

State of Michigan School Improvement Goal / Mathematics

School: Dieck Elementary School		School Year: 2009-2010	
Section I: Comprehensive Analysis Report on Student Achievement			
Content Area: Mathematics	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal
Student Goal Statement: All students will increase their skills in mathematics.			
Statement of gap in student achievement (Need Statement): Based on the math data that was reviewed, male students outperformed the female students by an average of 7% in grades 3 and 5, but the female students outperformed the males by 7% in the 4 th grade. Students in the sub-category of economically disadvantaged were outperformed by other students in math by an average of 18%. (3 rd grade-10%, 4 th grade- 20% and 5 th grade-24%.)			
Contributing Cause for the gap in student achievement: After analyzing the data it was determined that mathematics scores are low because students lack skills such as problem solving strategies, graphing skills, and basic computation skills.			
List the multiple sources of data used to identify the gap in student achievement: MEAP results and STAR reading scores (comprehension) and local assessments.			
Section II: Comprehensive Analysis Report on System Processes and Practices			
Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)			
Technology	Inquiry Based Learning	Professional Learning Community	
Collaborative	Use of Best		

Learning		Practice						
Section III: Plan to Accomplish Student Achievement Goals								
Measurable Objective Statement to support Goal: By June 2010, students will improve their math problem solving skills and applications across the curriculum by 3%.								
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: STAR Math results, MEAP scores, teacher observations and assessments (quizzes, tests, and assignments).								
Strategy Statement: Teachers will research best math practices that focus on differentiated instruction, implementing Context Learning for Mathematics, Otter Creek Math Curriculum and the use of technology in the classrooms to assist targeted populations of low-performing students.								
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
1) Teachers will use math manipulatives to model math concepts	All staff	9/2009	6/2010	Math kits	General Fund Title 1	\$1,000	Lesson Plans Professional walkthroughs	Increased MEAP scores
2) Implement <u>Context for Learning Mathematics</u> program	All staff	9/2009	6/2010	Mathematics supplement	Title 1	\$2,000	Principal monitors classrooms	Increased math scores on assessments, Star testing , and local assessment
3) Utilize Math Facts in a Flash to support low-performing students.	1-5 Classroom Teachers	9/2009	6/2010	Technology Program	Title 1	\$1,000	Principal and Differentiated Instructional Specialist	Increase math scores on assessments and standardized tests
4) Utilize current technology such as Smart boards and document	Classroom Teachers	9/2009	6/2010	Technology	Title 1	\$8,000	Principal District Instructional Specialist and Teachers	Increased problem solving skills as measured by local assessment

projectors to supplement student learning								
5) Utilize <u>Accelerated Math</u> with low-performing students to increase mastery of math skills	3-5 Classroom Teachers	9/2009	5/2010	Accelerated Math program	Title 1	\$2,000	Principal and Differentiated Instructional Specialist	Evidence of growth through the school year
6) Increase use of Math Journaling	All staff	9/2009	6/2010	NA	NA	NA	Teacher	Increased assessment scores, Star testing, and local assessment
7) Pilot Otter Creek Computational Skills practice	All Staff	9/2009	6/2010	Otter Creek Institute	Title 1	\$1,000	Classroom Teachers	Increased basic computation skills
8) Analyze math assessment data to identify deficiencies	Principal Differentiated Instructional Specialist and Teachers	9/2009	6/2010	MEAP, STAR testing, and local assessments	Title 1	Na	Lesson plans, Walkthroughs, and Classroom observations	Improved instructional pedagogy, improved math scores on MEAP, STAR testing, and local assessments
9) Develop formative assessments at each grade level	Principal Differentiated Instructional Specialist and Teachers	9/2009	6/2010	NA	NA	NA	Completed assessments	Improved math scores on MEAP, STAR testing, and local assessments
10) Increase use of technology in math instruction	Teachers	9/2009	6/2010	Calculators, Smart Boards, Elmos, Computers	Title 1 general fund	\$20,000	Walkthroughs, classroom observations, and lesson plans	Improved instructional pedagogy, improved math scores on MEAP, STAR testing, and local assessments
11) Develop strategies for	Differentiated Instruction	6/2009	6/2010	Summer Skills	Title 1 general	\$600	Walkthroughs, classroom	Improved mathematic scores on local

assisting economically disadvantaged students with mathematics	Specialist, Principal and Teachers			workbooks and the incentives for completing workbooks	fund		observations	assessment – STAR & MEAP
12) Provide home-school liaison for at-risk student academic assistance	Social Worker	9/2009	6/2010	NA	Title 1 & general fund	Employee salary	Contact log, conferencing with teachers, admin and social worker	Improved mathematic assessment scores – STAR & MEAP
13) Implement in-class strategies for assisting at-risk students	Para-professionals	9/2009	6/2010	Professional Development, math supplements including manipulatives	Title 1 & general fund	\$3,000	Tutoring logs	Improved mathematic assessment scores – STAR & MEAP
14) Offer Summer Math Academy for at-risk students	Teachers and Para-professionals	6/2010	8/2010	Math supplements including manipulatives	Title 1 & general fund	\$2,000	On-going summative assessments	Local standard assessment

Other Required Information

What research did you review to support the use of this strategy and action plan? Best Practice by Zemelman, Daniels and Hyde. Adding It Up by National Research Council. Foundations For Success by The National Mathematics Advisory Board. The Differentiated Math Classroom by Miki Murray. What’s Math Got to Do With It? by Jo Boaler. What Works by U.S. Dept. of Education.

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Staff meetings, grade level meetings, use of best practices, district professional development and school improvement meetings.

How has the school integrated its available fiscal resources to support this strategy and action steps? Title I and Title II monies will be used to give teachers release time to collaborate, attend meetings, train paraprofessionals and to buy materials needed for book studies and RtI. Computers purchased with monies from the general fund will be interfaced with technology tools purchased with Title I monies.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? Our teachers and students employ a variety of technology tools to teach and to demonstrate their understanding of what they have learned. These include: Microsoft Word, Power Point, Excel, Movie Maker, Publisher, Web 2.0 and

Google Earth. Our district's technology plan aligns with the state's Grade Level Content Expectations for the integration of technology into the general curriculum. Our building currently has four teachers that are lead teacher in technology integration. They have been trained by the intermediate school district. They have been given the title of technology "Pioneers". They provide training and assistance to fellow staff members in the integration of technology into the curriculum. The use of digital projectors, computers, document projectors, interactive whiteboards for all instructional staff along with internet access throughout the building will enhance our delivery of instruction and content.

State of Michigan School Improvement Goal / Science

School: Dieck Elementary		School Year: 2009-2010		
Section I: Comprehensive Analysis Report on Student Achievement				
Content Area: Science	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal	
Student Goal Statement: All students will improve their skills in science.				
Statement of gap in student achievement (Need Statement): On review and analysis of science MEAP data, for the fifth grade in 2008, 88% of students scored proficient. This is a decline of 7% from the 2007 scores, but the score was consistent with the preceding two years data (2006, 2005). No remarkable variance in scores was shown in gender or economic groups.				
Contributing Cause for the gap in student achievement: With science scores remaining so consistent through the last four years except from the spike gain of 7% in 2007, which was balanced out again by the 7% decline in 2008, change must be contributable to the specific groups of children taking the test.				
List the multiple sources of data used to identify the gap in student achievement: MEAP assessment data from Fall 2005, 2006, 2007 and 2008 tests.				
Section II: Comprehensive Analysis Report on System Processes and Practices				
Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)				
Collaboration and communication	Parent involvement	Best practices	Professional Learning Communities	Technology
Data Analysis				
Section III: Plan to Accomplish Student Achievement Goals				

Measurable Objective Statement to support Goal: By June 2010, students increase their proficiency in science by 3%.

For this objective, list the multiple measures of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: Assessment data to measure the objective will include MEAP test data, teacher observations and other local assessments (quizzes, tests, other assignments).

Strategy Statement: Teachers will research best practices in science instruction that focuses on differentiated instruction and literacy strategies including notebooking and content area reading. Additionally, teachers will use technology in the classrooms to extend student learning.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
1) Staff will use research-based data to incorporate literacy activities including ongoing use of notebooking and content area reading; into the science curriculum.	Teachers	09/2009	06/2010	Content area reading materials. Notebook materials	General fund	\$1,000	Grade level meetings, common planning time.	Increased proficiency on science assessments. Demonstration of increased understanding of concepts through contents of student written expression.
2) Staff will review data analysis. Implement best practice strategies in science instruction.	School leaders, district science committee, Curriculum Council members, teachers	08/2009	06/2010	NA	NA	NA	Walkthroughs Observations Monitoring of data analysis by instructional staff	Increased student science proficiency on norm and criterion reference test; grade 5 MEAP score increase.
3) New science materials /	Selected teachers,	09/2009	06/2010	General Fund	General fund	\$2,000	Teachers will meet to share	Increased student mastery of science GLCEs

curriculum will be piloted for evaluation of possible adoption	building leaders						material merits.	measured by district common assessments and MEAP.
4) Implement in-class strategies for assisting at-risk or low-performing students	Para-professionals	9/2009	6/2010	Professional Developmnt	Title 1 general fund	\$2,000	Tutoring logs	Improved science assessment scores – MEAP & local assessment
5) Provide home-school liaison for at-risk student academic assistance	Social Worker	9/ 2009	6/2010	NA	Title 1 & general fund	Employee salary	Contact log, conferencing with teachers, admin and social worker	Improved science assessment scores – local assessment & MEAP

Other Required Information

What research did you review to support the use of this strategy and action plan? Over the last fifteen years various researchers and organizations have conducted studies on SEPUP using both qualitative and quantitative analysis. In addition to the research cited (following), we reviewed and aligned materials to our curriculum and Michigan Curriculum Frameworks and GLCEs.[Summary of research findings from a variety of sources including: Ken Wilson’s book, *Redesigning Education*; Pogrow’s Research Project at the University of Arizona; *Classroom Assessment and the National Science Education Standards* (National Research Council, 2001)]. Best Practices by, Zemelman, Daniels and Hyde.

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Staff meetings, grade level meetings, use of best practices, district professional development, and school improvement meetings.

How has the school integrated its available fiscal resources to support this strategy and action steps? Title I and Title II monies will be used to give teachers release time to collaborate, attend meetings, train paraprofessionals, and to buy materials needed for the book study and RTI. Computers purchased with monies from the general fund will be interfaced with technology tools purchased with Title I monies

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? Our teachers and students employ a variety of technology tools to teach, and to demonstrate their understanding of what they have learned. These include: Microsoft Word, Power Point, Excel, Movie Maker, Publisher, Web 2.0, and

Google Earth. Our district's technology plan aligns with the state's Grade Level Content Expectations for the integration of technology into the general curriculum. Our building currently has four teachers that are lead teachers in technology integration. They have been trained by the intermediate school district. They have been given the title of technology "Pioneers". They provide training and assistance to fellow staff members in the integration of technology into the curriculum. The use of digital projectors, computers, document projectors, interactive whiteboards for all instructional staff, and internet access throughout the building, will enhance our delivery of instruction and content.

State of Michigan School Improvement Goal / ELA - Reading

School: Dieck Elementary		School Year: 2009-2010		
Section I: Comprehensive Analysis Report on Student Achievement				
Content Area: English Language Arts: Reading	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal	
Student Goal Statement: All students will increase their reading skills across the curriculum.				
Statement of gap in student achievement (Need Statement): Based on the reading data collected, female students outperformed the male students by 12% in the 3 rd grade, 26% in the fourth grade and 12% in the 5 th grade.				
Contributing Cause for the gap in student achievement: After analyzing the data it was determined that reading scores are low because students lack reading strategies such as making inferences, drawing on background knowledge, vocabulary and synthesizing.				
List the multiple sources of data used to identify the gap in student achievement: MEAP results, DRA/MLPP, and STAR Reading				
Section II: Comprehensive Analysis Report on System Processes and Practices				
Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)				
Parent Involvement	Best Practices	Developmentally Appropriate Instruction	Professional Learning Communities	Aligned Assessment

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: By June 2010, all students will improve their reading skills by 3%.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: DRA/MLPP assessments, STAR Reading results, MEAP scores, teacher observations and assessments (quizzes, tests, and assignments).

Strategy Statement: Teachers will research best practices around reading instruction that focus on reading strategies such as making inferences, drawing on background knowledge, vocabulary and synthesizing. Teachers will also utilize differentiated instructional and strategies from Daily Café' book study and Reader's Workshop to target instruction for low- performing male students.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
1) Participation of all teachers in a book study <i>The Daily Café</i> by Boushey and Moser to enhance organization and delivery of content for low-performing students	School Improvement Team and staff	9/2009	12/2009	Book by Boushey and Moser	Title 1	\$374	Monthly Staff meetings to discuss book	Increased scores on reading assessments
2) Staff will participate in Classroom Assessment for Learning Meetings (CALM) in	Differentiated Instructional Specialist, Principal, and Teachers	10/2009	3/2010	NA	NA	NA	Differentiated Instructional Specialist and Principal monitor meeting agenda	Students growth in reading strategies

order to identify deficiencies								
3) Response to Intervention (RTI) team members and other key members participate in meetings to identify specific strategies for use with low-performing students.	RTI Team, Classroom Teachers, and Principal	9/2009	5/2010	Trained Paraprofessionals			Differentiated Instructional Specialist and Principal attend and monitor meetings	RTI team reviews individual students' achievement
4) MEAP analysis are reviewed in order to identify students in need and align strategies to be used	Differentiated Instructional Specialist and Classroom Teachers	4/2010	6/2010	NA	NA	NA	Differentiated Instructional Specialist and Principal review plans put together by teachers	Increased MEAP scores
5) Utilize Fast ForWord computer software to assist low-performing students	Paraprofessional, Principal	9/2009	5/2010	NA	31A	\$15,000	On-going Assessment	Individual student progress

6) Implement in-class resources: Rigby leveled books, Accelerated Reader and Readers Workshop notebooks to assist low-performing students.	Para-professionals	9/2009	6/2010	Professional Development, reading supplements including manipulatives as necessary	Title 1 & general fund	\$2,000	Tutoring logs Walkthroughs	Improved reading comprehension reflected in local assessment scores – STAR & MEAP & DRA
7) Offer Summer Academy for at-risk students	Teachers and Para-professionals	6/2010	8/2010	Reading supplements including manipulatives	Title 1 & general fund	\$2,000	On-going summative assessments	Improved comprehension skills reflected in local standard assessment

Other Required Information

What research did you review to support the use of this strategy and action plan? US Department of Education’s research on RTI, *What Really Matters in Response to Intervention* by Richard Allington, *Results Now* by Mike Schmoker, and *The Daily Café* by Boushey and Moser

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Staff meetings, grade level meetings, use of best practices, and district professional development

How has the school integrated its available fiscal resources to support this strategy and action steps? Funds will be used to give teachers release time to collaborate, attend meetings, train paraprofessionals, and to buy materials needed for the book study and RtI.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? Use of digital projectors, computers for all instructional staff, internet access throughout the building, trained technology staff.

State of Michigan
School Improvement Goal / ELA - Writing

School: Dieck Elementary		School Year: 2009-2010		
Section I: Comprehensive Analysis Report on Student Achievement				
Content Area: English Language Arts: Writing	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal	
Student Goal Statement: All students will improve their writing skills across the curriculum.				
Statement of gap in student achievement (Need Statement): Based on a review of assessment data female students outperformed the male students in writing by 26% in the 3 rd grade, 25% in the 4 th grade, and 16% in the 5 th grade. Economically disadvantaged students scored an average of 24% lower than non-economically disadvantaged students..				
Contributing Cause for the gap in student achievement: After analyzing the data it was determined that writing scores are low because students lack writing strategies such as content and ideas, organization, and style/voice.				
List the multiple sources of data used to identify the gap in student achievement: MEAP results, DRA/MLPP, and Teacher Conferencing.				
Section II: Comprehensive Analysis Report on System Processes and Practices				
Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)				
Collaboration & Communication	Parental Involvement	Technology	Best Practices	Professional Learning Communities

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: By June 2010, all students will improve their writing score by 3%.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: DRA/MLPP assessments, MEAP scores(4th grade only), teacher observations and assessments (quizzes, tests, and assignments).

Strategy Statement: Teachers will research best practices around writing instruction that focuses on writing strategies such as content and ideas, organization, and style/voice. Teachers will also utilize the Differentiated Instructional Specialist to target instruction for economically disadvantaged and male students. Teachers will also collaborate with other grade level teachers sharing strategies including the use of technology in the classroom.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
1) Participation of all teachers in a book study <u>The Daily Café</u> to enhance organization and delivery of content	School Improvement Team and staff	9/2009	12/2009	text by Boushey and Moser	Title 1	\$374	Monthly Staff meetings to discuss book Principal walk-throughs to monitor Daily Café strategies	Increased scores on writing assessments Improvement observed on monthly formative assessments.
2) Conduct regular Classroom Assessment for Learning Meetings (CALM) in order to identify deficiencies	Differentiated Instructional Specialist, Principal, and Teachers	10/2009	3/2010	Differentiated Instruction Specialist	Title I	N/A	Differentiated Instructional Specialist and Principal monitor meeting agenda	Students growth in writing strategies. Focused, differentiated instruction based on individual needs of students.
3) Implement Response to	RTI Team, Classroom	9/2009	6/2010	Trained Paraprofessionals	General funding	N/A	RTI team reviews	Decreased number of students in Tier

Intervention (RtI) to assist struggling learners.	Teachers, and Principal				and Special Education funding		individual students achievement	2-3 and Sp. Ed. Referrals.
4) Staff will conduct an analysis of MEAP data to identify deficiencies and develop improvement plans.	Differentiated Instructional Specialist and Classroom Teachers	4/2010	6/2010	MEAP item analysis reports, data 4 success MEAP released items	MDE	NA	Implementation of improvement plans.	Improved MEAP scores
5) Implement Writer's Workshop	Differentiated Instructional Specialist and Classroom Teachers	9/2009	6/2010	Lucy Calkins Write time for Kids Fletcher Kits Write Source Books Writer's Wksp Notebooks	NA	NA	Differentiated Instructional Specialist and Principal monitor meeting agenda	Increased writing scores
6) Implement in-class strategies for assisting at-risk students	Para-professionals	9/2009	6/2010	Professional Development provided by Differentiated Instruction Specialist	Title 1 & general fund	\$3,000	Tutoring logs	Improved writing assessment scores MEAP & local assessment
7.) Provide Summer Literacy Academy for at-risk students	Teachers and Para-professionals	6/2009	8/2009	Reading A-Z & Road to the Code	At-Risk funds	\$700	On-going formative assessments Weekly mtgs. To discuss student progress.	Local standard assessment
Other Required Information								
What research did you review to support the use of this strategy and action plan? US Department of Education's research on RTI, <i>What Really Matters in Response to Intervention</i> by Richard Allington, <i>Results Now</i> by Mike Schmoker, and <i>The Daily Café</i> by Boushey and								

Moser

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Staff meetings, grade level meetings, use of best practices, and district professional development

How has the school integrated its available fiscal resources to support this strategy and action steps? Money will be used to give teachers release time to collaborate, attend meetings, train paraprofessionals, and to buy materials needed for the book study and RtI.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? Use of digital projectors, computers for all instructional staff, internet access throughout the building, trained technology staff.

State of Michigan School Improvement Goal / Social Studies

School: Dieck Elementary

School Year: 2009-2010

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Social Studies

Active Goal

Maintenance Goal

Revised Goal

Student Goal Statement: All students will improve their skills in social studies.

Statement of gap in student achievement (Need Statement): Since social studies is not assessed by MEAP until Middle School, the foundation of acquiring GLCE knowledge must be addressed and assessed at lower levels through common, teacher created assessments which are not adequately in place until the 2009-2010 school year.

Contributing Cause for the gap in student achievement: New goal and assessments, no documented gaps exist

List the multiple sources of data used to identify the gap in student achievement: n/a

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)

Collaboration

Aligned Assessment

**Professional Learning
Communities**

Best Practices

Technology

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: By June 2010, students will improve their Social Studies score by 3%.

For this objective, list the multiple measures of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: Assessment data to measure the objective will include teacher observations and other local assessments (quizzes, tests, other assignments, projects and portfolios).

Strategy Statement: Teachers will incorporate a variety of strategies to best meet the learning needs of each individual student including: identifying similarities and differences (comparing, contrasting, classifying, analogies and metaphors); summarizing and note taking; Reinforcing effort and give praise; Homework and practice and Setting objectives and providing feedback.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
1) Staff will use research-based data to integrate math, literacy and science curriculum activities to best meet all social studies GLCEs.	Teachers	09/2009	06/2010	Professional Development	General fund Title IIA	\$2000	Grade level meetings, common planning time.	Increased proficiency on social studies assessments. Demonstration of increased understanding of concepts through contents of student written expression through projects, portfolios, etc.
2) Staff will review data analysis and implement best practice strategies in social studies instruction.	School leaders, Curriculum Council members, teachers	08/2009	06/2010					Increased student proficiency in social studies on developmentally appropriate norm and criterion reference test.
3) Implement in-class strategies for	Para-professionals	9/2009	6/2010	Professional Development	Title 1 general fund	\$2,000	Tutoring logs	Improved social studies assessment scores – MEAP & local assessment

assisting at-risk students				ment				
4) Provide home-school liaison for at-risk student academic assistance	Social Worker	9/2009	6/2010	NA	Title 1 & general fund	Employee salary	Contact log, conferencing with teachers, admin and social worker	Improved social studies assessment scores – local assessment & MEAP
Other Required Information								
What research did you review to support the use of this strategy and action plan? Marzano, R., Pickering, D., and Polack, J. (2001). <u>Classroom Instruction That Works</u> . Alexandria, VA: ASCD, as printed in <u>Breaking Through Change Barriers</u> (June 2002) by Michael Fullan and Carol Rolheiser. <u>Best Practices</u> by, Zemelman, Daniels, and Hyde								
What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Staff meetings, grade level meetings, use of best practices, school improvement meetings and district professional development								
How has the school integrated its available fiscal resources to support this strategy and action steps? Title I and Title II monies will be used to give teachers release time to collaborate, attend meetings, train paraprofessionals, and to buy materials needed for the book study and RTI. Computers purchased with monies from the general fund will be interfaced with technology tools purchased with Title I monies.								
How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? Our teachers and students employ a variety of technology tools to teach, and to demonstrate their understanding of what they have learned. These include: Microsoft Word, Power Point, Excel, Movie Maker, Publisher, Web 2.0, and Google Earth. Our district's technology plan aligns with the state's Grade Level Content Expectations for the integration of technology into the general curriculum. Our building currently has four teachers that are lead teachers in technology integration. They have been trained by the intermediate school district. They have been given the title of technology "Pioneers". They provide training and assistance to fellow staff members in the integration of technology into the curriculum. The use of digital projectors, computers, document projectors, interactive whiteboards for all instructional staff, and internet access throughout the building, will enhance our delivery of instruction and content.								