%)

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP-the MEAP is administed annually...

e.g., MEAP, Common end of the unit assessments, Parent Surveys, Student failure, Attendance, Discipline, Everyday Mathematics

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We will close the achievement gap.

Males will increase 2%.

Economically disadvantaged students will increase by 1%.

SWD will increase 3%.

Progress will be monitored quarterly using NWEA progress monitoring, pre/post math testing, and Chicago Math chapter tests.

Contact Name: Marcia Nowakowski

List of Objectives:

Name	Objective
Increase Math Achievement	We will close the gap in achievement. Males will make a 2% increase in achievement on the MEAP. Non economically disadvantaged students will make a 1% increase in achievement on the MEAP. SWD will make a 3% increase in achievement on the MEAP Progress will be monitored through end of the unit goals from our Everyday math program and NWEA.

1.1. Objective: Increase Math Achievement

Measurable Objective Statement to Support Goal: We will close the gap in achievement.

Males will make a 2% increase in achievement on the MEAP. Non economically disadvantaged students will make a 1% increase in achievement on the MEAP. SWD will make a 3% increase in achievement on the MEAP

Progress will be monitored through end of the unit goals from our Everyday math program and NWEA.

List of Strategies:

Name	Strategy
Differentiated Instruction	Teachers will implement a differentiated mathematics instructional plan using Everyday Math curriculum during a daily 60 minute math period (linked to the district math curriculum maps and pacing guides when available). Teachers will focus on secure goals in each math unit while incorporating vocabulary, embedded practice, and constructed response. Teachers will use data, including MEAP item analysis, NWEA, and unit assessments to guided and differentiate instruction in order to address students' learning styles and to close identified achievement gaps.
Drill/Practice	Teachers will design a drill/practice instructional program linked to the GLCE's
On-going Cumulative review	Teachers will incorporate on-going, cumulative review of critical skills at the beginning of every lesson. Monday-money and measurement Tuesday-time and temperature Wednesday-word problems Thursday-geometry Friday-fractions, decimals, and percent
Uniform Assessment	Teachers will use a uniform assessment such as NWEA and an end of the unit assessment based on secure goals and basic fact assessments, vocabulary, and constructed response.

1.1.1. Strategy: Differentiated Instruction

Strategy Statement: Teachers will implement a differentiated mathematics instructional plan using Everyday Math curriculum during a daily 60 minute math period (linked to the district math curriculum maps and pacing guides when available). Teachers will focus on secure goals in each math unit while incorporating vocabulary, embedded practice, and constructed response. Teachers will use data, including MEAP item analysis, NWEA, and unit assessments to guided and differentiate instruction in order to address students' learning styles and to close identified achievement gaps.

Selected Target Areas

3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
3.7 Provides for articulation and alignment between and among all levels of schools
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement

Other Required Information for Strategy

Differentiated instruction allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to the students' needs (Hall, Strangman, & Meyers,2003).

http://www.sraonline.com/research/category.php?div_id=2&sub_area_id=4&search=sub&prod_id=14&Prod_

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_math_pg_042109.pdf

<http://www.caroltomlinson.com/Articles/BOOKS.pdf>

<http://www.caroltomlinson.com/Articles/ARTICLES.pdf>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Explorations	2010-09-13	2012-06-08	Principal, leadership team, teachers
Math Games	2010-09-13	2012-06-08	Principal, leadership team, staff

1.1.1.1. Activity: Math Explorations

Activity Description: Teachers will complete math explorations when related to gaps identified in the goal statements. Grade level teachers will identify appropriate explorations.

Planned staff responsible for implementing activity: Principal, leadership team, teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff meeting	No Funds Required	0.00	0.00

1.1.1.2. Activity: Math Games

Activity Description: Teachers will use Everyday Math games as determined by the unit lessons.

Planned staff responsible for implementing activity: Principal, leadership team, staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff meetings	No Funds Required	0.00	0.00

1.1.2. Strategy: Drill/Practice

Strategy Statement: Teachers will design a drill/practice instructional program linked to the GLCE's

Selected Target Areas

3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
3.7 Provides for articulation and alignment between and among all levels of schools
4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement

Other Required Information for Strategy

As mentioned in K-2 Games/Drill and Practice, researchers have found more value in using mathematics computer programs that focus on learning discipline-specific concepts such as fractions, geometry, or place value.

(www.cited.org)<http://www.caroltomlinson.com/Articles/BOOKS.pdf>
<http://www.caroltomlinson.com/Articles/ARTICLES.pdf>

Educators and cognitive scientists agree that the ability to recall basic math facts fluently is necessary for students to attain higher-order math skills. Grover Whitehurst, the Director of the Institute for Educational Sciences (IES), noted this research during the launch of the federal Math Summit in 2003: "Cognitive psychologists have discovered that humans have fixed limits on the attention and memory that can be used to solve problems. One way around these limits is to have certain components of a task become so routine and over-learned that they become automatic." Whitehurst, 2003)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Integration of Technology and low tech tools	2010-09-13	2012-06-08	Principal, leadership team, media specialist, and staff
Mad Minutes	2010-09-13	2012-06-08	Principal, leadership team, and staff
Mathematics vocabulary development	2010-09-13	2012-06-08	Principal, leadership team, and staff

1.1.2.1. Activity: Integration of Technology and low tech tools

Activity Description: Teachers will use technology to support grade level drill and practice skills.

Resources include, but not limited to, netbooks with:

- *Everyday Mathematics software and website, Tux math software
- *Mathematics websites approved by the district, such as Funbrain
- *Everyday Mathematics flash cards (fact triangle). Math via technology twice per month.

Planned staff responsible for implementing activity: Principal, leadership team, media specialist, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Grade level meeting	No Funds Required	0.00	0.00
Staff meeting	General Funds	0.00	0.00

1.1.2.2. Activity: Mad Minutes

Activity Description: Teachers will develop a common mad minute format which includes a chart that shows student performance. Student progress will be graphed. Mad minutes will be administered twice a week grade 1-5.

Planned staff responsible for implementing activity: Principal, leadership team, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
staff meeting	No Funds Required	0.00	0.00

1.1.2.3. Activity: Mathematics vocabulary development

Activity Description: Teachers will reference grade level unit vocabulary list as identified in Everyday Mathematics curriculum. Vocabulary instruction can be reinforced by displaying a math word wall, picture clues, songs, motions, signs, bulletin boards and flash cards. Vocabulary assessment will be addressed through the end of the unit Everyday Math test.

Planned staff responsible for implementing activity: Principal, leadership team, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Grade level meeting	No Funds Required	0.00	0.00
Staff meetings	General Funds	0.00	0.00

1.1.3. Strategy: On-going Cumulative review

Strategy Statement: Teachers will incorporate on-going, cumulative review of critical skills at the beginning of every lesson.

Monday-money and measurement

Tuesday-time and temperature

Wednesday-word problems

Thursday-geometry

Friday-fractions, decimals, and percent

Selected Target Areas

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.6 Allocates and protects instructional time to support student learning
3.8 Implements interventions to help students meet expectations for student learning
4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness

Other Required Information for Strategy

Ensure that instructional materials include cumulative review in each session - supported by research from the Pennsylvania Department of Education

Schmoker, Mike. (1998) Results, The key Concepts of Continuous School Improvement, Association for Supervision and Curriculum

Development http://www.sraonline.com/research/category.php?div_id=2&sub_area_id=4&search=sub&prod

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_math_pg_042109.pdf

http://www.sraonline.com/research/category.php?div_id=2&sub_area_id=4&search=sub&prod_id=14&Prod

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_math_pg_042109.pdf

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Identify Skills	2010-09-13	2012-06-08	Principal, leadership team, and staff
Math boxes and Math Message	2010-09-13	2012-06-08	Principal, leadership team, staff
Review Vocabulary	2010-09-13	2012-06-08	Principal, leadership team, and staff

1.1.3.1. Activity: Identify Skills

Activity Description: Grade level teachers will identify gaps in skills and incorporate into daily review areas.

Planned staff responsible for implementing activity: Principal, leadership team, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Grade level meetings	No Funds Required	0.00	0.00

1.1.3.2. Activity: Math boxes and Math Message

Activity Description: Teachers will plan and implement math boxes and math messages as outlined in the Everyday Math Curriculum.

Planned staff responsible for implementing activity: Principal, leadership team, staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff Meetings	No Funds Required	0.00	0.00

1.1.3.3. Activity: Review Vocabulary

Activity Description: Teachers will review the vocabulary terminology used on standardized tests needed terms for understanding math concepts.

Planned staff responsible for implementing activity: Principal, leadership team, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff meetings	No Funds Required	0.00	0.00

1.1.4. Strategy: Uniform Assessment

Strategy Statement: Teachers will use a uniform assessment such as NWEA and an end of the unit assessment based on secure goals and basic fact assessments, vocabulary, and constructed response.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.7 Provides for articulation and alignment between and among all levels of schools
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders

Other Required Information for Strategy

Schmoker, Mike, (1999), Results, The Key Concepts of Continous School Improvement, Association for Supervision and Curriculum Development

NWEA research is supported by:

<http://www.nwea.org/sites/www.nwea.org/files/Pursuing%20Reasonable%20Individual%20Student%20Growth%20Targets%20to%20Improve%20Accountability%20Systems.pdf>

Ryan, J., & Brockmann, F. (2009). A practitioner's introduction to equating with primers on classical test theory

and item response theory. CCSSO: Washington, DC.

Cronin, J., Kingsbury, G.G., Dahlin, M., & Bowe, B. (2007, April). Alternate methodologies for estimating state standards on a widely used computer adaptive test. Paper presented at the American Educational Research Association, Chicago, IL.

So, what d'ya expect? Pursuing Reasonable Individual Student Growth Targets to Improve Accountability Systems

Carl Hauser

Northwest Evaluation Association

<http://www.nwea.org/sites/www.nwea.org/files/Pursuing%20Reasonable%20Individual%20Student%20Growth%20Targets%20to%20Improve%20Accountability%20Systems.pdf>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Assessment Team	2010-09-13	2012-06-08	Principals, leadership team, Teachers
NWEA	2010-09-13	2012-06-08	Principals, Leadership, and staff

1.1.4.1. Activity: Assessment Team

Activity Description: Team of teachers from each grade level will meet and develop assessments which includes template and rubric which can be linked to Data Director

Planned staff responsible for implementing activity: Principals, leadership team, Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Sstaff meetings	No Funds Required	0.00	0.00
Substitutes	General Funds	500.00	0.00

1.1.4.2. Activity: NWEA

Activity Description: NWEA will be administered three times a year. Teachers will be provided with individualized and classroom profiles to guide instruction. All teachers will be trained in the application of NWEA.

Planned staff responsible for implementing activity: Principals, Leadership, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff meeting	No Funds Required	0.00	0.00

Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will be proficient in reading.

Gap Statement: Based on a review of students achievement data sources (MEAP, MLPP, DRA) only 85% of 4th graders are scoring proficient compared to the goal of 100% proficient.

Cause for Gap: Based on the 2008-2009 Comprehensive Needs Assessment, there is an achievement gap of 21% between subgroups and aggregate in overall achievement.

92% of girls tested were proficient compared to 79% of boys.

84% of non economically disadvantaged students were proficient compared with 86% of economically disadvantaged.

17% of SWD were proficient compare to 94% proficient of students without disabilities.

Strand date analysis from the Fall 2009 MEAP indicated that out of 54 students tested in the fourth grade the following strand showed an area of concern:

- Word Study R.WS.03.08 (released core item scored 23% to 52% proficient)
- Narrative Text R.NT.03.03 (released core item scored 2% to 49% proficient)
- Information Text R.IT.03.02 (released core item scored 8% to 50% proficient)
- Comprehension R.CM.03.01 (released core item scored 8% to 37% proficient)
- Comprehension R.CM.03.02 (released core item scored 7% to 49% proficient)
- Comprehension R.CM.03.03 (released core item scored 8% to 35% proficient)

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP - the MEAP is administered annually, DRA/MLPP is administrated quarterly, Parent Surveys, Student Failure, Attendance, Discipline

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We will close the gap in achievement.

Males will make a 4% increase.

Non economically disadvantaged students will increase by 3%.

SWD will increase by 16%.

Progress will be monitored quarterly using DRA assessments and NWEA.

Students identified in the gap statment will demonstrate an increase in achievement in order to close the gap. Monitoring will be done through an ongoing discussion of student assessment results (formative and summative). In additions ongoing meetings will be convened to nomitor implementation and impact of the school improvement plan.

Contact Name: Marcia Nowakowski

List of Objectives:

Name	Objective
Increase reading achievement.	We will close the gap in achievement. Males will increase 4% in achievement. Non economically disadvantaged students will increase 2% in achievement. Students with disabilities will increase 16% in achievement. Students identified in the gap statement will demonstrate an increase in achievement in order to close the gap. Monitoring will be done through an ongoing discussion of student assessment results (formative and summative). In addition, ongoing meetings will be convened to monitor implementation and impact of the school improvement plan.

2.1. Objective: Increase reading achievement.

Measurable Objective Statement to Support Goal: We will close the gap in achievement. Males will

increase 4% in achievement. Non economically disadvantaged students will increase 2% in achievement. Students with disabilities will increase 16% in achievement. Students identified in the gap statement will demonstrate an increase in achievement in order to close the gap. Monitoring will be done through an ongoing discussion of student assessment results (formative and summative). In addition, ongoing meetings will be convened to monitor implementation and impact of the school improvement plan.

List of Strategies:

Name	Strategy
Guided reading	Staff will increase reading achievement through the use of guided reading.
Phonemic awareness / phonics	Faculty will increase reading achievement through the use of phonemic awareness activities in grades K - 2, and through phonics in grades 3 - 5.
Staff will review the Daily 5 management program/	Staff will implement Daily 5 reading system to increase the ability of students to read to self, read to others, listen to stories, and complete word work for all students including students with disabilities, economically disadvantaged, and male students.

2.1.1. Strategy: Guided reading

Strategy Statement: Staff will increase reading achievement through the use of guided reading.

Selected Target Areas

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.6 Allocates and protects instructional time to support student learning

Other Required Information for Strategy

On particular research-based strategy, guided reading, is an important "best practice" associated with today's balanced literacy instruction. The National Reading Panel (2000) argued that balanced approaches are preferable when teaching children to read, based on their review of scientific research-based instructional practices used by teachers in classrooms across the country. Additionally, guided reading practices as part of a balanced literacy program conforms to the recommendations on literacy as suggested in position statements by the International Reading Association/The National Association for the Education of Young Children (1998), and the National Council of Teachers of English (2002).

Guided reading teaches students to be strategic and read for meaning. (Tobin, 2008).

Students receiving Guided Reading instruction did just as well on phonics assessments compared to commercial phonics programs (Wilson et al., 2004; Martens et al., 2005)

<http://www.heinemann.com/fountasandpinnell/researchLLI.aspx>

<http://www.heinemann.com/products/08863.aspx>

<http://www2.scholastic.com/browse/article.jsp?id=4343>

<http://olc.spsd.sk.ca/de/pd/instr/strats/guided/teacher.html>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Assessment	2010-09-13	2011-06-10	Principal, leadership team, and staff
Balance literacy block	2010-09-13	2010-11-05	Principal, leadership team, and staff
Grouping students	2010-09-13	2012-06-08	Principal, leadership team, and staff
Mini lessons	2010-09-13	2012-06-08	Principal, leadership team, and staff

2.1.1.1. Activity: Assessment

Activity Description: Staff will receive training NWEA in order to use as a progress monitoring tool three times per year. Staff will receive training in DATA Director in order to input and analyze reading data gained from guided reading.

Planned staff responsible for implementing activity: Principal, leadership team, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2011-06-10

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff meetings	No Funds Required	0.00	0.00

2.1.1.2. Activity: Balance literacy block

Activity Description: Buildings will:

* commit to a uninterrupted, posted literacy block of 90 minutes of guided reading

Grade levels will:

* commit to implementing guided reading groups 5 days per week

Individual teachers will:

* commit to implementing guided reading groups for Tier 3 at least 5 days per week, Tier 2 at least 3 days per week, Tier 1 at least 2 days per week

Planned staff responsible for implementing activity: Principal, leadership team, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2010-11-05

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff meetings	No Funds Required	0.00	0.00

2.1.1.3. Activity: Grouping students

Activity Description: Individual teachers will:

*analyze data in order to group students according to appropriate reading fluency, or comprehension levels

* DRAs will be administered 3 times per year

*Oral Reading Records will be administered 3 times per card marking on students in Tier 2 and 3

*analyze data collected from all assessments

Planned staff responsible for implementing activity: Principal, leadership team, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff meetings	No Funds Required	0.00	0.00

2.1.1.4. Activity: Mini lessons

Activity Description: Staff will utilize staff meetings to:

- * analyze data to develop minilessons addressing student needs
- * develop the minilesson which may include but not limited to phonemic awareness, phonics, fluency, comprehension, reading strategies, and vocabulary

Planned staff responsible for implementing activity: Principal, leadership team, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Daily 5 /Cafe books	General Funds	200.00	0.00
Florida Center for Research	No Funds Required	0.00	0.00
Literacy library	General Funds	500.00	0.00
Rebecca Sitton	No Funds Required	0.00	0.00
Staff meetings	No Funds Required	0.00	0.00
Words Their Way	General Funds	175.00	0.00

2.1.2. Strategy: Phonemic awareness / phonics

Strategy Statement: Faculty will increase reading achievement through the use of phonemic awareness activities in grades K - 2, and through phonics in grades 3 - 5.

Selected Target Areas

3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.4 Supports instruction that is research-based and reflective of best practice
3.6 Allocates and protects instructional time to support student learning
3.8 Implements interventions to help students meet expectations for student learning
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.5 Communicates the results of student performance and school effectiveness to all stakeholders

Other Required Information for Strategy

First, correlation studies have identified phonemic awareness and letter knowledge as the two best school-entry predictors of how well children will learn to read during the first 2 years of instruction. Such evidence suggests the potential importance of phonemic awareness training in the development of reading skills-
Report of National Reading Panel

The ability to hear and manipulate phonemes plays a causal role in the acquisition of beginning reading skills (Smith, Simmons, & Kame'enui, 1998; see References)

The effects of training phonological awareness and learning to read are mutually supportive. "Reading and phonemic awareness are mutually reinforcing: Phonemic awareness is necessary for reading, and reading, in turn, improves phonemic awareness still further." (Shaywitz, 2003, see References)

The meta-analysis revealed that systematic phonics instruction produces significant benefits for students in kindergarten through 6th grade and for children having difficulty learning to read. The ability to read and spell words was enhanced in kindergartners who received systematic beginning phonics instruction. First graders who were taught phonics systematically were better able to decode and spell, and they showed significant improvement in their ability to comprehend text. - Report of the National Reading Panel

The National Reading Panel determined that the research indicates that phonics is an essential ingredient in beginning reading instruction and found that:

Systematic an explicit phonics instruction-phonics instruction that is direct and follows a particular sequence-is more effective than phonics instruction that is not systematic or no phonics instruction at all. Systematic, explicit phonics instruction is most effective when it begins in kindergarten or first grade. Systematic, explicit phonics instruction improve children's word recognition, spelling and reading comprehension skills.

Systematic, explicit phonics instruction benefits all children, regardless of their socioeconomic status. Systematic, explicit phonics instruction most benefits children who are having difficulty learning to read.

Yopp and Yopp of California State University of Fullerton support that phonemic awareness is critical to a child's success as a reader. They state, "The awareness that the speech stream is made up of a sequence of small units of sound and the ability to manipulate those small units, "phonemic awareness," appears to be critical for readers of an alphabetic orthography. Why? Because an alphabetic orthography maps speech to print at the level of the phoneme. In other words, users of an alphabetic written system record the smallest units of sound of their spoken language in print."

http://www.reading.org_Publish.aspx_page=RT-54-2-Yopp.pdf&mode=retrieve&D=10.1598_RT.54.2.2&F=RT-54-2-Yopp

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Making Words by Patricia Cunningham	2010-09-13	2012-06-08	Principal, leadership team, staff, and K-12 Language Arts Committee
Phonemci Awareness/ Phonics Assessment	2010-09-13	2012-06-08	Principal, leadership team, staff, K - 12 Language Art committee, Reading Specialist and Speech Therapist
Rebecca Sitton	2010-09-13	2012-06-08	Principal, leadership team, and staff

Systematic Phonemic Awareness/ Phonics Program Review	2010-09-13	2012-06-08	Principal, leadership team, staff, Reading Specialists, Speech Therapists, and K-12 Language Arts committee
Word Their Way	2010-09-13	2012-06-10	Principal, leadership team, staff, and K-12 Language Art committee

2.1.2.1. Activity: Making Words by Patricia Cunningham

Activity Description: All teacher will review components of Making Words by Patricia Cunningham and implement phonemic awareness/phonic lessons within established literacy block (example: word work in Daily 5)

Planned staff responsible for implementing activity: Principal, leadership team, staff, and K-12 Language Arts Committee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Making Words books	General Funds	500.00	0.00

2.1.2.2. Activity: Phonemci Awareness/ Phonics Assessment

Activity Description: K-3 teachers will use MISD MLPP Benchmark phonemic awareness assessments three times per year (fall, winter, spring). K-5 teachers will use NWEA assessments three times per year (fall, winter, spring).

Planned staff responsible for implementing activity: Principal, leadership team, staff, K - 12 Language Art committee, Reading Specialist and Speech Therapist

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
MLPP Benchmark assessments	No Funds Required	0.00	0.00
NWEA	General Funds	0.00	0.00

2.1.2.3. Activity: Rebecca Sitton

Activity Description: All teachers will review phonics components of Rebecca Sitton, following the guideline established by the district spelling committee recommendations (2008-2009), and implement with a 90 minute literacy block.

Planned staff responsible for implementing activity: Principal, leadership team, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Rebecca Sitton Spelling Program	No Funds Required	0.00	0.00

2.1.2.4. Activity: Systematic Phonemic Awareness/ Phonics Program Review

Activity Description: All teachers will explore several systematic phonics instruction avenues such as K-PALS, First Grade PALs, Sounds Abound, Road to the Code, Road to Reading, BLAST, Phonics First

Planned staff responsible for implementing activity: Principal, leadership team, staff, Reading Specialists, Speech Therapists, and K-12 Language Arts committee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Samples of Selected Phonemic Awareness/Phonics Programs	No Funds Required	0.00	0.00

2.1.2.5. Activity: Word Their Way

Activity Description: All teacher will review component of Words Their Way and implement phonemic awareness/phonics lesson plans within the 90 minute literacy block.

Planned staff responsible for implementing activity:

Principal, leadership team, staff, and K-12 Language Art committee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-10

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Words Their Way books	General Funds	500.00	0.00

2.1.3. Strategy: Staff will review the Daily 5 management program/

Strategy Statement: Staff will implement Daily 5 reading system to increase the ability of students to read to self, read to others, listen to stories, and complete word work for all students including students with disabilities, economically disadvantaged, and male students.

Selected Target Areas

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.6 Allocates and protects instructional time to support student learning
3.8 Implements interventions to help students meet expectations for student learning

Other Required Information for Strategy

The implementation of Daily 5 by teachers has been shown to increase student achievement in reading by utilizing differentiated instruction. According to Gail Boushey and Joan Moser, the Daily 5 is a students driven management structure designed to fully engage students in reading and writing.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Collegial discussions implementing Daily 5.	2010-09-13	2012-06-08	Principal, building leadership team, staff, and K-12 Language Arts Curriculum Committee
Staff will develop a literacy block.	2010-09-13	2012-06-08	Building will comit to a literacy block of 90 minutes per day and commit to implementation of Daily 5. Grade levels will sturcture Daily 5 within their literacy blocks appropriate to their grade level. Individual teachers will structure literacy block to include read to self, read to others, listen to reading and word work. Teachers will collect and analyze data to drive instruction including mini lessons
Staff will participate in book study of the Daily 5 by Boushy and Moser.	2010-09-13	2011-06-10	Principal, leadership team, and staff
Staff will review the videos on Daily 5 reading managemen tprogram.	2010-09-13	2012-06-08	Principal, leadership team, and staff

2.1.3.1. Activity: Collegial discussions implementing Daily 5.

Activity Description: Grade level meetings and collegial visits utilized to:

- * review all five Daily Five compnents
- * structure of literacy block to ensure 90 minutes of instructional time
- * determine mini lessons based upon identified student needs
- * analyze reading data

Planned staff responsible for implementing activity: Principal, building leadership team, staff, and K-12 Language Arts Curriculum Committee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Collegial visits	General Funds	600.00	0.00
Staff meetings	No Funds Required	0.00	0.00

2.1.3.2. Activity: Staff will develop a literacy block.

Activity Description: Staff will develop a literacy block.

Planned staff responsible for implementing activity: Building will comit to a literacy block of 90 minutes per day and commit to implementation of Daily 5.

Grade levels will sturcture Daily 5 within their literacy blocks appropriate to their grade level.

Individual teachers will structure literacy block to include read to self, read to others, listen to reading and word work. Teachers will collect and analyze data to drive instruction including mini lessons

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Literacy library books	General Funds	500.00	0.00
Staff meeting	No Funds Required	0.00	0.00
Student books on tape	General Funds	300.00	0.00

2.1.3.3. Activity: Staff will participate in book study of the Daily 5 by Boushy and Moser.

Activity Description: Teachers will participate in a book study of the Daily 5.

Planned staff responsible for implementing activity: Principal, leadership team, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2011-06-10

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Daily 5 book, Staff meetings	General Funds	250.00	0.00
Staff meetings	No Funds Required	0.00	0.00

2.1.3.4. Activity: Staff will review the videos on Daily 5 reading management program.

Activity Description: Staff meetings will be utilized to view The Daily 5 videos:

- * review all five Daily Five components
- * structure of literacy block to ensure 90 minutes of instructional time
- * determine mini lessons based upon identified student needs

Planned staff responsible for implementing activity: Principal, leadership team, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff meetings	No Funds Required	0.00	0.00
Videos	General Funds	500.00	0.00

Goal 3: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will be proficient in writing.

Gap Statement: Based on the review of our school data profile and the school MEAP summary reports (available on the OEAA website), only 52% of fourth grade students scored proficient on the writing portion of the Fall 2008 MEAP compared to the goal of 100% proficient.

Cause for Gap: Based on the 2008-2009 school MEAP summary there is an achievement gap of 47% between the subgroup of students with disabilities and the aggregate in overall writing achievement (11% of students with

disabilities were proficient). 64% of girls tested were proficient compared to 50% of boys. This is a 14% achievement gap for boys. 39% of economically disadvantaged students were proficient compared to 67% of students who were not economically disadvantaged, creating a 28% achievement gap.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP - the MEAP is administered annually to 3rd, 4th, and 5th grade students. Writing assessments are administered quarterly. The first and final writing assessments of the year are collected for each child and placed in the CA-60.

Process data (curriculum alignment) shows achievement gaps identified and being addressed by K-12 language arts curriculum committees through the development of curriculum mapping and pacing guides.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We will close the gap in achievement. All students will demonstrate an increase in achievement on quarterly writing prompts. Progress will be monitored in the fall, winter and spring.

Students identified in the gap statement will demonstrate an increase in achievement in order to close the gap. Monitoring will be on-going through the use of rubrics and checklists.

Contact Name: Marcia Nowakowski

List of Objectives:

Name	Objective
Improve writing	1 - The percent of students with disabilities proficient on the MEAP increases, in the 2011 - 2012 school year, from 2 - The percent of male students proficient on the MEAP increases, in the 2011 - 2012 school year, from 43% to 49.4%. 3 - The percent of economically disadvantaged students proficient on the MEAP increases, in the 2011 - 2012 school year, from 41% to 52.8%.

3.1. Objective: Improve writing

Measurable Objective Statement to Support Goal: 1 - The percent of students with disabilities proficient on the MEAP increases, in the 2011 - 2012 school year, from 2 - The percent of male students proficient on the MEAP increases, in the 2011 - 2012 school year, from 43% to 49.4%. 3 - The percent of economically disadvantaged students proficient on the MEAP increases, in the 2011 - 2012 school year, from 41% to 52.8%.

List of Strategies:

Name	Strategy
6+1 Writing Traits	Grade 3-5 teachers will use the 6 + 1 Writing Traits to guide their writer's workshop.
Lucy Calkins Units of Study	Grades K-2 will use the Lucy Calkins Units of Study to guide their writer's workshop.
Writer's Workshop	Teachers will implement Writer's Workshop to increase the writing skills of all students,

including students with disabilities, males, and economically disadvantaged students.

3.1.1. Strategy: 6+1 Writing Traits

Strategy Statement: Grade 3-5 teachers will use the 6 + 1 Writing Traits to guide their writer's workshop.

Selected Target Areas

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.4 Supports instruction that is research-based and reflective of best practice
3.6 Allocates and protects instructional time to support student learning
3.8 Implements interventions to help students meet expectations for student learning

Other Required Information for Strategy

The implementation of 6 + 1 traits has been shown to increase writing achievement. "When you teach the traits, you are teaching the criteria that define quality performance. Students who know precisely what's expected-and who can judge for themselves whether expectations have been met-stand a far greater chance of succeeding." Ruth Culham

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
6 + 1 Writing book/Trait Crates	2010-09-13	2012-06-08	Principal, leadership team, and Grades 3 - 5 teachers
6 + 1 Writing Videos	2010-09-13	2012-06-08	Principal, leadership team, and grades 3 - 5 teachers
Collegial conversations/visits	2010-09-13	2012-06-08	Principal, leadership team, and staff
Pacing Guide	2010-09-13	2012-06-08	Principal, leadership team, and grades 3 - 5 teachers

3.1.1.1. Activity: 6 + 1 Writing book/Trait Crates

Activity Description: Grades 3-5 teachers will review the 6 + 1 Writing book and trait crates to guide their writer's workshop.

Planned staff responsible for implementing activity: Principal, leadership team, and Grades 3 - 5 teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
6 +1 trait books	No Funds Required	0.00	0.00
staff meetings	No Funds Required	0.00	0.00

3.1.1.2. Activity: 6 + 1 Writing Videos

Activity Description: Grades 3 - 5 teachers will view the 6 + 1 writing videos at staff meetings.

Planned staff responsible for implementing activity: Principal, leadership team, and grades 3 - 5 teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
6 + 1 Writing videos	No Funds Required	0.00	0.00
Staff meetings	No Funds Required	0.00	0.00

3.1.1.3. Activity: Collegial conversations/visits

Activity Description: Grades 3-5 teachers will meet and/or arrange for collegial visits to review 6 + 1 Writing Traits and implementation within Writer's Workshop.

Planned staff responsible for implementing activity: Principal, leadership team, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitutes	General Funds	1,000.00	0.00

3.1.1.4. Activity: Pacing Guide

Activity Description: Grades 3-5 teachers will review and implement the existing K-5 elementary writing pacing guide that includes 6 + 1 Writing Traits.

Planned staff responsible for implementing activity: Principal, leadership team, and grades 3 - 5 teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff meetings	No Funds Required	0.00	0.00

3.1.2. Strategy: Lucy Calkins Units of Study

Strategy Statement: Grades K-2 will use the Lucy Calkins Units of Study to guide their writer's workshop.

Selected Target Areas

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.6 Allocates and protects instructional time to support student learning
3.8 Implements interventions to help students meet expectations for student learning

Other Required Information for Strategy

"In the teaching of writing, curriculum comes from both the ongoing structures that last across the year, and from the changing units of study that provide learners with their course to travel. The ongoing structures include mini-lessons, conferences, partnerships, writing folders, worktime, and the like. Together, these structures provide the continuity of daily practice and coaching that allows learners to exercise and improve their skills. The units of study, on the other hand, allow teachers to plan and organize a sequence of instruction so that over time students successfully tackle new and often increasingly difficult challenges."

Lucy Calkins -The Nuts and Bolts of Teaching Writing.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Collegial conversations/visits	2010-09-13	2012-06-08	Principal, leadership team, and staff
Lucy Calkins Videos	2009-09-13	2012-06-08	Principal, leadership team, and staff
Lucy Caulkins Units of Study	2009-09-13	2010-06-08	Principal, leadership team, and staff
Pacing Guides	2010-09-13	2012-06-08	Principal, leadership team, and staff

3.1.2.1. Activity: Collegial conversations/visits

Activity Description: K-2 teachers will meet and/or arrange collegial visits to review Lucy Calkins Units of Study and implementation within writer's workshop.

Planned staff responsible for implementing activity: Principal, leadership team, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitutes	General Funds	1,000.00	0.00

3.1.2.2. Activity: Lucy Calkins Videos

Activity Description: K-2 teachers will view the Lucy Calkins Unit of Study videos at staff meetings.

Planned staff responsible for implementing activity: Principal, leadership team, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Lucy Calkins Videos	No Funds Required	0.00	0.00
Staff meetings	No Funds Required	0.00	0.00

3.1.2.3. Activity: Lucy Caulkins Units of Study

Activity Description: K-2 teachers will review the Lucy Calkins Units of Study to guide their writer's workshop.

Planned staff responsible for implementing activity: Principal, leadership team, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-09-13, End Date - 2010-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff meetings	No Funds Required	0.00	0.00

3.1.2.4. Activity: Pacing Guides

Activity Description: K-2 teachers will review and implement the existing K-5 elementary writing pacing guide that contains the Lucy Calkins Units of Study.

Planned staff responsible for implementing activity: Principal, leadership team, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff meetings	No Funds Required	0.00	0.00

3.1.3. Strategy: Writer's Workshop

Strategy Statement: Teachers will implement Writer's Workshop to increase the writing skills of all students, including students with disabilities, males. and economically disadvantaged students.

Selected Target Areas

3.8 Supports the implementation of interventions to help students meet expectations for student learning
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Other Required Information for Strategy

The implementation of Writer's Workshop by teachers has been shown to increase student achievement in writing by utilizing differentiated instruction through the use of skill-based mini-lessons, time spent writing, student choice of topics, sharing and working through the writing process. Ralph Fletcher states that, "a writing workshop creates an environment where students can acquire these skills, along with fluency, confidence and desire to see themselves as writers." Fletcher, Ralph (2001) Writing Workshop: The Essential Guide from the Author of Craft Lessons, Heinemann Publishing Co.

<http://college.heinemann.com/shared/products/E00362.asp#samples>

<http://zzwriter.com/2010/04/20/the-writing-workshop-approach/>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Conferencing Tools	2010-09-13	2012-06-08	Principal, leadership team, and staff
Grade Level Meetings	2010-09-13	2012-06-08	Principal, leadership team, staff
Mini lessons	2010-09-13	2012-06-08	Principal, leadership team, and staff
Peer Editing	2010-09-13	2012-06-08	Principal, leadership team, and staff
Writer's Workshop Professional Development	2010-09-13	2012-06-08	Principal, Leadership team, and staff

3.1.3.1. Activity: Conferencing Tools

Activity Description: A teacher team will be established to create tools for teachers to use when conferencing with students. These will include record keeping, sentence stems, scoring/assessment,

topics (traits).

Planned staff responsible for implementing activity: Principal, leadership team, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff meetings	General Funds	0.00	0.00
Substitutes	General Funds	300.00	0.00

3.1.3.2. Activity: Grade Level Meetings

Activity Description: Grade level meetings for scoring writings that are assessed with the MEAP rubric, in the fall, winter and spring. Each piece will be graded by at least two teachers to ensure consistency.

Planned staff responsible for implementing activity: Principal, leadership team, staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Grade level meetings	General Funds	3,000.00	0.00
Substitues	General Funds	500.00	0.00

3.1.3.3. Activity: Mini lessons

Activity Description: A teacher team will meet to select and organize common mini-lessons by grade level and trait to be used during writer's workshop. A manual will be created from existing resources already approved and purchased by the district.

Planned staff responsible for implementing activity: Principal, leadership team, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff meetings	General Funds	0.00	0.00
Substitutes	No Funds Required	0.00	0.00
Web-based videos/books/websites	No Funds Required	0.00	0.00

3.1.3.4. Activity: Peer Editing

Activity Description: Teachers will create common peer editing checklists to help facilitate the editing/writing process.

Planned staff responsible for implementing activity: Principal, leadership team, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff meetings	No Funds Required	0.00	0.00
Substitutes	General Funds	300.00	0.00

3.1.3.5. Activity: Writer's Workshop Professional Development

Activity Description: Staff will be surveyed to identify professional development needs in the area of Writer's Workshop. Staff will implement writer's workshop guidelines as outlined in the pacing guide (time allotments and frequency). Once needs have been identified staff meetings will be used to train staff. Videos/books/websites will be used. Collegial visits will be scheduled as needed.

Planned staff responsible for implementing activity: Principal, Leadership team, and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-13, End Date - 2012-06-08

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff meetings	No Funds Required	0.00	0.00
Teacher coaching	No Funds Required	0.00	0.00
Web based videos/books/websites	No Funds Required	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$10,625.00	\$0.00
No Funds Required	\$0.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

The Comprehensive Needs Assessment combined the school profile and the performance indicators completed by the staff during staff and building school improvement meetings.

2. Describe the process to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

The needs assessment particular to the document was conducted from August, 2009 through August, 2010. The principal and school improvement team met with Lisa Asaro, Macomb Intermediate School District School Improvement consultant. The building team met at the MISD's Facilitator of School Improvement Workshop five times during the school year, as well as bi-monthly at the building school improvement meetings (BSIC). The same team met bi-monthly at the districts' school improvement meeting (DSIC). Lakeview's Central office administration team, in conjunction with the district's administration, review and analyse student achievement data at bi-monthly principal meetings in order to make informed decisions about data, assessment and instructional practices. Information is disseminated back to the entire building staff and stakeholders.

Curriculum committees were formed to gather and disseminate critical data for the Title I grant. Care was taken to include upper and lower elementary grade teachers from all buildings across the district. The committees include K-12 English Language Arts, Mathematics, Science and Social Studies. These committees worked to review and analyze district curriculum and alignment with the Grade Level Content Expectations (GLCE's). This work included pacing guides, curriculum mapping, and common assessments. A district parent involvement and Title I committee attended a Title I Parent Involvement Plan workshop at the MISD during the 2009-2010 school year.

3. List the multiple, educationally, related, objective criteria established for the needs assessment process that will be used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core areas. The criteria must be consistent by grade level and content area.

Collection and analysis of data occurs in several ways at Chester Miller. Each year, the faculty analyzes MEAP data primarily, as well as ITBS scores. Alterations to instructional plans occur, and the most significant needs are addressed in the School School Improvement Plan. Each quarter, students are assessed for report cards, as measured against the content standards and benchmarks for that marking

period. The faculty also conducts staff meetings to re-evaluate curriculum, instruction and student needs, in all content areas.

The assessment schedule of the past year is listed below. The schedule for the 2009 - 2010 school year is expected to be similar.

EAP assessment

Oct. 2009

Grade 3 Reading & Math

Grade 4 Reading, Writing, and Math

Grade 5 Reading, Math, and Science

Administered by classroom teachers to all students

MI-ACCESS

Oct. 2009

Grade 3 Reading & Math

Administered to students with IEPs

ELPA

April 2009

Grade 5

Administered by reading specialists

DRA_Diagnostic Reading Assessment

Administered quarterly

Grades K - 5

Administered by classroom teacher

MLPP

Administered 3 times per year

Grades K - 3

Administered individually by classroom

Universal Screening

Administered fall and spring

Grades K-3

Administered by assessment team and classroom teacher

Classroom Assessments

Math

Science

Social Studies

English Language Art

Administered by classroom teacher

4. Preschool through Grade 2 students shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and other developmentally appropriate academic measures. Describe those criteria, if applicable. Enter "Not Applicable" if the school does not allocate Title I funds to serve Preschool through Grade 2 students.

Collection and analysis of data occurs in several ways at Princeton Elementary. Each year, the faculty

analyzes MEAP data primarily, as well as MLPP scores and DRA levels. Alterations to instructional plans occur, and the most significant needs are addressed in the School Improvement Plan. Each quarter, students are assessed for report cards, as measured against the content standards and benchmarks for that marking period. The faculty also conducts bi-weekly staff meetings to re-evaluate curriculum, instruction and student needs, in all content areas.

The assessment schedule of the past year is listed below. The schedule for the 2010 - 2011 school year is expected to be similar.

BRIGANCE ASSESSMENT

FALL/SPRING

Preschool students identifies with IEP in ECDE program

MEAP ANALYSIS

APRIL / MAY

Grade 3 (Reading & Math)

Grade 4 (Reading, Writing, and Math)

Grade 5 (Reading, Math, and Science)

Administered by classroom teachers to all students

MI-ACCESS

October, 2009

Grade 3 (Reading & Math)

Administered by the classroom teachers to students identifies in the IEP

ELPA

April 2009

Grade K-5 - ELL students

English Language Proficiency

Administered by Reading Specialist

DRA - Diagnostic Reading Assessment

Administered quarterly

Grades K - 5

Analyzed by classroom teacher

MLPP - Michigan Literacy Progress Profile

Administered three times per year

Grades K - 3

Administered by classroom teachers

Universal Screening

Administered fall and spring

Grades K-3

Administered by assessment team and classroom teacher

Classroom Assessments

Math

Science

Social Studies

English Language Arts

Administered by the classroom teacher

Services for Eligible Students

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the Goals section of the school improvement plan.

Incorporated into Existing School Program Planning

1. Describe how the program planning for Title I, Part A students is incorporated into the existing school improvement planning process.

District-wide School Improvement team members and administrators attend Facilitators of School Improvement workshops at the MISD. The district team worked together to develop a school improvement profile and plan that identifies and incorporates subgroup gap analysis into the goals and instructional strategies.

Instructional Strategies

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

Title I and Regular Education Coordination

1. Describe the coordination of Title I, Part A services with the traditional educational services offered at the school, including those services offered to students with limited English proficiency (if applicable).

The Pre-school teachers are part of the staff, and students and parents are part of the student body, even though this program is separately funded. The pre-school teachers are included in all meetings, planning processes, curriculum decisions, and building activities. The teachers, children, and parents are part of the activities and planning throughout the year. They are invited to attend every meeting and included in programs, receiving the same correspondence as K-5 teachers and children. Preschool instructional staff conduct quarterly parent education groups on various topics.

Pre-K parents are invited to parent only kindergarten district-wide round up in which the district outlines the upcoming expectation for Kindergarten. Additionally, parent volunteers are encouraged to join the classroom every day. They learn what is expected at the present, in addition to gaining exposure to the school as a whole. Also, four time per year, the Pre-K teachers conduct a parent meeting. Due to the success of the program, most Pre-K students enroll in the Greenwood Elementary kindergarten.

Incoming kindergarten students are administered snapshots, which include MLPP assessments. The data from these assessments are given to the kindergarten teachers to help guide instruction for the upcoming school year. The kindergarten snapshots are given in May and August, 2010, prior to the start of the school year. If needed, classroom teachers will administer the snapshot assessments in September, 2010.

Title 1 coordinator supports regular education.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Lakeview staff has used the state standards and Grade Level Content Expectations to create curriculum maps and pacing guides which will be reviewed annually by the K-12 curriculum committees for each content area. All curriculum issues are discussed at building levels and brought to the district committee for recommendation to the district board of education.

2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all stakeholders are involved in the process.

Teachers at Princeton Elementary School take part in collegial relationships in which they make data-based decisions about grade-level and content-area specific curricula and instructional practices. Teachers are currently in the process of developing common assessments to use as pre-tests and/or post-tests. At the district level, K-12 Curriculum Committees have been developed to provide for the development and implementation of a district-wide curriculum framework.

Instruction by Highly Qualified Professional Staff

1. Provide an assurance statement that all teachers and Title I, Part A instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

Teachers in the Lakeview Public Schools must meet the Highly Qualified status in the area they teach as outlined and required by NCLB. Each teacher has their current teaching certificate reviewed each year. 100% of teachers, social workers and psychologists are highly qualified at Princeton Elementary School. Most of Princeton's teaching faculty have taught 8 - 10 years or more, and have a minimum of a Masters Degree in their field.

Paraprofessionals must take and pass the WORKEYS exam in order to work in their positions. All have passed the test, and all but one has served at least 5 years in their field.

High-Quality and Ongoing Professional Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with

Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the targeted school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

Teachers inform parents of their student's academic assessment results in several ways. A Curriculum Night is conducted in the fall, in which the principal shares the school's most recent achievement scores, through the PA 25 report. Starting 2010 - 2011 school year the NWEA assessments will be discussed at that time. At the end of the first and third marking periods, the teachers meet with parents at conferences. The report cards are reviewed, and questions are answered. Report cards are also sent home at the end of the second and fourth marking periods.

Planners are used daily by grades 3 - 5 students at Princeton Elementary. Teachers inform parents of homework, upcoming events, as well as academic concerns in the planners, which are read and signed daily by the parents.

In the fall, the Princeton School Annual Report is posted on the school website. Additionally, reports of student progress for students in grades 3 - 5 are generated on a regular basis using the computerized programs Success Maker. NWEA will provide additional assessment results to parents begin November 2010 in English language arts and math. A parent letter is generated by the State of Michigan to explain the results of their child's MEAP test to the parents, and it is distributed when it arrives.

At Princeton, struggling students are referred to the Student Assistance Team for an in-depth review and trouble-shooting session to strategize how to best service the child. Data points are collected from DRA / MLPP assessments, NWEA assessments and shared with parents. Teachers implement the strategies agreed upon by the Student Assistance Team and inform parents of the strategies and results. The professional expertise of other members of the team is included, those members being the Social Worker, school Psychologist, Speech Therapist, the RTI teacher consultant, reading specialist, and resource room teacher.

2. Describe the role of parents in the following targeted school plan/program areas:

2a. Design

Presently, parents are given opportunity to participate in surveys about the school and its programs at parent-teacher conferences. Additionally, the web based surveys are completed on line in the school library or at home. The Princeton Parent-Teacher Organization meets monthly to determine together upcoming activities and events which benefit students. Various committees organize and implement the decided actions.

All parents are strongly encouraged to volunteer in the classroom and are required to complete the state criminal background check.

2b. Implementation

At the fall Parent-Teacher Organize (PTO) orientation, spring Kindergarten Round-up, and district School of Choice Open House, the principal shares information about all the programs and activities at Princeton. In depth information about the Title I, Part A program will be added to the agenda for the Fall 2010 Orientation. Parents will be involved directly in the Title I plan as they attend parent meetings held to inform and instruct them on how they can best help their children as home support to the programs at school.

2c. Evaluation

As the Title I Targeted Assistance program is organized and implemented at Princeton Elementary, regular meetings will be held to further inform parents of the various aspects of participation in the program, including but not limited to, information about the academic supports, the importance of continual assessment components and their results, and the encouragement of parents as partners in the Title I, Part A Targeted Assistance program.

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

Princeton elementary provides individual academic assessment results including the interpretation of those results at the follow intervals:

- 1 - Annual Building and District Report (PA25)*
- 2 - Building and district newsletters - sent home and posted on website*
- 3 - fall and spring Parent / Teacher conferences*
- 4 - quarterly narrative reports by Title I reading specialists*
- 5 - MEAP Parent Reports sent home*
- 6 - District School of Choice Open House, scheduled in March*
- 7 - quarterly report cards*
- 8 - NWEA assessments scheduled 3 times per year beginning November 2010*

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

Princeton Elementary School administers different assessments throughout the year. MLPP assessments are administered three times per year and DRAs are administered four time per year and are used primarily to drive instruction in the classroom. The MEAP test is used to determine which students receive supplemental services as well as an evaluation of the effectiveness of teaching strategies being used and curriculum taught. Grade-level curriculum based assessment are administered to monitor students intervention plans developed by the Student Assistance Team for students at risk. Universal Screening instrument and DRAs assessments are also given to all students at the beginning of the school year to establish a baseline measure and each subsequent quarter to evaluate progress. Additionally, students are text leveled quarterly to determine reading ability and comprehension skills.

Reading Specialists provide intervention to students who are identified at risk. Interventions include ongoing assessments to guide individual literacy instruction. Information is disseminated to classroom teachers and parents.

Before and after school tutoring is provided for students in reading and math in grades 2 - 5. Students are referred by classroom teachers based on current reading / math levels and MEAP results. Pre/post assessment are given and data is reviewed and analyzed by the classroom teachers and administrator.

Response to Intervention plans include implementation of district wide progress monitoring assessment tool, North West Evaluation Association (NWEA) in the fall of 2010. This tool will provide individualized reading/math strengths and weaknesses and provide the teacher with a class profile to guide instruction and intervention. RTI plans also include a 20 minute school-wide "walk to read" intervention session focused on specific literacy skills.

Longitudinal MEAP data for the years of 2006, 2007, and 2008 was analyzed in depth for application to this grant.

o What did the data reveal?

The weakest area of achievement at Chester Miller School is writing. The third grade department fell in 2006 from 2005 scores, but recovered in 2007, showing a gain. In the fourth and fifth grades, however, a significant drop occurred in 2007, after having made gains in 2006 from 2005. The data reveals some inconsistencies. At some grade levels, and during some years, a significant discrepancy occurred between the Economically Disadvantaged and the Non-Economically Disadvantaged, The same conclusion can be made when comparing Boys and Girls, as girls tended to outscore boys more consistently. Ethnicity variances were inconsistent as well, with gains and declines prevalent, but not showing any one trend.

Reading remains strong through all the grades, though there were significant declines from 2006 to 2007 in the fourth and fifth grades. Also, there were very significant differences in reading performance between the Economically Disadvantaged and the Non-Economically Disadvantaged at those grade levels. The third grade was relatively stable for all the groups. In reading, the genre of informational text is the main area of concern.

Math scores have remained consistent except for a serious drop in the fifth grade department from 2006 to 2007. The fifth grade also fell significantly in science between 2006 and 2007. Economic disparity is notable in the achievement scores of the fifth grade. Overall, too, the boys outscored the girls in math and science, as did white students outscore students of color.

Science scores are of concern, even though science is not a factor in the AYP status yet. The MEAP science scores have plummeted for all subgroups since 2005. Economically Disadvantaged proficiency scores have fallen from 79.3% in 2005 to 51.6% in 2007. For Non-Economically Disadvantaged, there was a drop from 81.8% to the same 51.6%, as all fifth grade students were considered ED in 2007.

Appendix I

5. Describe how the parent involvement components of the targeted plan will be evaluated.

Parents were surveyed about the effectiveness of Title I services provided to their child. These results will help with planning and allocation of resources.

6. Summarize the results of the evaluation and how those results will be used to improve the targeted program.

<http://www.neola.com/lakeviewpublic-mi/>

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation). If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

The following strategies are used to ensure a smooth transition from preschool to kindergarten:

-Parent Kindergarten orientation

-Kindergarten building visits for parents and students

-Pre-kindergarten screening which includes assessments in the areas of numeracy, letter recognition, letter sound identification, colors and shapes and concepts of print.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

Assessment calendars for the core content areas were developed by district committees.

Coordination of Title I, Part A and Other Resources

1. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

The coordination and integration of Federal, State, and local programs and services to support eligible Title I, Part A students is provided by the following:

- 1 - Title 1, Part A - reading specialists which provide intervention in ELA and math
- 2 - Title 11, Part A - professional development supporting academic achievement for targeted students and school improvement
- 3 - Title 11, Part D - technology equipment
- 4 - Section 31 A At Risk - before and after school tutoring provides interventions and supplemental instruction to target students in ELA and math
- 5 - Safe school Grant - school wide positive behavior support system (PBS) and peer mediation / conflict resolution programs
- 6 - Michigan School Readiness Program -

Ongoing Review of Eligible Student Progress

1. Describe the ongoing process and assessment tools utilized to monitor the progress of participating eligible students.

The district used the following ongoing process and assessment tools to monitor the progress of participating eligible students:

- 1 - DRA - 3 times per year
- 2 - Oral Reading Records - 2 times per year
- 3 - Qualitative Reading Inventory - as needed
- 4 - NWEA - 3 times per year starting November 2010
- 5 - MLPP benchmark assessments - quarterly
- 6 - Everyday Math - pre/post test and end-of-unit assessments
- 7 - Success Maker (grades 3 - 5)
- 8 - MEAP - grades 3 - 5 annually
- 9 - MI-ACCESS - for students identified on their IEP - annually
- 10- ELPA - for students identified by the MISD as English language learners - annually
- 11 -Writing promotes - quarterly grades K - 5

2. Describe how data will be utilized to inform instruction.

Data drives instruction in the following ways:

- 1 - guided reading groups
- 2 - skill based mini lesson to be used during the 90 minute daily literacy block
- 3 - skill based mini lesson to be used during writers' workshop
- 4 - skill based mini lesson to be used during the 60 minute daily math block

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services for students.

Data is used to evaluate and revise the targeted assistance program through:

- 1 - students achievement results
- 2 - annual parent survey results
- 3 - annual Title 1 Parent Informational meetings
- 4 - annual staff survey results
- 5 - Building School Improvement Committee (BSIC) meetings - bi-monthly
- 6 - District School Improvement Committee (DSIC) meetings - bi-monthly

7 - District K- 12 Core Content Curriculum meetings

4. Describe how evaluation of program services will be used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom.

Evaluation of program services, used to plan professional development, is completed annually through BSIC, DSIC, and K-12 Core Content Curriculum Committee meetings, as well as identifies in the building school improvement plan.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

Data Director will be utilized to monitor and assess the plan. The district will also be implementing NWEA in the 2010/2011 school year.

Furthermore, teachers regularly use technology to enhance the curriculum. For example:

READING

Successmaker is used in grade 3-5

WRITING

Students will publish through various types of media such as word documents and power points.

MATH

Successmaker is used in grades 3-5.

Math websites will be used.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

Staff meetings and building school improvement meetings are used to analyze state and local achievement scores which in turn is used to monitor implementation and results of SIP. Walk throughs, collegial visits and lesson plan reviews are also used to review and monitor the implementation of the SIP.

2. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

Institution and student information and progress are shared with all stakeholders in various ways.

Parents: An newsletter is sent out by the principal on a monthly basis, informing parents of upcoming events and important information. Assignment books are given to students at the beginning of each school year in grades 3-5 and these are required to be filled out on a daily basis-parents can use these to keep up with assignments and tasks students are completing each day. Each teacher has developed a site on Blackboard

so that parents can access information regarding the classroom. Report Cards are sent quarterly. The Parent Teacher Organization meets monthly.

Teachers: Teachers have access to student records through the Web-based program DataDirector which houses extensive data about every student.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

Princeton Elementary School has a school improvement team that meets bi weekly during the school year. Staff meetings are held on a bi-weekly basis. The building school improvement chair, principal and another teacher attended monthly Facilitators of School Improvement meetings. From there, members of the school improvement team along with various other staff members and the administrator, meet during the school year to reflect on each content area and design the school improvement plan. At the beginning of the school year, the plan will be presented to the entire staff and our parent teacher organization, in which revisions and additions will be encouraged. Goal committees will be developed and time will be provided during several staff meetings throughout the year to monitor and evaluate our plan as needed.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *Yes*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments:

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *No*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *No*

Comments:

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Adopted policy, fully implemented*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *Yes*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Adopted policy, but not fully implemented*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *Yes*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *59 minutes or less at elementary level, 105 minutes or less at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Adopted policy, but not fully implemented*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *No*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *Yes*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written Policy, but not fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, fully implemented*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *No*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *Yes*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written Policy, but not fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *Yes*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to all indoor facilities*

Comments:

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Krista	Schumacher	Teacher/BSIC chairperson	kschumacher@scslakeview- k12.com
Mrs.	Virginia	Greenberg	Teacher	vgreenberg@scslakeview- k12.com
Mrs.	Julia	Dinan	Teacher	jdinan@scslakeview- k12.com
Mrs.	Katherine	Greig	Teacher	kgrieg@scslakeview- k12.com
Mrs.	Marcia	Nowakowski	Principal	mnowkowski@scslakeview- k12.com

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	William Putney
Address:	20300 Statler
Telephone Number:	586-445-4000

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact

PARENT INVOLVEMENT AT PRINCETON ELEMENTARY SCHOOL

Princeton Elementary believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

- A. developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
- B. providing a school and home environment which encourages learning and augments, at home, the learning experiences provided by the school;
- C. establishing the learning outcomes for their child with the goal of developing a responsible, adult member of society;
- D. establishing and supporting a consistent and shared approach to child guidance and discipline;
- E. providing for the proper health, safety, and well-being for their child;
- F. developing English language proficiency.

Princeton Elementary is committed to communicating to parents at a level and in a language they can understand, where practicable.

Princeton Elementary through this policy directs the establishment of a parent involvement plan by which a school-parent partnership can be established and provided to the parent of each child in the school. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall be distributed to all parents and students through publication in the Student Handbook or other suitable means.

The principal shall direct the development of a Parent Involvement Plan for the school (with building/program specific goals as desired) which may include, among others, the following strategies:

- A. Hold an annual meeting to inform first time parents of the parent involvement plan. A positive invitation in language understandable to the parents will be given to explain the school's commitment and the parent's right to be involved in the educational process of their child.
- B. Provide child's individual assessment results, reading results, progress reports, report cards, parent conferences.
- C. Provide a description and explanation of the curriculum in use at the building, the form of assessment used to measure student progress and the proficiency levels students are expected to meet. The school will also provide each school's discipline plan along with a tardy plan.
- D. Arrange flexible scheduled parent/teacher conferences and parent requested conferences.
- E. Post PTA/PTO meetings, and parent involvement meetings on the school website and via-e-mail.

- F. Publish School Newsletter(s) informing parents about the parent involvement plan and other events at the school(s). This newsletter will also send a positive invitation to parents to participate in various activities while providing parents information at a glance about scheduled school meetings and activities.
- G. Schedule regular meetings and brainstorming sessions at least four times per year to provide parents the opportunity to share concerns and desires, to better improve the school environment and student achievement.
- H. Send home a parent-student-teacher compact that outlines how parents and school staff will share the responsibility for improved student achievement of their children. This compact shall be discussed and revised as necessary at least annually at the November parent/teacher conference.
- I. Encourage a home reading program and use of libraries. Books will be provided to encourage students to read at home.
- J. Maintain a consistent, building wide effort to communicate regularly with parents. Teachers contact new students by mailing welcome notes, newsletters, and building District forums.
- K. Schedule at least two (2) student conferences annually with the teacher(s) to inform parents of student's progress.
- L. Distribute monthly newsletters from buildings informing parents of upcoming building and District events and curriculum being taught.
- M. Make calls, use e-mail and send letters as needed for teachers and administrators to communicate with parents.
- N. Have principal provide quarterly morning coffee and donuts for parents.
- O. Distribute home language surveys annually to identify students for whom English is a second language to provide a means for developing individualized instruction when needed.
- P. Encourage continued positive partnerships involvement throughout the community by staff and administrators.
- Q. Have the District's high school student's offer tutoring through the National Honor Society upon request.
- R. Encourage active faculty participation in PTO. Goal of 100% participation.
- S. Have students perform at various functions throughout the community.
- T. Encourage parents to serve as chaperones for class field trips and other school activities.
- U. Provide parenting classes throughout the year through adult and community education.
- V. Hold an annual recognition event for parents and volunteers who have helped throughout the year.
- W. Have school administration and staff provide test data and interpretation meetings to allow parents to ask questions.
- X. Provide opportunities for discussions between parents, administrators and staff to address problems and find solutions for students having difficulties, either academically or socially. These group discussions should meet as needed with a caseworker assigned for follow-up.
- Y. Establish and make reasonably available a parenting resource center.

- Z. Use blackboard to inform homes of various assignments and activities. Utilize the website as available.
- AA. Place announcements on the District's website in a consistent and timely manner.
- BB. Place current and accurate announcements on the schools marquis throughout the year.
- CC. Form an advisory council of District staff, parents and students to assure parents and students are involved in an organized, ongoing and timely way, in the planning, review and improvement of the schools Parental Involvement Plan.

Relations with Parents

Princeton Elementary needs parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, Princeton Elementary, through its designated administrator, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the Princeton Elementary encourages parents to support their child's career in school by:

- A. participating in school functions, organizations and committees;
- B. supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;
- C. requiring their child to observe all school rules and regulations;
- D. supporting or enforcing consequences for their child's willful misbehavior in school;
- E. sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
- F. maintaining an active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
- G. reading all communications from the school, signing, and returning them promptly when required;
- H. cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

Lakeview Public Schools
Creating Student Excellence
Student – Parent – Teacher Compact

As a student, I agree to:

I will attend school regularly.

I will come to school each day prepared with all materials needed and course work completed.

I will plan and manage my time and take care of materials.

I will work well with others and complete group tasks successfully.

I will consistently work at my personal best.

I will listen to the speaker.

I will take initiative and show interest in learning.

I will respect feelings, rights, ideas and property of others.

I will take appropriate risk and accept challenges.

I will be able to work independently.

Student Signature

Dated _____

As a parent/guardian, I agree to:

I will see that my student is punctual and attends school on a regular basis.

I will support the school and its efforts to achieve the highest learning experience for my student.

I will attempt to read daily and/or discuss the day's events in a meaningful manner.

I will attempt to provide a quiet place and encourage my student to study everyday.

I will remain active in all my students' events, activities, and in the school in general during the academic school year.

I will keep the lines of communication open at all times for those wishing to discuss school related issues.

Parent/Guardian signature

As a teacher, I agree to:

I will provide a safe and motivated environment for the student to achieve as high as possible.

I will respect the students and expect them to show respect to each other.

I will expect all coursework to be completed on time, in the absolute best effort possible.

I will adapt and vary the teaching methods, when needed, to the individual student, as the need arises.

I will expect everyone to be responsible for his or her own actions both positive and negative.

I will keep the lines of communication open at all times for those wishing to discuss school related issues.

Teacher Signature