

Schoolwide Reform Strategies and Action Plan- Elms Road Elementary

School: Elms Road Elementary		School Year: 2009-2010						
Section I: Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)								
Content Area: ELA-Reading		(X) Active Goal			() Maintenance Goal		() Revised Goal	
Student Goal Statement: By June 2010, all Elms Road Elementary students will improve in reading proficiency across the curriculum.								
Statement of gap in student achievement (based on multiple measures of student achievement data): Reading data on the 2008 MEAP is erratic within subgroups across all grade levels third through fifth. No consistent pattern emerges and in some cases the gap is very narrow.								
Contributing cause for the gap in students: The data on reading revealed that students need word recognition and fluency skills. Some teachers also felt that students needed direct instruction to increase vocabulary. There is also no comprehensive reading program.								
List the multiple sources of data used to identify the gap in student achievement: Sources include MEAP Data, STAR Diagnostic Test, DRA level and MLPP assessments								
Section II: Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)								
List the challenges that were identified during the assessment of the system processes and practices that align with this goal area:								
Use Best Practices	Collaboration and Communication	Tools			Technology		Clear Expectations	
Section III: Plan to Accomplish Student Achievement Goals								
Measurable Objective Statement to support Goal: Elms Road Elementary students will improve their test scores by 3% on the 2009-2010 MEAP.								
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP, STAR Diagnostic Test, DRA levels, and MLPP assessments								
Strategy Statement: Teachers will research best practices around reading that focuses on differentiated instruction, implement professional learning communities, Cultures of Thinking, Six Guided Reading Strategies and the use of technology in the classrooms.								
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
1. Analyze reading data and develop lessons at all grade levels to access the major areas of skills not mastered as measured by the state and local reading assessments.	Principal, DIS and Classroom Teachers	September, 2009	On-going	MEAP, MLPP, DRA	General		Lesson plans, classroom observations, walk throughs	Professional development, lesson plans that address data findings, teacher assessments
2. Training and implementation of Intervention Groups - Guided Reading Grades K-5.	Principal, DIS and Classroom Teachers	September, 2009	On-going	Books on tape Listening station Technology Literacy center materials Leveled trade books	Title & General Education Funds	\$3500	September, 2009 Differentiated Instruction Specialist (DIS) will work with the classroom teachers to	MLPP data used in grades K-3; DRA data collected 2 times a year on students grades 3-5

				<u>The Daily Five</u> , (Boushey & Mosner, 2006), Lucy Calkins <u>Guided Reading: Good First Teaching for ALL Children</u> (Fountas & Pinnell)			identify targeted students Administrative Walk-throughs	
3. Training and implementation of Literacy Circles grades 3-5	Principal, DIS and Classroom Teachers	Fall, 2009	On-going	Leveled Trade Books <u>Guided Reading: Good First Teaching for ALL Children</u>	Title & General Education Funds	\$1000	Differentiated Instruction Specialist will work with the classroom teachers to identify targeted students Administrative Walk-through.	PLC student data assessment
4. Response to Intervention (RtI)	Principal, DIS , Classroom Teachers, Paraprofessionals, Aides, and Special Education Teacher	Fall, 2009	On-going	<u>Introduction to Response to Intervention: What, Why and How Valid Is It?</u> , (D. Fuchs, LS Fuchs, 2006) DIS PLC's-Quarterly meetings to review data	General Education Funds	\$4000	Lesson plans will include description of intervention implementation. PLC's will meet quarterly to review and determine RtI status	Assessment results will show growth. Students will demonstrate good reading habits and positive attitudes about reading. Students will demonstrate comprehension of what they read through accurate retellings and accurate responses to post-reading comprehension questions.
5. Implementation of selected strategies from MEAP Toolbox of released items	Principal, DIS and Classroom Teachers	Fall, 2009	On-going	TestWiz, MEAP Toolbox of Released Items	Title & General Education funds	\$1000	MEAP data collection and analysis	Increase in MEAP scores
6. Promote reading through weekly visits to school library, and sponsor Scholastic and Barnes and Noble book fairs twice a year.	Classroom teachers and library aide and PTA	Fall, 2009	On-going	Library books			Student participation / compare sales with prior years	Increased student interest / demand for literature
7. Staff will implement a book study using <u>The Daily Five</u>	Principal, DIS and Classroom Teachers	Fall, 2009 two chapters a week	On-going	<u>The Daily Five</u> Boushey and Mosner, 2006	Title	\$1000	Principal	Improved reading proficiency
8. Provide listening centers with books on tape with high interest to boys to increase fluency.	Principal, and Classroom Teachers	Fall, 2009	On-going	Books on tape Listening station Technology	Title	\$2000	DRA and MLPP fluency tests	Increased reading fluency
9. Provide target groups with one-	DIS, Classroom	Fall, 2009	On-going		Title		Tutor logs,	Posttests,

to-one tutoring and direct instruction.	Teachers, Paraprofessionals				General Fund		lesson plans	Assessments, Increased scores
10. Fourth and Fifth grade teachers will implement a book study and incorporate differentiated instruction using <u>Teaching Reading :A Differentiated Approach</u>	4-5 grade teachers	Fall, 2009 grade level meetings	On-going	<u>Teaching Reading :A Differentiated Approach</u> Robb, 2008	Title General Fund		Lesson plans and walk through	Teacher assessments, DRA
11. Teachers will give direct instruction in vocabulary across the curriculum using research based strategies.	Classroom teachers	Fall, 2009	On-going	<u>Accelerated Vocabulary Instruction: Strategies for Closing Achievement Gap</u> , Akhavan, 2007	Title General Fund		Lesson plans and walk through	STAR test, Teacher assessments
12. Provide staff with research based professional development training.	Principal, DIS, Classroom Teachers, Paraprofessionals,	Aug., 2009 Four contractual PD days	All days not yet determined	<u>Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn</u> DuFour, Eaker, and Karhanek, 2004	Title General fund		Attendance sheets	Survey
13. Mentor, counsel, and tutor students to assure educational success.	Student Success Coordinator	Sept., 2009	On-going	<u>Results :The Key to Continuous School Improvement</u> Schmoker, 1999	Title		Student contact records	STAR test, MEAP achievement, MLPP, DRA
14. Provide a liaison between home and school for at-risk students.	Student Success Coordinator (SSC)	Sept., 2009	On-going	<u>Failure is Not an Option</u> Blackstein, 2004	Title		SSC communication log	STAR test, MEAP achievement, MLPP, DRA

Other Required Information

What research did you review to support the use of this strategy and action plan?

Staff researched Best Practices (Robert Marzano,2006), What Works in Schools, (Marzano et. al., 2003), Checking for Understanding , (Fisher and Frey , 2007), The Daily Five, (Boushey & Mosner, 2006),), Project Zero (Harvard Graduate School of Education, Harvard University)

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Critical Thinking Skills (Project Zero), Differentiated Instruction Specialists will provide support in the classrooms on development and implementation of specific lessons to meet the needs of the students. The Differentiated Instruction Specialists will model and provide direct instruction to those students who have been identified by the Student Study Team. Common grade level planning time is also needed.

How has the school integrated its available fiscal resources to support this strategy and action steps?

The school will use General Education Funds to provide Rtl services.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps?

Staff has been trained in the application of Microsoft Office, Publisher, IPP development, and WebGrader. Our District's Technology plan aligns with the State's Grade Level Content Expectations as well as the district's curriculum for integration of technology into the general education curriculum. Technology Lead Teachers are a part of our professional learning community and will model current best practices to all staff members. Purchasing and training with TestWiz will be provided in 2009 and be on-going.

Monitoring and Evaluation

What are the criteria for success and what data or multiple measures of assessment will you use to monitor the progress and success of this plan? The School Improvement Team will review the above mentioned data on a regular basis as determined by the School Improvement Team Calendar. A presentation of the School Improvement Plan will be made to the stakeholders of the community twice annually. Documentation will be collected as evidence of the above mentioned professional development activities. Examples are meeting agendas, sign-in sheets, sample lesson plans, student work samples, Child Study Team notes, MLPP and DRA data analysis.

Annually, provide an outcome statement, and evidence that describes the success in meeting this goal.

School: Elms Road Elementary			School Year: 2009-2010					
Section I: Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)								
Content Area: ELA-Writing		<input checked="" type="checkbox"/> Active Goal		<input type="checkbox"/> Maintenance Goal				
Student Goal Statement: By June 2010, all Elms Road Elementary students will improve their writing skills across the curriculum.								
Statement of gap in student achievement (based on multiple measures of student achievement data): Based on the 2008-2009 MEAP data of all Elms Road Elementary students grades third through fifth; fifth grade writing has increased by 32% over the previous year but still remains below state averages, fourth grade writing is 6% lower than the previous year and third grade writing is also 6% lower than the previous year and state average.								
Contributing cause for the gap in students: Gaps exist in grades 3-5 in the ethnicity, gender and economically disadvantaged populations with girls out performing boys, whites out performing minorities and non-economically disadvantaged students outperforming the economically disadvantaged student. A contributing cause is that the school lacks a comprehensive writing program.								
List the multiple sources of data used to identify the gap in student achievement: Sources include MEAP Data, STAR Diagnostic Test and District Writing Prompts.								
Section II: Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)								
List the challenges that were identified during the assessment of the system processes and practices that align with this goal area:								
Use Best Practices	Collaboration and Communication	Tools	Technology	Clear Expectations				
Section III: Plan to Accomplish Student Achievement Goals								
Measurable Objective Statement to support Goal: Elms Road Elementary School students will improve their test scores by 3% on the 2009-2010 MEAP.								
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP, START Diagnostic Test, District Writing Prompts , Integrated Theme Writing Prompts								
Strategy Statement: Teachers will research best practices around writing that focuses on differentiated instruction for targeted groups, especially minority populations; implement professional learning communities, Cultures of Thinking, Six Plus Writing Traits and the use of technology in the classrooms.								
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
1. Analyze writing data and develop lessons at all grade levels to assess the major areas of skills not mastered by the District writing assessments.	Teachers Administrators	Fall, 2009	On-going	6 + 1 Traits of Writing, Teaching Qualities of Writing, The Daily 5, Writer's Workshop	Title I A, Title		Lesson plans, classroom observations, walk through, collection of students' writings	Professional development plans that address data findings
2. Implement quality instruction of writing processes in all grades K-5.	Principal, DIS , Classroom Teachers, and paraprofessionals	Fall, 2009	On-going	6 + 1 Traits of Writing, Teaching Qualities of Writing, The Daily 5, Writer's Workshop	Title & General Education Funds	\$4000	Staff will participate in weekly PLC meetings and determine Best Practice Strategies to be incorporated into instruction and assessment	Classroom observation will determine efficacy of implementation of strategy through student engagement, student work, and assessment rubrics.

3. Focus will be on implementing strategies specific to assisting boys with the writing process	Principal, DIS, Classroom Teachers, and Paraprofessionals	Fall, 2009	On-going	6 + 1 Traits of Writing, Teaching Qualities of Writing, The Daily 5	Title & General Education Funds	\$4000	Practice strategies to be incorporated into instruction and assessment.	Classroom observation will determine efficacy of implementation of strategy through student engagement, student work, and assessment rubrics.
4. Provide additional support in Guided Practice sessions for students needing additional instruction, focusing on the individual needs of the male population.	Principal, DIS, Classroom Teachers, and Paraprofessionals	Fall, 2009	On-going	Cultures of Thinking Professional Development	Title	\$1500	Individual student journals will be kept for each student needing additional assistance	Review of student journals, report cards, MEAP results, STAR results
5. Modeling of strategies done by differentiated instruction specialists for classroom teachers	Principal, DIS and Classroom Teachers	2009	On-going	Co-Teaching Professional Development and Differentiated Instruction Professional Development	Title	\$2000	Journal of classroom visits and lessons taught. Lesson plan collection.	Review of journals and lesson plans. PLC meetings
6. Utilizing the 6 Traits student friendly writing rubric to inform students on how to improve their writing	Principal, DIS and Classroom Teachers	2009	On-going	6 Traits Professional Development	Title & General Education Funds	\$200	Record, share and discuss the results as a grade level team.	Increased student engagement and application of the writing process
7. Provide parents with a copy of the rubric and a session on its use	Principal, DIS and Classroom Teachers	2009	On-going	Parent Evening	General Education Funds	\$500	Parent Meeting	Parent Meeting Participation
8. Identification of male sub group and monitoring of student work	Principal, DIS and Classroom Teachers	2009	On-going	TestWiz, Child Study Team	Title & General Education funds	\$3000	Collecting Writing Sample 4 times per year	Narrowing of the gap between sub groups
9. Response to Intervention (Rtl)	Principal, DIS and Classroom Teachers, RTI Coach and Aides	2009	On-going	<u>Introduction to Response to Intervention: What, Why and How Valid Is It?</u> , (D. Fuchs, LS Fuchs, 2006) Rtl Coach PLC's-Quarterly meetings to review data	General Education Funds	\$4000	Lesson plans will include description of intervention implementation. PLC's will meet quarterly to review and determine Rtl status	Assessment results will show growth. Students will demonstrate good reading habits and positive attitudes about reading. Students will demonstrate comprehension of what they read through accurate retellings and accurate responses to post-reading

								comprehension questions.
10. Implementation of selected strategies from MEAP Toolbox of released items	Principal, DIS and Classroom Teachers, RTI Coach and Aides	2009	On-going	TestWiz, MEAP Toolbox of Released Items	Title & General Education Funds	\$1000	MEAP data collection and analysis	Increase in MEAP scores
11. Train teachers in 6+1 Writing Traits Program and provide assistance throughout the year	Principal, DIS, Classroom Teachers and Paraprofessionals	Fall, 2009	On-going	6 + 1 Traits of Writing	Title & General Education Funds	\$1000	MEAP data collection and District writing analysis	Increase in MEAP scores
12. Use the services of DIS to assist students in the classroom	DIS and Classroom Teachers	Fall, 2009	On-going	Writing Program	Title & General Education Funds	\$4000	MEAP data collection and District writing analysis	Increase in MEAP writing scores
13. Teachers will incorporate daily writing into the classroom (including cross-curricular writing)	Students / teachers	Fall, 2009	On-going	Student centered rubrics List of personal writing goals			Collection of personal writing goals for each student	Increase in MEAP writing scores and District writing prompt scores
14. Students will become more actively involved in writing lesson, including setting personal writing goals and reviewing their own progress through student-centered- rubrics	Students / teachers	Fall, 2009	On-going	Student centered rubrics List of personal writing goals			Collection of personal writing goals for each student	Increase in MEAP writing scores and District writing prompt scores
15. Teachers will model writing techniques with mentor texts.	DIS and Classroom Teachers	Fall, 2009	On-going	Classroom books	Title I	\$4000	Lesson plans, classroom observations, walk through	Increase in MEAP writing scores and District writing prompt scores
16. Students will participate in conferencing and peer editing.	DIS and Classroom Teachers	Fall, 2009	On-going	Writer's Express	General Fund		Lesson plans, classroom observations, walk through	Increase in MEAP writing scores and District writing prompt scores
17. Mentor, counsel, and tutor students to assure educational success.	Student Success Coordinator	Sept., 2009	On-going	<u>Results :The Key to Continuous School Improvement Schmoker, 1999</u>	Title		Student contact records	STAR test, MEAP achievement, MLPP, DRA
18. Provide a liaison between home and school for at-risk students.	Student Success Coordinator (SSC)	Sept., 2009	On-going	<u>Failure is Not an Option Blackstein, 2004</u>	Title		SSC communication log	STAR test, MEAP achievement, MLPP, DRA

What research did you review to support the use of this strategy and action plan?

Staff researched "Best Practices" by Robert Marzano., What Works in Schools, (Marzano et. al., 2003), checking for Understanding , (Fisher and Frey , 2007), The Daily Five, (Boushey & Mosner, 2006), 6 + 1 Traits of Writing, (Culham, 2005), Project Zero (Harvard Graduate School of Education, Harvard University)

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Professional development and book studies using the following books: Six Traits, Critical Thinking Skills (Project Zero), Daily Five. The Differentiated Instruction Specialists will provide support in the classrooms on development and implementation of specific lessons to meet the needs of the students. Technology support as a writing tool will be modeled by Technology Lead Teachers. Common grade level planning time is also needed.

How has the school integrated its available fiscal resources to support this strategy and action steps?

The school will use Title I, Title II, 31a funds, along with general education funds to support these strategies and action steps.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps?

Staff has been trained in the application of Microsoft Office, Publisher, IPP development, and WebGrader. Our District's Technology plan aligns with the State's Grade Level Content Expectations as well as the district's curriculum for integration of technology into the general education curriculum. Technology Lead Teachers are a part of our professional learning community and will model current best practices to all staff members.

Monitoring and Evaluation

What are the criteria for success and what data or multiple measures of assessment will you use to monitor the progress and success of this plan? The School Improvement Team will review the above mentioned data on a regular basis as determined by the School Improvement Team Calendar. A presentation of the School Improvement Plan will be made to the stakeholders of the community twice annually. Documentation will be collected as evidence of the above mentioned professional development activities. Examples are meeting agendas, sign-in sheets, sample lesson plans, and student work samples.

Annually, provide an outcome statement, and evidence that describes the success in meeting this goal.

School: Elms Road Elementary				School Year: 2009-2010				
Section I: Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)								
Content Area: Math		<input checked="" type="checkbox"/> Active Goal		<input type="checkbox"/> Maintenance Goal		<input type="checkbox"/> Revised Goal		
Student Goal Statement: By June 2010, all Elms Road Elementary students will improve their math problem solving skills and applications across the curriculum.								
Statement of gap in student achievement (based on multiple measures of student achievement data): General math scores on the 2009 MEAP indicate that in general there is a need to address the needs of students in grades 3-5; fifth grade math has increased by 9% over the previous year and still remains below state averages, fourth grade math is 1% lower than the previous year and third grade math is also 7% lower than the previous year and state average.								
Contributing cause for the gap in students: The data revealed a gap exist between the white student population and the black population in grades 4 and 5. In grade 5 the data suggests that the gap no longer exists with all ethnic populations scoring consistently around 50-60% proficient. One contributing factor is there is no District test in place to measure long term retention.								
List the multiple sources of data used to identify the gap in student achievement: Sources include MEAP Data, STAR Diagnostic Test, Formative and Summative Classroom Assessments								
Section II: Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)								
List the challenges that were identified during the assessment of the system processes and practices that align with this goal area:								
Use Best Practices		Collaboration and Communication		Tools		Technology		
						Clear Expectations		
Section III: Plan to Accomplish Student Achievement Goals								
Measurable Objective Statement to support Goal: Elms Road Elementary School students will improve their test scores by 3% on the 2009-2010 MEAP.								
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP, STAR Diagnostic Test								
Strategy Statement: Teachers will research best practices around reading that focuses on differentiated instruction, implement Professional Learning Communities, Cultures of Thinking, Otter Creek Math Curriculum and the use of technology in the classrooms.								
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
1. Analyze math data and develop lessons at all grade levels to assess the major areas of skills not mastered.	Principal, DIS and Classroom Teachers	Fall, 2009	On-going	MEAP data	Title I A, Title		Lesson plans, classroom observations, walk through, collection of students' writings	Teacher assessments MEAP test
2. Implement a book study: <u>50 Problem Solving Lessons</u>	Principal, DIS and Classroom Teachers	Sept. , 2009	Nov. 2009	Book Study: <u>50 Problem Solving Lessons</u>	Title I A, Title	\$1,000	Record, share and discuss the results as a grade level team.	Lesson plans with problem solving lessons
3. Use of concrete and virtual manipulatives focusing on problem solving	Principal, DIS, Classroom Teachers, Paraprofessionals, Student Success Coordinator	2009	On-going	SMART Boards, training, and software General materials for Problem Solving Manipulatives at grades k-5 TestWiz for data analysis	Title & General Education Funds	\$6000	Collection of common assessments based on math GLCEs PLC meetings	Formative and Summative Assessments Visual Assessment-Checking for understanding

				Calculators Cultures of Thinking				
4. Identification and monitoring of targeted students	Principal, DIS and Classroom Teachers	Fall, 2009	On-going	MEAP STAR Test Child Study Teams	Title & General Education Funds	\$500	Lesson plans will include description of intervention implementation. PLC's will meet quarterly	Review of student journals, report cards, MEAP results, STAR results
5. Implementation of selected strategies from MEAP Toolbox of released items	Principal, DIS and Classroom Teachers	Fall, 2009	On-going	TestWiz, MEAP Toolbox of Released Items	Title & General Education funds	\$1000	MEAP data collection and analysis	Increase in MEAP scores
6. Response to Intervention (Rtl)	Principal, DIS and Classroom Teachers, RTI Coach and Aides	Fall, 2009	On-going	<u>Introduction to Response to Intervention: What, Why and How Valid Is It?</u> , (D. Fuchs, LS Fuchs, 2006) Rtl Coach PLC's-Quarterly meetings to review data	General Education Funds	\$4000	Lesson plans will include description of intervention implementation. PLC's will meet quarterly to review and determine Rtl status	Assessment results will show growth. Students will demonstrate good reading habits and positive attitudes about reading. Students will demonstrate comprehension of what they read through accurate retellings and accurate responses to post-reading comprehension questions.
7. Teachers will meet on a regular basis to read and discuss Best Practices.	Principal, Teachers, and DIS	Fall, 2009 One chapter a week	On-going	<u>Best Practices</u>	Title & General Education Funds	\$1000	Attendance of meetings	Observations, walk through, lesson plans incorporating Best Practices
8. Teachers will attend professional development workshops aligned to math GLCEs.	Classroom teachers	Aug. 2009	June, 2010	GISD, Bureau of Educational Research	Title & General funds		Professional development request forms	Survey
9. Develop grade level tests to test for mastery and retention.	Principal, Teachers, and DIS	Nov. 2009	Nov. 2009		General Fund			
10. Students will learn real world math connections.	Classroom teachers	Sept., 2009	On-going	Supplemental materials, community speakers	Title	\$500	Pictures, Lesson plans	Student Evaluations
11. Students learn test taking strategies on a regular basis.	Teachers, Paraprofessionals, Student Success Coordinator	Sept., 2009	On-going	Supplemental materials, practice tests	Title, General fund	\$500	Lesson plans, walk through	Practice tests
12. Support staff will	Teachers, DIS, Paraprofessionals,	Sept. 2009	On-	Variety of differentiated	Title, General		Student contact records	STAR test, MEAP

provide additional assistance in math instruction focusing on identified students.	Student Success Coordinator		going	instructional materials	fund			achievement, MLPP, DRA
13. Mentor, counsel, and tutor students to assure educational success.	Student Success Coordinator	Sept., 2009	On-going	<u>Results :The Key to Continuous School Improvement</u> Schmoker, 1999	Title		Student contact records	STAR test, MEAP achievement, MLPP, DRA
14. Provide a liaison between home and school for at-risk students.	Student Success Coordinator (SSC)	Sept., 2009	On-going	<u>Failure is Not an Option</u> Blackstein, 2004	Title		SSC communication log	STAR test, MEAP achievement, MLPP, DRA

Other Required Information

What research did you review to support the use of this strategy and action plan?
 Staff researched Best Practices (Robert Marzano,2006), What Works in Schools, (Marzano et. al., 2003), Checking for Understanding , (Fisher and Frey , 2007), 50 Problem Solving Lessons (M. Burns , 1996), Project Zero (Harvard Graduate School of Education, Harvard University)

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Critical Thinking Skills (Project Zero), Differentiated Instruction Specialists will provide support in the classrooms on development and implementation of specific lessons to meet the needs of the students. SMART Board professional development of Technology Lead Teachers, calculator professional development

How has the school integrated its available fiscal resources to support this strategy and action steps? The school will use Title I, Title II, 31a funds, along with general education funds to support these strategies and action steps.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps?
 Staff has been trained in the application of Microsoft Office, Publisher, IPP development, and WebGrader. Our District's Technology plan aligns with the State's Grade Level Content Expectations as well as the district's curriculum for integration of technology into the general education curriculum. Technology Lead Teachers are a part of our professional learning community and will need training with SMART Board lessons. Purchasing and training with TestWiz will be provided in 2009 on be on-going.

Monitoring and Evaluation

What are the criteria for success and what data or multiple measures of assessment will you use to monitor the progress and success of this plan? The School Improvement Team will review the above mentioned data on a regular basis as determined by the School Improvement Team Calendar. A presentation of the School Improvement Plan will be made to the stakeholders of the community twice annually. Documentation will be collected as evidence of the above mentioned professional development activities. Examples are meeting agendas, sign-in sheets, sample lesson plans, student work samples, and formative and summative assessment data.

Annually, provide an outcome statement, and evidence that describes the success in meeting this goal.

School: Elms Road Elementary				School Year: 2009-2010				
Section I: Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)								
Content Area: Science		<input checked="" type="checkbox"/> Active Goal		<input type="checkbox"/> Maintenance Goal		<input type="checkbox"/> Revised Goal		
Student Goal Statement: By June 2010, all Elms Road Elementary students will improve their science skills and applications across the curriculum.								
Statement of gap in student achievement (based on multiple measures of student achievement data): General science scores on the 2009 MEAP indicate that in general there is a need to address the needs of students in grades 3-5								
Contributing cause for the gap in students: Lack of consistence approach to problem solving and reasoning skills in all grade levels.								
List the multiple sources of data used to identify the gap in student achievement: Sources include MEAP Data, Formative and Summative Classroom Assessments								
Section II: Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)								
List the challenges that were identified during the assessment of the system processes and practices that align with this goal area:								
Use Best Practices		Collaboration and Communication		Tools		Technology		
						Clear Expectations		
Section III: Plan to Accomplish Student Achievement Goals								
Measurable Objective Statement to support Goal: Elms Road Elementary School students will improve their test scores by 3% on the 2009-2010 MEAP.								
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP, Formative and Summative Assessments								
Strategy Statement: Teachers will research best practices around science that focuses on differentiated instruction, implement Professional Learning Communities, Cultures of Thinking, FOSS Science Curriculum and the use of technology in the classrooms.								
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
1. Analyze science data and develop lessons at all grade levels to assess the major areas of skills not mastered.	Principal, DIS and Classroom Teachers	Fall, 2009	On-going	MEAP data	Title & General Education Funds		Lesson plans, classroom observations, walk through, collection of students' writings	Teacher assessments MEAP test
2. Use of concrete and virtual manipulatives focusing on problem solving	Principal, DIS, Classroom Teachers, Paraprofessionals, Student Success Coordinator	2009	On-going	SMART Boards, training, and software General materials for Problem Solving	Title & General Education Funds	\$6000	Collection of common assessments based on math GLCEs PLC meetings	Formative and Summative Assessments Visual Assessment-Checking for

				<p>Manipulatives at grades k-5</p> <p>TestWiz for data analysis</p> <p>Calculators</p> <p>Cultures of Thinking</p> <p>FOSS Science Kits</p>				understanding
3. Identification and monitoring of targeted students	Principal, DIS and Classroom Teachers	Fall, 2009	On-going	MEAP Child Study Teams	Title & General Education Funds	\$500	Lesson plans will include description of intervention implementation. PLC's will meet quarterly	Review of student science journals, report cards, MEAP results,
4. Implementation of selected strategies from MEAP Toolbox of released items	Principal, DIS and Classroom Teachers	Fall, 2009	On-going	TestWiz, MEAP Toolbox of Released Items	Title & General Education funds	\$1000	MEAP data collection and analysis	Increase in MEAP scores
5. Response to Intervention (Rtl)	Principal, DIS and Classroom Teachers, RTI Coach and Aides	Fall, 2009	On-going	<p><u>Introduction to Response to Intervention: What, Why and How Valid Is It?</u>, (D. Fuchs, LS Fuchs, 2006)</p> <p>Rtl Coach</p> <p>PLC's-Quarterly meetings to review data</p>	General Education Funds	\$4000	Lesson plans will include description of intervention implementation. PLC's will meet quarterly to review and determine Rtl status	<p>Assessment results will show growth.</p> <p>Students will demonstrate good reading habits and positive attitudes about reading.</p> <p>Students will demonstrate comprehension of what they read through accurate retellings and accurate responses to post-reading comprehension questions.</p>

6. Teachers will meet on a regular basis to read and discuss Best Practices.	Principal, Teachers, and DIS	Fall, 2009 One chapter a week	On-going	<u>Best Practices</u>	Title & General Education funds	\$1000	Attendance of meetings	Observations, walk through, lesson plans incorporating Best Practices
7. Teachers will attend professional development workshops aligned to science GLCEs.	Classroom teachers	Aug. 2009	June, 2010	GISD, Bureau of Educational Research	Title & General Education Funds		Professional development request forms	Survey
8. Develop grade level tests to test for mastery and retention.	Principal, Teachers, and DIS	Nov. 2009	Nov. 2009		General Education Funds			
9. Students will learn real world science connections.	Classroom teachers	Sept., 2009	On-going	Supplemental materials, community speakers	General Education Funds	\$500	Pictures, Lesson plans	Student Evaluations
10. Students learn test taking strategies on a regular basis.	Teachers, Paraprofessionals, Student Success Coordinator	Sept., 2009	On-going	Supplemental materials, practice tests	Title, General Education Funds	\$500	Lesson plans, walk through	Practice tests
11. Support staff will provide additional assistance in science instruction focusing on identified students.	Teachers, DIS, Paraprofessionals, Student Success Coordinator	Sept. 2009	On-going	Variety of differentiated instructional materials	Title, General Education Funds		Student contact records	MEAP achievement,
12. Mentor, counsel, and tutor students to assure educational success.	Student Success Coordinator	Sept., 2009	On-going	<u>Results :The Key to Continuous School Improvement</u> Schmoker, 1999	Title		Student contact records	MEAP achievement,
13. Provide a liaison between home and school for at-risk students.	Student Success Coordinator (SSC)	Sept., 2009	On-going	<u>Failure is Not an Option</u> Blackstein, 2004	Title		SSC communication log	MEAP achievement

Other Required Information

What research did you review to support the use of this strategy and action plan?

Staff researched Best Practices (Robert Marzano,2006), What Works in Schools, (Marzano et. al., 2003), Checking for Understanding , (Fisher and Frey , 2007), , Project Zero (Harvard Graduate School of Education, Harvard University)

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Critical Thinking Skills (Project Zero), Differentiated Instruction Specialists will provide support in the classrooms on development and implementation of specific lessons to meet the needs of the students. SMART Board professional development of Technology Lead Teachers, calculator professional development, Curriculum Mapping for the Science GLCE's

How has the school integrated its available fiscal resources to support this strategy and action steps? The school will use Title I, Title II, 31a funds, along with general education funds to support these strategies and action steps.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps?

Staff has been trained in the application of Microsoft Office, Publisher, IPP development, and WebGrader. Our District's Technology plan aligns with the State's Grade Level Content Expectations as well as the district's curriculum for integration of technology into the general education curriculum. Technology Lead Teachers are a part of our professional learning community and will need training with SMART Board lessons. Purchasing and training with TestWiz will be provided in 2009 on be on-going.

Monitoring and Evaluation

What are the criteria for success and what data or multiple measures of assessment will you use to monitor the progress and success of this plan? The School Improvement Team will review the above mentioned data on a regular basis as determined by the School Improvement Team Calendar. A presentation of the School Improvement Plan will be made to the stakeholders of the community twice annually. Documentation will be collected as evidence of the above mentioned professional development activities. Examples are meeting agendas, sign-in sheets, sample lesson plans, student work samples, and formative and summative assessment data.

Annually, provide an outcome statement, and evidence that describes the success in meeting this goal.

School: Elms Road Elementary				School Year: 2009-2010				
Section I: Comprehensive Analysis Report on Student Achievement								
(From the Comprehensive Needs Assessment)								
Content Area: Social Studies		<input checked="" type="checkbox"/> Active Goal		<input type="checkbox"/> Maintenance Goal		<input type="checkbox"/> Revised Goal		
Student Goal Statement: By June 2010, all Elms Road Elementary students will improve in social studies proficiency.								
Statement of gap in student achievement (based on multiple measures of student achievement data): General social studies scores on the 2009 MEAP indicate that in general there is a need to continue to provide current and up-to-date social studies curriculum that aligns with the state of Michigan's Grade Level Content Expectations.								
Contributing cause for the gap in students: The State of Michigan implemented new social studies GLCE's. We are in the process of realigning our social studies curriculum to meet those changes.								
List the multiple sources of data used to identify the gap in student achievement: Sources include MEAP Data, Formative and Summative Classroom Assessments								
Section II: Comprehensive Analysis Report on System Processes and Practices								
(From the Comprehensive Needs Assessment)								
List the challenges that were identified during the assessment of the system processes and practices that align with this goal area:								
Use Best Practices		Collaboration and Communication		Tools		Technology		
Section III: Plan to Accomplish Student Achievement Goals								
Measurable Objective Statement to support Goal: Elms Road Elementary School students will improve their test scores by 3% on the 2009-2010 MEAP.								
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP, Formative and Summative Assessments								
Strategy Statement: Teachers will research best practices around social studies that focuses on differentiated instruction, implement Professional Learning Communities, Cultures of Thinking, the new social studies GLCE's and the use of technology in the classrooms.								
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
1. Analyze social studies data and develop lessons at all grade levels to assess the major areas of skills not mastered.	Principal, DIS and Classroom Teachers	Fall, 2009	On-going	MEAP data	General Education Funds		Lesson plans, classroom observations, walk through, collection of students' writings	MEAP test, Formative and Summative Assessments
2. Use of concrete and virtual manipulatives	Principal, DIS, Classroom Teachers, Paraprofessionals,	2009	On-going	SMART Boards, training, and software	Title & General Education	\$6000	Collection of common assessments	Formative and Summative Assessments

focusing on problem solving	Student Success Coordinator			TestWiz for data analysis Cultures of Thinking	Funds		based on social studies GLCEs PLC meetings	Visual Assessment-Checking for understanding
3. Identification and monitoring of targeted students	Principal, DIS and Classroom Teachers	Fall, 2009	On-going	MEAP STAR Test Child Study Teams	Title & General Education Funds	\$500	Lesson plans will include description of intervention implementation. PLC's will meet quarterly	Review of student journals, report cards, MEAP results,
5. Implementation of selected strategies from MEAP Toolbox of released items	Principal, DIS and Classroom Teachers	Fall, 2009	On-going	TestWiz, MEAP Toolbox of Released Items	Title & General Education funds	\$1000	MEAP data collection and analysis	Increase in MEAP scores
6. Response to Intervention (Rtl)	Principal, DIS and Classroom Teachers, RTI Coach and Aides	Fall, 2009	On-going	<u>Introduction to Response to Intervention: What, Why and How Valid Is It?</u> , (D. Fuchs, LS Fuchs, 2006) Rtl Coach PLC's-Quarterly meetings to review data	General Education Funds	\$4000	Lesson plans will include description of intervention implementation. PLC's will meet quarterly to review and determine Rtl status	Assessment results will show growth. Students will demonstrate good reading habits and positive attitudes about reading. Students will demonstrate comprehension of what they read through accurate retellings and accurate responses to post-reading comprehension questions.
7. Teachers will meet on a regular basis to read and	Principal, Teachers, and DIS	Fall, 2009 One chapter a week	On-going	<u>Best Practices</u>	Title & General Education	\$1000	Attendance of meetings	Observations, walk through, lesson plans incorporating Best

discuss Best Practices.					funds			Practices
8. Teachers will attend professional development workshops aligned to Social Studies GLCEs.	Classroom teachers	Aug. 2009	June, 2010	GISD	Title & General funds		Professional development request forms	Survey
9. Develop grade level tests to test for mastery and retention.	Principal, Teachers, and DIS	Nov. 2009	Nov. 2009		General Fund			Formative and Summative Assessments
10. Students will learn real world Social Studies connections.	Classroom teachers	Sept., 2009	On-going	Supplemental materials, community speakers, community site visits	Title	\$500	Pictures, Lesson plans	Student Evaluations, Formative and Summative Assessments
11. Students learn test taking strategies on a regular basis.	Teachers, Paraprofessionals, Student Success Coordinator	Sept., 2009	On-going	Supplemental materials, practice tests	Title, General fund	\$500	Lesson plans, walk through	Practice tests
12. Support staff will provide additional assistance in Social Studies instruction focusing on identified students.	Teachers, DIS, Paraprofessionals, Student Success Coordinator	Sept. 2009	On-going	Variety of differentiated instructional materials	Title, General fund		Student contact records	MEAP achievement, Formative and Summative Assessments
13. Mentor, counsel, and tutor students to assure educational success.	Student Success Coordinator (SSC)	Sept., 2009	On-going	<u>Results :The Key to Continuous School Improvement</u> Schmoker, 1999	Title		Student contact records	MEAP achievement, Formative and Summative Assessments
14. Provide a liaison between home and school for at-risk students.	Student Success Coordinator (SSC)	Sept., 2009	On-going	<u>Failure is Not an Option</u> Blackstein, 2004	Title		SSC communication log	MEAP achievement, Formative and Summative Assessments
Other Required Information								
What research did you review to support the use of this strategy and action plan?								

Staff researched Best Practices (Robert Marzano,2006), What Works in Schools, (Marzano et. al., 2003), Checking for Understanding , (Fisher and Frey , 2007), 50 Problem Solving Lessons (M. Burns , 1996), Project Zero (Harvard Graduate School of Education, Harvard University)

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Critical Thinking Skills (Project Zero), Differentiated Instruction Specialists will provide support in the classrooms on development and implementation of specific lessons to meet the needs of the students. SMART Board professional development of Technology Lead Teachers, calculator professional development

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