

# School Improvement Plan

School Year: 2011 - 2012

School District: Lakeview Public Schools (Macomb)

ISD/RESA: Macomb ISD

School Name: Ardmore Elementary School

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

Principal: Mrs. Donna Block

Building Code: 00116

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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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:	<b>Ardmore Elementary School</b>
District:	<b>Lakeview Public Schools (Macomb)</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>K,1,2,3,4,5</b>
School Code Number:	<b>00116</b>
City:	<b>St. Clair Shores</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

## Vision Statement

We envision a partnership between our school, its parents and our community, in providing a quality education that ensures our students will be:

- \*life long learners, critical thinkers, and problem solvers
- \*tolerant and respectful citizens
- \*compassionate, caring individuals, possessing strong personal values
- \*able to recognize their personal strengths and abilities, thereby helping them with future career choices

## Mission Statement

The entire Ardmore family is dedicated to student excellence by adhering to high academic standards.

We believe that it is each staff member's responsibility to educate and inspire all students to achieve their personal best.

Ardmore shares, with our parents and community, the on-going commitment to empower our students to become respectful, responsible and resilient citizens in our ever-changing world.

## Beliefs Statement

We believe we can effectively teach all children, and that all children can, and deserve to, learn.

We believe we have to modify and direct instruction based upon analysis of achievement data.

We believe in educating the whole child by developing their social, emotional, and academic skills.

We believe all stakeholders of the entire Ardmore community are critical partners in each child's learning.

## Goals

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

### Goal 1: Mathmatics

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in mathematics.

**Gap Statement:** Based on a review of student achievement data sources, school data profile, and 2009 MEAP summary reports, 96% of students are scoring proficient compared to the goal of 100% proficient in fourth grade. 94% of boys tested were proficient, compared to 97% of girls. Economically disadvantaged students were 95% proficient, compared to 96% proficiency of those not economically disadvantaged. The students with disabilities were 100% proficient.

**Cause for Gap:** Based on the 2009 building MEAP summary, there is a slight achievement gap between the subgroup of economically disadvantaged students and the aggregate in overall mathematics achievement. Additionally, the boys were less proficient than the girls. 100% of the students with disabilities were proficient. The following were areas of concern:

N.ME.03.16, N.ME.03.17, N.ME.03.18 - Understanding of fractions

N.MR.03.10, N.MR.03.14 - Multiplication and Division

G.GS.03.01, G.GS.03.02, G.GS.03.03, G.GS.03.05, G.GS.03.06 - Properties of 2D, 3D Shapes

M.UN.03.05, M.UN.03.06, M.UN.03.07, M.UN.03.09, M.UN.03.10, M.UN.03.12, M.UN.03.13 - Understanding area and perimeter

Student data analysis from end of year math checksheets indicate that a quarter of the students are at Beginning and Developing achievement levels in the concepts of: conversion of fractions to decimals and percents, geometry, number sense and problem solving.

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

**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. End of Unit / End of quarter assessments are also administered; Additionally, Every Day Math assessments, student failure rates and attendance rates are tracked.

**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. Economically disadvantaged students will make a 3% increase in achievement on the MEAP and the boys a 4% increase. Additionally, these groups will be monitored with interim end of chapter tests and NWEA assessments, three times per year.

Economically disadvantaged students and boys will demonstrate an increase in achievement in order to close the gap. Monitoring will be done through an ongoing discussion and analysis of student work/ assessment results, both formative and summative. In addition, ongoing meeting will be convened to monitor implementation and impact of the plan.

**Contact Name:** Donna Block

**List of Objectives:**

Name	Objective
Increase math achievement	The percent of all students, including economically disadvantaged and boys, will increase to 98% on the MEAP. This will demonstrate an increase of 3% proficiency for economically disadvantaged students, and one of 4% for boys. Additionally, the girls must increase by 1%, though they were not included in the cause for the gap.

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## 1.1. Objective: Increase math achievement

**Measurable Objective Statement to Support Goal:** The percent of all students, including economically disadvantaged and boys, will increase to 98% on the MEAP. This will demonstrate an increase of 3% proficiency for economically disadvantaged students, and one of 4% for boys. Additionally, the girls must increase by 1%, though they were not included in the cause for the gap.

**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. Teacher will use data, including MEAP item analysis, NWEA, and unit assessment to guide 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 GLCEs.
On-going Cumulative Review	Teacher 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 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. Teacher will use data, including MEAP item analysis, NWEA, and unit assessment to guide 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 students' needs (Hall, Strangman, & Meyer, 2003).

NWEA research is supported by:

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.

Schmoker, Mike. (1999). Results, the Key Concepts of Continuous School Improvement, Association for Supervision and Development.

<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, Building Leadership team, Teachers
Math games	2010-09-13	2012-06-08	Principal, Building Leadership team, and Teachers

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**1.1.1.1. Activity: Math explorations**

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

**Planned staff responsible for implementing activity:** Principal, Building 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
Faculty meetings	No Funds Required	0.00	0.00

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**1.1.1.2. Activity: Math games**

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

**Planned staff responsible for implementing activity:** Principal, Building Leadership team, and 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
Faculty 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 GLCEs.

**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)

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, Building Leadership team, Teachers, and Media Specialist
Mad Minutes	2010-09-13	2012-06-08	Principal, Building Leadership team, and Teachers.
Vocabulary development	2010-09-13	2012-06-08	Principal, Building Leadership Team and Teachers

### 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 are not limited to:

- \*Netbook computers installed with "Tux Math" computer program
- \*Everyday Mathematics software and website
- \*Mathematics websites approved by the district, such as Funbrain
- \*Everyday Mathematics flash cards (fact triangles)

Math via technology will be scheduled twice per month, per class.

**Planned staff responsible for implementing activity:** Principal, Building Leadership team, Teachers, and Media Specialist

**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
Faculty meetings	No Funds Required	0.00	0.00
Grade Level Meetings	No Funds Required	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 2 times per week, grades 1-5.

**Planned staff responsible for implementing activity:** Principal, Building Leadership team, and 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
Mad Minutes Books	General Funds	200.00	0.00
Staff meeting	No Funds Required	0.00	0.00

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**1.1.2.3. Activity: Vocabulary development**

**Activity Description:** Teachers will use reference grade level unit vocabulary list as identified in Everyday Mathematics curriculum. Vocabulary instruction will be reinforced by options such as displaying 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, Building Leadership Team and 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
Faculty meetings	No Funds Required	0.00	0.00
Grade Level Meetings	No Funds Required	0.00	0.00

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**1.1.3. Strategy: On-going Cumulative Review**

**Strategy Statement:** Teacher 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. (1999). Results, the Key Concepts of Continuous School Improvement, Association for Supervision and Development

[http://www.sraonline.com/research/category.php?div\\_id=2&sub\\_area\\_id=4&search=sub&prod\\_id=14&Prod\\_](http://www.sraonline.com/research/category.php?div_id=2&sub_area_id=4&search=sub&prod_id=14&Prod_)

<http://www2.scholastic.com/browse/article.jsp?id=325&print=2>

[http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti\\_math\\_pg\\_042109.pdf](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, Building Leadership team, Teachers, K-12 Math Curriculum Committee
Math boxes and Math message	2010-09-13	2012-06-08	Principal, Building Leadership team, Teachers
Review vocabulary	2010-09-13	2012-06-08	Principal, Building Leadership team, Teachers

**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, Building Leadership team, Teachers, K-12 Math 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
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, Building 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
Faculty 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 and the terms needed for understanding math concepts.

**Planned staff responsible for implementing activity:** Principal, Building 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
Faculty 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 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**

NWEA research is supported by:

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.

Schmoker, Mike. (1999). Results, the Key Concepts of Continuous School Improvement, Association for Supervision and Development.

"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>

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Assessment Team	2010-09-13	2012-06-08	Principal, Building Leadership team, Teachers
NWEA	2010-09-13	2012-06-08	Principal, Building Leadership team, Teachers

**1.1.4.1. Activity: Assessment Team**

**Activity Description:** Team of teachers from each grade level will meet and develop assessments which include templates and rubrics, which can be linked to Data Director.

**Planned staff responsible for implementing activity:** Principal, Building 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
Faculty 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:** Principal, Building 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
Faculty meetings	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 student achievement data sources, school data profile, MEAP and QRI Scores, 93% of students are scoring proficient compared to the goal of 100% proficient in fourth grade. Students with disabilities are scoring 80% proficiency compared to the goal of 100%.

**Cause for Gap:** Based on the 2009-2009 building MEAP summary, there is an achievement gap of 11% between the subgroup of students with disabilities and the aggregate in overall reading achievement (80% of the students with disabilities were proficient). 90% of boys tested were proficient, compared to 92% of girls.

Strand data analysis from the Fall 2008 MEAP indicates that out of 45 students assessed in the fourth grade the following strands showed an area of concern:

R.WS.03.08 - Word Study

R.NT.03.03 - Narrative Text

R.IT.03.02 - Informational Text

R.CM.03.01, R.CM.03.02, R.CM.03.03 - Comprehension

End of year reading data is consistent with MEAP data, indicating 92% of fourth graders were proficient in reading.

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.

**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. QRI/ DRA / MLPP assessments are administered quarterly, attendance, and discipline records.

**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. Students with no disabilities will make a 2% increase in achievement on the MEAP, moving from 93% to 95%. Students with disabilities will progress from 80% proficiency to 82% proficiency.

**Contact Name:** Donna Block

**List of Objectives:**

Name	Objective
Increase reading achievement	The percent of non-disabled students proficient on the MEAP increases from 93% to 95% and the percentage of students with disabilities proficient on the MEAP increases from 80% to 82%.

## 2.1. Objective: Increase reading achievement

**Measurable Objective Statement to Support Goal:** The percent of non-disabled students proficient on the MEAP increases from 93% to 95% and the percentage of students with disabilities proficient on the MEAP increases from 80% to 82%.

**List of Strategies:**

Name	Strategy
Daily 5	Staff will review the Daily 5 reading management 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.
Guided Reading	Faculty 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 instruction in grades 3-5.

### 2.1.1. Strategy: Daily 5

**Strategy Statement:** Staff will review the Daily 5 reading management 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 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**

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 student-driven management structure designed to fully engage students in reading and writing.

Boushy, Gail and Joan Moser (2006) *The Daily Five*, Stenhouse Publishers.

Boushy, Gail and Joan Moser (2009) *The Cafe Book*, Stenhouse Publishers.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Collegial discussions to implement Daily 5	2010-09-13	2012-06-10	Principal, Building Leadership Team, and Teachers
Daily 5 Book Review	2010-09-13	2011-06-10	Principal, Building Leadership team, and Teachers
Daily 5 Video review	2010-09-13	2010-12-17	Principal, Building Leadership team, and Teachers
Development of a Literacy Block	2010-09-13	2012-06-10	Principal, Building leadership team, and Teachers

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**2.1.1.1. Activity: Collegial discussions to implement Daily 5**

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

- \*Review all five of the Daily 5 components
- \*Structure literacy block to ensure 90 minutes of instructional time
- \*Determine mini lessons based upon indentified student needs
- \*Analyze reading data

**Planned staff responsible for implementing activity:** Principal, Building Leadership Team, and Teachers

**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
Collegial Visits (subs)	General Funds	600.00	0.00
Faculty meetings	No Funds Required	0.00	0.00

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**2.1.1.2. Activity: Daily 5 Book Review**

**Activity Description:** Faculty will participate in a book study of the Daily 5 by Gail Boushey and Joan Moser.

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

**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	General Funds	600.00	0.00
Faculty meetings	No Funds Required	0.00	0.00

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**2.1.1.3. Activity: Daily 5 Video review**

**Activity Description:** Faculty meetings will be utilized to view Daily 5 Videos to:

- \*Review all five Daily 5 components
- \*Structure literacy block to ensure 90 minutes of instructional time
- \*Determine mini lessons based upon identified student needs

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-13, End Date - 2010-12-17

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Daily 5 videos	No Funds Required	0.00	0.00
Faculty meetings	No Funds Required	0.00	0.00

**2.1.1.4. Activity: Development of a Literacy Block**

**Activity Description:** Building will:

\*Commit to a literacy block of 90 minutes per day

\*Commit to implementation of Daily 5.

Grade levels will:

\*Structure 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

\*Collect and analyze data to drive instruction that includes mini lessons.

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

**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
Faculty meetings	No Funds Required	0.00	0.00
Literacy Library Books	General Funds	500.00	0.00
Student Books on Tape	General Funds	600.00	0.00

**2.1.2. Strategy: Guided Reading**

**Strategy Statement:** Faculty 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

One 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 reading 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>

NWEA research is supported by:

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.

Schmoker, Mike. (1999). Results, the Key Concepts of Continuous School Improvement, Association for Supervision and Development.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Assessment	2010-09-13	2012-06-08	Principal, Building Leadership Team, and Teachers
Balanced Literacy Block	2010-09-13	2010-11-05	Principal, Building Leadership team, and Teachers
Grouping of Students	2010-09-13	2012-06-08	Principal, Building Leadership Team, and Teachers
Mini Lessons	2010-09-13	2012-06-08	Principal, Building Leadership Team, and Teachers

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**2.1.2.1. Activity: Assessment**

**Activity Description:** Faculty will:

- \*receive NWEA training for use as a progress monitoring tool three times per year
- \*receive training in Data Director to input and analyze reading data gained from guided reading

**Planned staff responsible for implementing activity:** Principal, Building Leadership Team, and 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
Faculty meetings	No Funds Required	0.00	0.00

---

**2.1.2.2. Activity: Balanced Literacy Block**

**Activity Description:** Buildings will:

- \*Commit to a literacy block of 90 minutes to include guided reading.

Grade levels will:

- \*Commit to implementing guided reading groups at least 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, and Tier 1 at least 2 days per week.

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

**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
Faculty meetings	General Funds	0.00	0.00

**2.1.2.3. Activity: Grouping of Students**

**Activity Description:** Individual teachers will analyze data from all assessments. DRAs are to be administered three times per year for all students. Oral reading records are to be administered three times per card marking on students in Tier 2 and Tier 3 RTI levels. Teachers will analyze data collected from all assessments in order to group students according to appropriate reading fluency and comprehension levels.

**Planned staff responsible for implementing activity:** Principal, Building Leadership Team, and 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
Planning time	No Funds Required	0.00	0.00

**2.1.2.4. Activity: Mini Lessons**

**Activity Description:** Staff will:

- \*Analyze data to develop mini-lessons addressing student needs
- \*Develop the mini-lessons, which may include, but are not limited to, phonemic awareness, phonics, fluency, comprehension, reading strategies, vocabulary
- \*DRAs will be administered three times per year
- \*Oral reading records will be administered three times per card marking to students in tiers 2 and 3
- \*Analyze data collected from all assessments.

**Planned staff responsible for implementing activity:** Principal, Building Leadership Team, and 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
Daily 5 Cafe Books	General Funds	200.00	0.00
Faculty Meetings	No Funds Required	0.00	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
Words Their Way	General Funds	250.00	0.00

### 2.1.3. 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 instruction 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 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 Communicates the results of student performance and school effectiveness to all stakeholders

**Other Required Information for Strategy**

First, correlational 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 the 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 and 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 improves 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](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)

NWEA research is supported by:

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.

Schmoker, Mike. (1999). Results, the Key Concepts of Continuous School Improvement, Association for Supervision and Development.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Assessment	2010-09-13	2012-06-08	Principal, Building Leadership Team, K-12 English Language Arts Committee, Reading Specialist and Speech Therapist
Making Words	2010-09-13	2012-06-08	Principal, Building Leadership Team, and Teachers; K-12 English Language Arts Committee
Rebecca Sitton	2010-09-13	2012-06-08	Principal, Building Leadership Team and Teachers, K-12 English Language Arts Committee
Systematic Phonics	2010-09-13	2011-06-08	Principal, Building Leadership Team and Teachers, Reading Specialist, Speech Therapist, and K-12 English Language Arts Committee
Words Their Way	2010-09-13	2012-06-08	Principal, Building Leadership Team, Teachers, K-12 English Language Arts committee

**2.1.3.1. Activity: Assessment**

**Activity Description:** K-3 Teachers will use MISD MLPP Benchmark phonemic awareness assessments three times per year (fall, winter, spring). 1st-5th grade teachers will use NWEA assessments three times per year (fall, winter spring).

**Planned staff responsible for implementing activity:** Principal, Building Leadership Team, K-12 English Language Arts 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	No Funds Required	0.00	0.00

**2.1.3.2. Activity: Making Words**

**Activity Description:** All teachers will review components of Making Words by Patricia Cunningham and implement phonemic awareness/phonics lessons within established literacy block (example: Word Work in Daily 5).

**Planned staff responsible for implementing activity:** Principal, Building Leadership Team, and Teachers; K-12 English 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

**2.1.3.3. Activity: Rebecca Sitton**

**Activity Description:** All teachers will review phonics components of Rebecca Sitton, follow the guidelines established by the District spelling Committee recommendations (2008-2009), and implement within the 90-minute literacy block.

**Planned staff responsible for implementing activity:** Principal, Building Leadership Team and Teachers, K-12 English 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
Rebecca Sitton Spelling Program	No Funds Required	0.00	0.00

**2.1.3.4. Activity: Systematic Phonics**

**Activity Description:** Faculty 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, Building Leadership Team and Teachers, Reading Specialist, Speech Therapist, and K-12 English Language Arts Committee

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-13, End Date - 2011-06-08

**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 phonics programs	No Funds Required	0.00	0.00

**2.1.3.5. Activity: Words Their Way**

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

**Planned staff responsible for implementing activity:** Principal, Building Leadership Team, Teachers, K-12 English 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
Words Their Way for every teacher	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 a review of student achievement data sources, school data profile, MEAP and Building writing scores, 80% of students are scoring proficient compared to the goal of 100% proficient in fourth grade.

**Cause for Gap:** Based on the 2008-2009 building MEAP summary, there is an achievement gap of 60% between the subgroup of students with disabilities and the aggregate in overall reading achievement (20% of the students with disabilities were proficient). 75% of boys tested were proficient, compared to 84% of girls.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Strand data analysis from the Fall 2008 MEAP indicates that out of 45 students assessed in the fourth grade the following strands

showed an area of concern:

W.PR.03.03 - Writing Process

W.GR.03.01 - Grammar and Usage

Student data analysis from end of year writing scores indicate that 23% of fourth graders lacked proficiency in classroom writing.

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?** 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.

**Contact Name:** Donna Block

**List of Objectives:**

Name	Objective
Improved writing	We will close the gap in achievement. The percent of non-disabled students proficient on the MEAP increases from 88% to 92%. Students with disabilities will make a 50% increase in achievement on the MEAP to increase to 70% from 20%.

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### **3.1. Objective: Improved writing**

**Measurable Objective Statement to Support Goal:** We will close the gap in achievement. The percent of non-disabled students proficient on the MEAP increases from 88% to 92%. Students with disabilities will make a 50% increase in achievement on the MEAP to increase to 70% from 20%.

**List of Strategies:**

Name	Strategy
6+1 Writing Traits	Grades 3-5 teachers will use the 6+1 Writing Traits to guide their Writer's Workshop.
Lucy Calkins Unit of Study	Grades K - 2 teachers 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.

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#### **3.1.1. Strategy: 6+1 Writing Traits**

**Strategy Statement:** Grades 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 the writing achievement of students. "When you teach the traits you're 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

"The advantage of the 6+1 Trait® Writing model is that it has brought together key elements from a number of sources and has presented an integrated approach to teaching and assessing student writing that is supported by instructional materials. The expectation is that this will assist teachers to implement these strategies more effectively."

[http://educationnorthwest.org/webfm\\_send/134](http://educationnorthwest.org/webfm_send/134)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
6+1 Writing Book/Trait Crates	2010-09-13	2012-06-08	Principal, Building Leadership team, Teachers
6+1 Writing Videos	2010-09-13	2012-06-08	Principal, Building Leadership team, Grade 3-5 teachers
Collegial converstations/visits	2010-09-13	2012-06-08	Principal, Building Leadership team, Grade 3-5 teachers
Pacing Guide	2010-09-13	2012-06-08	Principal, Building Leadership team, Grade 3-5 teachers

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**3.1.1.1. Activity: 6+1 Writing Book/Trait Crates**

**Activity Description:** Grade 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, Building 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
6+1 Trait Book	No Funds Required	0.00	0.00
Staff Meetings	No Funds Required	0.00	0.00
Trait Crates	No Funds Required	0.00	0.00

**3.1.1.2. Activity: 6+1 Writing Videos**

**Activity Description:** Grade 3-5 Teachers will view the 6+1 Writing videos at faculty meetings.

**Planned staff responsible for implementing activity:** Principal, Building Leadership team, Grade 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 converstations/visits**

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

**Planned staff responsible for implementing activity:** Principal, Building Leadership team, Grade 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
Substitutes	General Funds	1,000.00	0.00

**3.1.1.4. Activity: Pacing Guide**

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

**Planned staff responsible for implementing activity:** Principal, Building Leadership team, Grade 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 Unit of Study**

**Strategy Statement:** Grades K - 2 teachers 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 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**

"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, work time, 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." From 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, Building Leadership team, K-2 teachers
Lucy Calkins Units of Study	2010-09-13	2012-06-08	Principal, Building Leadership team, K-2 teachers
Lucy Calkins videos	2010-09-13	2012-06-08	Principal, Building Leadership Team, K - 2 teachers
Pacing Guide	2010-09-13	2012-06-08	Principal, Building Leadership team, K - 2 Teachers

**3.1.2.1. Activity: Collegial Conversations / Visits**

**Activity Description:** Grade K-2 teachers will meet and/or arrange collegial visits to review Lucy Calkins Units of Study and its implementation within Writer's Workshop.

**Planned staff responsible for implementing activity:** Principal, Building Leadership team, K-2 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
Substitutes	General Funds	1,000.00	0.00

**3.1.2.2. Activity: Lucy Calkins 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, Building Leadership team, K-2 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
Units of Study	No Funds Required	0.00	0.00

**3.1.2.3. Activity: Lucy Calkins videos**

**Activity Description:** k-2 teachers will view the Lucy Caulkins Unit of Study videos at staff meetings.

**Planned staff responsible for implementing activity:** Principal, Building Leadership Team, K - 2 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
Faculty meetings	No Funds Required	0.00	0.00

Lucy Calkins video	No Funds Required	0.00	0.00
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### **3.1.2.4. Activity: Pacing Guide**

**Activity Description:** Grades 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, Building Leadership team, K - 2 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
Faculty 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**

3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
3.8 Supports the implementation of interventions to help students meet expectations for student learning

**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, "of the 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.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Conferencing Tools	2010-09-13	2012-06-08	Teachers, principal
Grade Level Meetings	2010-09-13	2012-06-08	Principal, Building Leadership team, Teachers
Mini lessons	2010-09-13	2012-06-08	Principal, Building Leadership team, Teachers
Peer Editing Guidelines	2010-09-13	2012-06-08	Principal, Building Leadership team, Teachers
Writer's Workshop professional development	2010-09-13	2012-06-08	Principal, Building Leadership team, Teachers

**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 the students. These will include record keeping, sentence stems, scoring/assessment, and topics (traits).

**Planned staff responsible for implementing activity:** Teachers, principal

**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

**3.1.3.2. Activity: Grade Level Meetings**

**Activity Description:** Grade Level Meetings to score writings assessed with 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, Building 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
Grade Level meetings (subs)	General Funds	1,000.00	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 traits 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, Building 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 meetings	No Funds Required	0.00	0.00
Substitutes	General Funds	300.00	0.00

**3.1.3.4. Activity: Peer Editing Guidelines**

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

**Planned staff responsible for implementing activity:** Principal, Building 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
Faculty meetings	No Funds Required	0.00	0.00
Substitutes	General Funds	300.00	0.00

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**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 writing 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/and websites will be used. Collegial visits will be scheduled as needed.

**Planned staff responsible for implementing activity:** Principal, Building 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 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

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
No Funds Required	\$0.00	\$0.00
General Funds	\$8,850.00	\$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 which includes the school profile and the school performance indicators completed by the staff during staff and building school improvement meetings.*

### 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 level and brought to the district committee the 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.

*The Lakeview school district is launching K-12 curriculum committees, which use data to make informed decisions about district-wide issues and trends in the four content areas. Additionally, uniform curriculum and pacing guides are coming forth from the K-12 committees. Consequently, lateral and vertical gaps within and across the grades are being discovered and addressed. This information goes back to the schools, where it is implemented. Grade level meetings within and between schools are held for collegial discussion and decision-making. While common assessments are not fully developed, they are receiving attention as well. An area that is not yet developed is the inclusion of parent, business entities and student members in the process of decision making about curriculum, instruction and assessment.*

### Staff 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. These 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.

### **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 committee.*

### **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.

*Teachers use Data Director as a means to analyze student achievement to drive classroom instruction, particularly in the content areas addressed by this plan: reading, writing, math. NWEA will be implemented in fall of 2010 as a district initiative to assess students three times per year in the areas of reading and math. From it, too, progress monitoring for grades K - 2 will occur, to measure progress in RTI interventions and strategies. Teachers incorporate technology through the use of software such as Successmaker, Photo Story 3, and websites such as A+Math, RAZ Kids and others. Students are taught to develop Word and PowerPoint documents, producing them on new Netbook computers.*

### **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. Walk throughs, collegial visits and lesson plan reviews are 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.

*Teachers share student information with parents via phone calls, email, daily planners (3rd - 5th grade), class newsletters, quarterly report cards, and face-to-face parent/teacher conferences twice per year. Teachers have access to student data via Data Director, and will use PowerSchool when it becomes available. The office produces a monthly newsletter that provides information to families. Parents are invited to Student Assistance Meetings in which students of concern are referred, discussed, and plans of action are formulated. Additionally, the PTO meets once per month, to plan and implement activities that support the school financially, academically and socially.*

### **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 attending that school, 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.

*The school improvement leadership team, comprised of two teachers and the principal, attend Facilitator of School Improvement meetings at the Macomb ISD. From there, the information is brought back to the stakeholders at alternating, weekly staff and BSIC meetings. The discovery work and drafts of subsequent findings are completed by grade-level groups, who review data to make decisions about what is working, and what isn't. We are in the beginning stages of RTI implementation, which is a direct result of work on the School Improvement Plan. In the coming year, the SIP, relevant data, and various strategic interventions will be addressed at nearly every staff meeting.*

## 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: <http://www.lakeview.misd.net/ardmore/PA25/ArdmorePA25Report2003.pdf>

### Educational Development Plan (EDP)

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

Response: *N/A (our school does not have grade 8)*

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, 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, but not 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.

<b>Title</b>	<b>First Name</b>	<b>Last Name</b>	<b>Position</b>	<b>E-mail</b>
Ms.	Elizabeth	Teagan	Teacher/BSIC chairperson	eteagan@scslakeview-k12.com
Mrs.	Diane	Smale	Teacher	dsmale@scslakeview-k12.com
Mrs.	Erin	Johnston	Teacher	ejohnston@scslakeview-k12.com
Mrs.	Donna	Block	Principal	dblock@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:	Donna Block
Address:	27001 Greater Mack Ave. St. Clair Shores, MI 48081
Telephone Number:	586-445-4160

## 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

*No documentation was attached.*