

School Improvement Plan

School Year: 2009

School District: Lake Shore Public Schools (Macomb)

Intermediate School District: Macomb ISD

School Name: Masonic Heights Elementary School

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

Principal: Mr. George Lewis

Building Code: 02433

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The Michigan Department of Education, Office of School Improvement has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

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School Information

School:	Masonic Heights Elementary School
District:	Lake Shore Public Schools (Macomb)
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	02433
City:	St. Clair Shores
State/Province:	Michigan
Country:	United States

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Vision

Vision Statement

A statement that describes what the institution hopes to be doing in the future. A vision statement is a clear description of the components and characteristics of the system that will be needed to deliver the mission of the organization.

Masonic Heights' students acquire skills to become lifelong learners and meet the challenges of an ever-changing society. Our curriculum promotes skills necessary for students to function in the future. Our curriculum contains performance-based objectives that are measurable and responds to the needs and abilities of our students. Research-based strategies need to be integrated and applied across the curriculum.

Mission Statement

A statement developed in concert with all stakeholders that creates a clear and focused statement of purpose and function. The mission statement identifies the priorities and educational beliefs of the institution with regard to what is to be developed within its students. The mission statement provides direction for the staff and the parameters for decision-making.

"Making our mark in the world--one child at a time."

Beliefs Statement

Beliefs are core values or guiding principles that drive an institution's every day actions. They are powerful determinants of the quality of an institution. State fundamental bedrock convictions, values of the institution, guide the fundamental decision-making.

All children can learn and enjoy success

Children learn best when instruction is compatible with individual learning styles.

Students need real life skills.

Every child's success depends upon cooperation between school, home and student.

Students are responsible for their own actions.

Learning encompasses higher order thinking skills.

Goals

ID	Name	Development Status	Progress Status
3747	Informational Skills	Approved	Open
3767	Mathematical Skills	Approved	Open
3778	Written Expression	Approved	Open

Goal 1: Informational Skills

Content Area : Other

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will interpret and apply information from pictorial data across the curriculum.

Gap Statement : Only 66% our students correctly answered 2008-2009 MEAP items related to interpreting and applying information from pictorial data across the curriculum. 83% of our students correctly answered data analysis items on the Lake Shore District End of the Year Assessment. Both the Asian and African American sub groups scored 66% on the same items. Masonic's NCA/SIP generated Graphing Assessments indicates a continued need to improve students' abilities to both construct various graphs and apply the information presented in graphing activities. There is a need to improve students' interpretation and application skills.

Cause for Gap : Previous lack of cohesive and sequential district curriculum

Previous emphasis on using lower level thinking skills to access information from pictorial displays versus analysis, evaluation and synthesis

Need for learners to make real world connections when using graphs and pictoria displays of information

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP

District Math Assessments Linked to GLCEs

Harcourt Brace Math Series Assessments (Initial Skills Inventory and Year End Assessments)

SIP Created Graphing Assessments

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

District Math assessment Linked to GLCEs

Harcourt Brace Math Series Assessments (Chapter and Unit Assessments)

SIP Created Graphing Assessments

RtI Progress Monitoring Info

PLC review/report/revision as grade level teams

Contact Name : Marybeth Grosfield

List of Objectives:

ID	Objective
3608	Students will score 80% accuracy on data analysis and interpretation items on MEAP. Students will demonstrate a 10% gain in accuracy on District Math Assessment graphing items including. Student scores will reflect a 10% gain in both the application and graph construction prtions of Masonic's NCA/SIP Created Graphing Assessment including. The Asian and African American sub population groups will show similar gains.

ci Challenges : None

1.1. Objective: Data Analysis and Application

Measurable Objective Statement to Support Goal : Students will score 80% accuracy on data analysis and interpretation items on MEAP. Students will demonstrate a 10% gain in accuracy on District Math Assessment graphing items including. Student scores will reflect a 10% gain in both the application and graph construction prtions of Masonic's NCA/SIP Created Graphing Assessment including. The Asian and African American sub population groups will show similar gains.

List of Strategies:

ID	Strategy	Locked By
0	Teachers will model and provide independent practice of graphing projects once per week.	
0	Teachers will guide students as they read informational text and complete a related graphing activity (analysis, interpretation, application).	
0	Using data, teachers/support staff will monitor and adjust instruction and do timely interventions using best practice strategies for identified (GAP) students.	
0	Teachers will display and reference a variety of graphs displayed in classrooms.	
0	Staff will collaborate to assess and provide support to students not meeting grade level expectations.	

1.1.1. Strategy: Consistent Graphing Practice

Strategy Statement: Teachers will model and provide independent practice of graphing projects once per week.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 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
SAR 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
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence

Other Required Information for Strategy

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

Bohan, Harry and Beverly Irby, Dolly Vogel. "Problem Solving: Dealing with Data in the Elementary School " Teaching Children Mathematics, Vol. 1, January 1995

Curcio, Frances R. --Developing Graph Comprehension. Elementary and Middle School Activities? http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_&ERICExtSearch_SearchValue_0=ED314245&ERICExtSearch_SearchType_0=no&accno=ED314245

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will select appropriate graphing activities to curricular theme. Teachers will instruct/model data analysis, interpretation and application utilizing blackline masters from SIP provided materials.	9/1/2009	6/17/2010	SIP Informational Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)
Teachers will select appropriate graphing activities to curricular theme. Teachers will instruct/model data analysis, interpretation and application utilizing district provided Math and/or Science text series.	9/1/2009	6/17/2010	SIP Informational Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)
Teachers will instruct/model curricularly appropriate data analysis, interpretation and application utilizing tech resources.	9/1/2009	6/17/2010	SIP Informational Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists) District Technology Committee Tech Support

			Team
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1.1.1.1. Activity: Graphing Activities--SIP Generated Materials

Activity Description: Teachers will select appropriate graphing activities to curricular theme. Teachers will instruct/model data analysis, interpretation and application utilizing blackline masters from SIP provided materials.

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Informational Skills Committee
Classroom Teachers
Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Blackline Master Books of Sequential Graphing resources	SIP	0.00	

1.1.1.2. Activity: Graphing Activities--District Curriculum

Activity Description: Teachers will select appropriate graphing activities to curricular theme. Teachers will instruct/model data analysis, interpretation and application utilizing district provided Math and/or Science text series.

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Informational Skills Committee
Classroom Teachers
Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Harcourt Brace Math Series	General Funds	5,000.00	
Macmillan Science Series	General Funds	500.00	

1.1.1.3. Activity: Graphing Activities--Technology Based

Activity Description: Teachers will instruct/model curricularly appropriate data analysis, interpretation and application utilizing tech resources.

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Informational Skills Committee
 Classroom Teachers
 Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)
 District Technology Committee
 Tech Support Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Graph Club Computer program	General Funds	0.00	
Neighborhood Map Machine Computer program	General Funds	0.00	
Mapmaker's Toolkit Computer Program	General Funds	0.00	

1.1.2. Strategy: Linking Informational Text to Graphing Process

Strategy Statement: Teachers will guide students as they read informational text and complete a related graphing activity (analysis, interpretation, application).

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 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
 SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
 SAR 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence

Other Required Information for Strategy

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

Bohan, Harry and Beverly Irby, Dolly Vogel. "Problem Solving: Dealing with Data in the Elementary School " Teaching Children Mathematics, Vol. 1, January 1995

Curcio, Frances R. --Developing Graph Comprehension. Elementary and Middle School Activities?
http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_&ERICExtSearch_SearchValue_0=ED314245&ERICExtSearch_SearchType_0=no&accno=ED314245

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will provide and model graphing Activity found in Weekly/Scholastic Readers on a weekly basis.	9/1/2009	6/17/2010	SIP Informational Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

1.1.2.1. Activity: Use of Weekly Reader/Scholastic Reader

Activity Description: Teachers will provide and model graphing Activity found in Weekly/Scholastic Readers on a weekly basis.

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Informational Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Weekly Reader and Scholastic News subscriptions	Parent Teacher Organization	1,867.86	1,867.86

1.1.3. Strategy: Progress Monitoring

Strategy Statement: Using data, teachers/support staff will monitor and adjust instruction and do timely interventions using best practice strategies for identified (GAP) students.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

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

Foegen, Anne, Cynthia Jiban, and Stanley Deno. "Progress Monitoring Measures in Mathematics: A Review of the Literature." *Journal of Special Education* 41.2 (2007): 121+. Questia. 25 Aug. 2009 <<http://www.questia.com/PM.qst?a=o&d=5022190203>>.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will analyze data and readjust focus for continued student improvement.	9/1/2009	6/17/2010	Classroom Teachers/Support Staff Principal SIP Members PLC Participants Tech Support Parent Teacher Organization
Staff will develop curricular maps including Informational Skills instruction utilizing grade appropriate Grade Level Content Expectations during Common Planning Time, PLCs, SIP Meetings and District Grade Level Meetings	9/1/2009	6/17/2010	Classroom Teachers/Support Staff Principal SIP Committee District Director of Educational Resources

1.1.3.1. Activity: Assessment and Evaluation

Activity Description: Staff will analyze data and readjust focus for continued student improvement.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom Teachers/Support Staff

Principal
 SIP Members
 PLC Participants
 Tech Support
 Parent Teacher Organization

Actual staff responsible for implementing activity: Classroom Teachers/Support Staff

Principal
 SIP Members
 PLC Participants
 Tech Support
 Parent Teacher Organization

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PLC/SIP Meetings	No Funds Required	0.00	50,000.00

1.1.3.2. Activity: Collaborative Planning

Activity Description: Staff will develop curricular maps including Informational Skills instruction utilizing grade appropriate Grade Level Content Expectations during Common Planning Time, PLCs, SIP Meetings and District Grade Level Meetings

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom Teachers/Support Staff

Principal
 SIP Committee
 District Director of Educational Resources

Actual staff responsible for implementing activity: Classroom Teachers/Support Staff

Principal
 SIP Committee

District Director of Educational Resources

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
SIP/PLC Planning Time	No Funds Required	0.00	

1.1.4. Strategy: Classroom Display of Graphs for Instruction and Reference

Strategy Statement: Teachers will display and reference a variety of graphs displayed in classrooms.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 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
SAR 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
SAR 3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

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

Bohan, Harry and Beverly Irby, Dolly Vogel. "Problem Solving: Dealing with Data in the Elementary School " Teaching Children Mathematics, Vol. 1, January 1995

Curcio, Frances R. --Developing Graph Comprehension. Elementary and Middle School Activities?
http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_&ERICExtSearch_SearchValue_0=ED314245&ERICExtSearch_SearchType_0=no&accno=ED314245

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teacher will display and reference SIP provided "Graphs Are Informational" poster in classroom.	9/1/2009	6/17/2010	SIP Informational Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

Teachers will model and guide student creation of graphs to be used and referenced in classroom instruction.	9/1/2009	6/17/2010	SIP Informational Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)
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1.1.4.1. Activity: Graphing Poster--SIP Provided

Activity Description: Teacher will display and reference SIP provided "Graphs Are Informational" poster in classroom.

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Informational Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Graphs Are Informational Posters	SIP	148.00	

1.1.4.2. Activity: Graphing Poster--Student Generated

Activity Description: Teachers will model and guide student creation of graphs to be used and referenced in classroom instruction.

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Informational Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Supplies	No Funds Required	0.00	

1.1.5. Strategy: Differentiated Instruction

Strategy Statement: Staff will collaborate to assess and provide support to students not meeting grade level expectations.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 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
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
SAR 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free

Other Required Information for Strategy

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

Brown-Chidsey, Rachel and Mark W. Steege. "Response to Intervention Principles and Strategies for Effective Practice". Guilford Publications, 72 Spring Street, NY, NY: (2005).

DuFour, Richard and Robert Eaker. "Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement". Solution Tree/ASCD. Alexandria, VA. (1998)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will work collaboratively to design and provide instruction to students with identified needs	9/1/2009	6/17/2010	SIP Informational Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists) PLC Participants

1.1.5.1. Activity: Response to Intervention (RtI)

Activity Description: Staff will work collaboratively to design and provide instruction to students with identified needs

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Informational Skills Committee
Classroom Teachers
Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)
PLC Participants

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title One Paraprofessionals	Title I Schoolwide	113,757.00	
Curricular Intervention Specialists	Grant	94,000.00	

Goal 2: Mathematical Skills

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be efficient and accurate in mathematical skills across the curriculum.

Gap Statement : Only 69% our students correctly answered 2008-2009 MEAP items related to Numbers and Operations. Both the Asian and African American sub groups scored 67% on the same items. 78% of our students correctly answered Numbers and Operations items the Lake Shore District End of the Year Assessment. Masonic's NCA/SIP selected Inventory of Basic Math Skills data indicates a continued need to improve students' abilities in the area of Numbers and Operations. There is a need to improve students' knowledge in skills in these strands.

Cause for Gap : Previous lack of cohesive, sequential district Math program

Overemphasis of constructivist approach

Need for instruction/remediation of new students/move ins/schools of choice

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP

District Math assessment Linked to GLCEs

Harcourt Brace Math Series Assessments (Initial Skills Inventory and Year End Assessments)

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

District Math assessment Linked to GLCEs

Harcourt Brace Math Series Assessments (Chapter and Unit Assessments)

RtI Progress Monitoring Info

PLC review/report/revision as grade level teams

Contact Name : Carla Kling

List of Objectives:

ID	Objective
3634	Students will score 80% accuracy on Numbers and Operations items on the MEAP. Students will demonstrate a 10% gain in accuracy on District Math Assessment Numbers and Operations items. Student scores will reflect a 10% gain in the Numbers and Operations item portions of Masonic's NCA/SIP Inventory of Basic Math Skills. The Asian and African American sub population groups will show similar gains.

ci Challenges : None

2.1. Objective: Mathematical Problem Solving Skills

Measurable Objective Statement to Support Goal : Students will score 80% accuracy on Numbers and Operations items on the MEAP. Students will demonstrate a 10% gain in accuracy on District Math Assessment Numbers and Operations items. Student scores will reflect a 10% gain in the Numbers and Operations item portions of Masonic's NCA/SIP Inventory of Basic Math Skills. The Asian and African American sub population groups will show similar gains.

List of Strategies:

ID	Strategy	Locked By
0	Teachers will model and guide practice of a consistent multi-step problem solving process (TIPS from Arithmetic Developed Daily).	
0	Teachers will use vocabulary cards/vocabulary posters to present and use schoolwide common vocabulary terms when solving Math problems.	
0	Using data, teachers/support staff will monitor and adjust instruction and do timely interventions using best practice strategies for identified (GAP) students	

0	Teachers will review basic computational Math skills on a daily basis.	
0	Staff will collaborate to assess and provide support to students not meeting grade level expectations.	
0	Teachers will provide and model use of journaling to clarify and personalize Math knowledge and concepts on an individual learner basis.	

2.1.1. Strategy: Use of Schoolwide Consistent Problem Solving Strategy

Strategy Statement: Teachers will model and guide practice of a consistent multi-step problem solving process (TIPS from Arithmetic Developed Daily).

Selected Target Areas

SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 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
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

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

Bohan, Harry and Beverly Irby, Dolly Vogel. "Problem Solving: Dealing with Data in the Elementary School "--Teaching Children Mathematics, Vol. 1, January 1995

Monroe, Eula Ewing. --"Using Graphic Organizers to Teach Vocabulary: Does Available Research Inform Mathematics Instruction?": Education, Vol. 118, 1998 (Vocabulary/Organizers)

<<http://www.questia.com/googleScholar.qst?docId=5001358519>

Whitin, Phyllis, David Whitin. --"Math Is Language Too: Talking and Writing in the Mathematics Classroom". NCTE and National Council of Teachers of Mathematics. 105 Street, Alexandria, VA 22311-1714-- 2000-05-00 (Task Specific Writing) pp. 2000. Grades 3?6. ISBN 0-8141-2134-9.

<<http://www1.ncte.org/store/books/elem/106173.htm>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will implement student problem solving on a daily basis using Arithmetic	9/1/2009	6/17/2010	SIP Math Skills Committee Classroom Teachers Support Staff

Developed Daily process: T - thought (+ - x /) I - information underlined P - plan: equation S - solution: ___labeled			(Paraprofessionals, Title One, Curriculum Intervention Specialists)
Teachers will model and guide student usage of Math journal to log and solve multi-step problems.	9/1/2009	6/17/2010	SIP Math Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)
Teacher will present and use common Math vocabulary terms when solving multi step problems.	9/1/2009	6/17/2010	SIP Math Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

2.1.1.1. Activity: T.I.P.S

Activity Description: Teachers will implement student problem solving on a daily basis using Arithmetic Developed Daily process:

T - thought (+ - x /)

I - information underlined

P - plan: equation

S - solution: ___labeled

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Math Skills Committee
Classroom Teachers
Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Arithmetic Developed Daily Materials	SIP	311.40	

2.1.1.2. Activity: Math Journals

Activity Description: Teachers will model and guide student usage of Math journal to log and solve multi-step problems.

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Math Skills Committee
 Classroom Teachers
 Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Journals	No Funds Required	0.00	0.00

2.1.1.3. Activity: Common Vocabulary

Activity Description: Teacher will present and use common Math vocabulary terms when solving multi step problems.

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Math Skills Committee
 Classroom Teachers
 Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Harcourt Brace Math Series--Consumables	General Funds	5,000.00	

2.1.2. Strategy: Consistent Schoolwide Vocabulary

Strategy Statement: Teachers will use vocabulary cards/vocabulary posters to present and use schoolwide common vocabulary terms when solving Math problems.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 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
SAR 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
SAR 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
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

Other Required Information for Strategy

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

Adams, Thomasenia Lott. "Reading Mathematics: More Than Words Can Say An Understanding of Mathematical Literacy Draws on Many of the Same Skills as Print Literacy." *The Reading Teacher* 56.8 (2003): 786+. Questia. 25 Aug. 2009 <<http://www.questia.com/PM.qst?a=o&d=5001927224>>.

Monroe, Eula Ewing. --"Using Graphic Organizers to Teach Vocabulary: Does Available Research Inform Mathematics Instruction?": *Education*, Vol. 118, 1998 (Vocabulary/Organizers) <<http://www.questia.com/googleScholar.qst?docId=5001358519>

Whitin, Phyllis, David Whitin. --"Math Is Language Too: Talking and Writing in the Mathematics Classroom". NCTE and National Council of Teachers of Mathematics. 105 Street, Alexandria, VA 22311-1714-- 2000-05-00 (Task Specific Writing) pp. 2000. Grades 3?6. ISBN 0-8141-2134-9. <<http://www1.ncte.org/store/books/elem/106173.htm>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will display and reference Math vocabulary posters (developed by SIP Math Committee) as well as vocabulary cards (Harcourt Math series).	9/1/2009	6/17/2010	SIP Math Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)
Teachers will present alternate vocabulary for common vocabulary terms in daily Math assignments (ie. decompose, subtract, minus?)	9/1/2009	6/17/2010	SIP Math Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

2.1.2.1. Activity: Visibly Post Common Math Vocabulary Terms

Activity Description: Teachers will display and reference Math vocabulary posters (developed by SIP Math Committee) as well as vocabulary cards (Harcourt Math series).

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Math Skills Committee
Classroom Teachers
Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
SIP Committee Produced Posters	SIP	100.00	
Vocabulary Cards (Harcourt Math series)	General Funds	0.00	

2.1.2.2. Activity: Acknowledge Interchangeable Terms for Common Vocabulary

Activity Description: Teachers will present alternate vocabulary for common vocabulary terms in daily Math assignments (ie. decompose, subtract, minus?)

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Math Skills Committee
Classroom Teachers
Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Resources	No Funds Required	0.00	

2.1.3. Strategy: Progress Monitoring

Strategy Statement: Using data, teachers/support staff will monitor and adjust instruction and do timely interventions using best practice strategies for identified (GAP) students

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Provides comprehensive information and media services that support the curricular and instructional programs
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

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

Foegen, Anne, Cynthia Jiban, and Stanley Deno. "Progress Monitoring Measures in Mathematics: A Review of the Literature." *Journal of Special Education* 41.2 (2007): 121+. Questia. 25 Aug. 2009 <<http://www.questia.com/PM.qst?a=o&d=5022190203>>.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will analyze data (GAP INFO) and readjust focus for continued student improvement.	9/1/2009	6/17/2010	Classroom Teachers/Support Staff Principal SIP Members PLC Participants Tech Support Parent Teacher Organization
Staff will develop curricular maps including Informational Skills instruction utilizing grade appropriate Grade Level Content Expectations during Common Planning Time, PLCs, SIP Meetings and District Grade Level Meetings	9/1/2009	6/17/2010	Classroom Teachers/Support Staff SIP Committees Principal Tech Support District Director of Instruction

2.1.3.1. Activity: Assessment and Evaluation

Activity Description: Staff will analyze data (GAP INFO) and readjust focus for continued student improvement.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom Teachers/Support Staff
Principal
SIP Members
PLC Participants
Tech Support
Parent Teacher Organization

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
SIP and PLC Meetings	No Funds Required	0.00	

2.1.3.2. Activity: Collaborative Planning

Activity Description: Staff will develop curricular maps including Informational Skills instruction utilizing grade appropriate Grade Level Content Expectations during Common Planning Time, PLCs, SIP Meetings and District Grade Level Meetings

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom Teachers/Support Staff
SIP Committees
Principal
Tech Support
District Director of Instruction

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
SIP and PLC Meetings	No Funds Required	0.00	

2.1.4. Strategy: Consistent Review of Basic Computational Skills

Strategy Statement: Teachers will review basic computational Math skills on a daily basis.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 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
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment

Other Required Information for Strategy

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

Adams, Thomasenia Lott. "Reading Mathematics: More Than Words Can Say An Understanding of Mathematical Literacy Draws on Many of the Same Skills as Print Literacy." *The Reading Teacher* 56.8 (2003): 786+. Questia. 25 Aug. 2009 <<http://www.questia.com/PM.qst?a=o&d=5001927224>>.

Monroe, Eula Ewing. --"Using Graphic Organizers to Teach Vocabulary: Does Available Research Inform Mathematics Instruction?": *Education*, Vol. 118, 1998 (Vocabulary/Organizers) <<http://www.questia.com/googleScholar.qst?docId=5001358519>

Whitin, Phyllis, David Whitin. --"Math Is Language Too: Talking and Writing in the Mathematics Classroom". NCTE and National Council of Teachers of Mathematics. 105 Street, Alexandria, VA 22311-1714-- 2000-05-00 (Task Specific Writing) pp. 2000. Grades 3?6. ISBN 0-8141-2134-9. <<http://www1.ncte.org/store/books/elem/106173.htm>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will review basic computational skills with students on a daily basis in addition to regular Math instruction using Arithmetic Developed Daily materials.	9/1/2009	6/17/2010	SIP Math Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

2.1.4.1. Activity: Math Skills Review

Activity Description: Teachers will review basic computational skills with students on a daily basis in addition to regular Math instruction using Arithmetic Developed Daily materials.

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Math Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Arithmetic Developed Daily Grade Level Resource Books	SIP	311.00	

2.1.5. Strategy: Differentiated Instruction

Strategy Statement: Staff will collaborate to assess and provide support to students not meeting grade level expectations.

Selected Target Areas

SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 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

SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
SAR 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free

Other Required Information for Strategy

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

Auger, Wendy, and Ron Wideman. "Using Action Research to Open the Door to Life-Long Professional Learning." Education 121.1 (2000): 120. Questia. 25 Aug. 2009
 <<http://www.questia.com/PM.qst?a=o&d=5001116471>>.

DuFour, Richard and Robert Eaker. "Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement". Solution Tree/ASCD. Alexandria, VA. (1998)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will work collaboratively to design and provide instruction to students with identified needs	9/1/2009	6/17/2010	Classroom Teachers/Support Staff Curriculum Intervention Specialists Title One

2.1.5.1. Activity: Response to Intervention (RtI)

Activity Description: Staff will work collaboratively to design and provide instruction to students with identified needs

Activity Type: Maintenance

Planned staff responsible for implementing activity: Classroom Teachers/Support Staff
Curriculum Intervention Specialists
Title One

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Paraprofessional Aides	Title I Schoolwide	113,757.00	
Curricular Intervention Specialists	Grant	94,000.00	

2.1.6. Strategy: Use of Math Journals

Strategy Statement: Teachers will provide and model use of journaling to clarify and personalize Math knowledge and concepts on an individual learner basis.

Selected Target Areas

SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
 SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity

Other Required Information for Strategy

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

Adams, Thomasenia Lott. "Reading Mathematics: More Than Words Can Say An Understanding of Mathematical Literacy Draws on Many of the Same Skills as Print Literacy." *The Reading Teacher* 56.8 (2003): 786+. Questia. 25 Aug. 2009 <<http://www.questia.com/PM.qst?a=o&d=5001927224>>.

Monroe, Eula Ewing. --"Using Graphic Organizers to Teach Vocabulary: Does Available Research Inform Mathematics Instruction?": *Education*, Vol. 118, 1998 (Vocabulary/Organizers)
 <<http://www.questia.com/googleScholar.qst?docId=5001358519>

Whitin, Phyllis, David Whitin. --"Math Is Language Too: Talking and Writing in the Mathematics Classroom". NCTE and National Council of Teachers of Mathematics. 105 Street, Alexandria, VA 22311-1714-- 2000-05-00 (Task Specific Writing) pp. 2000. Grades 3?6. ISBN 0-8141-2134-9.
 <<http://www1.ncte.org/store/books/elem/106173.htm>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will provide students the opportunity to express personal understanding of Math concepts through written/visual journaling.	9/1/2009	6/17/2010	SIP Math Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

2.1.6.1. Activity: Making Personal Connections

Activity Description: Teachers will provide students the opportunity to express personal understanding of Math concepts through written/visual journaling.

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Math Skills Committee
Classroom Teachers
Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Journals	General Funds	0.00	

Goal 3: Written Expression

Content Area : English Language Arts
Goal Source : Continuous Improvement
Development Status : Approved

Student Goal Statement : All students will incorporate their knowledge and experience to expand writing across the curriculum.

Gap Statement : Only 55% our students ranked proficient on the Expressive Written Language portion of the 2008-2009 MEAP. 61% of the regular education sub population scored Proficient but both the African American sub population (50% Proficient) and Special Education sub populations (27%) scored lower. The male sub population score (47% Proficient) also indicates a disparity when compared to the female sub population score (61% Proficient). Students' holistic scores on Lake Shore District's End of the Year Writing Assessment averaged a score 2.4 points for K-2 four point overall performance rubric and averaged a score of 3.48 for Grades 3-5 six point overall performance rubric. These scores show growth from the beginning of the year baseline data but indicate an opportunity for improvement and growth. Analysis of writing assessments developed in conjunction with grade level PLC/SMART Goals indicate a variety of skill areas to be targeted. There is a need to improve students' abilities to both organize and produce quality written work.

Cause for Gap : Previous lack of cohesive/sequential district writing curriculum

Previous emphasis on specific writing formats (cross text comparison, position papers)

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP

District Beginning, Middle and End of the Year Writing Assessments
 PLC Generated Writing Assessments

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

District Beginning, Middle and End of the Year Writing Assessments
 RtI Progress Monitoring Info
 PLC Generated Writing Assessments
 PLC review/report/revision as grade level teams

Contact Name : Carol Weagel

List of Objectives:

ID	Objective
3659	75% of students will score proficient in the Expressive Written Language portion on the MEAP. Students will demonstrate a 10% gain in average holistic scores on District End of the Year Writing Assessments. The African American, Special Education and male sub population groups will show similar gains.

ci Challenges : None

3.1. Objective: Writing Based On Personal Experience and Knowledge.

Measurable Objective Statement to Support Goal : 75% of students will score proficient in the Expressive Written Language portion on the MEAP. Students will demonstrate a 10% gain in average holistic scores on District End of the Year Writing Assessments. The African American, Special Education and male sub population groups will show similar gains.

List of Strategies:

ID	Strategy	Locked By
0	Teacher will model and guide writing about personal experience stories following class discussions (ie. LIFESKILLS, personal experiences, topics with prior knowledge, etc.) weekly.	
0	Staff will collaborate to assess and provide support to students not meeting grade level expectations.	
0	Teachers will model and guide writing using the schoolwide grade level appropriate T.O.D.E. format.	
0	Using data, teachers/support staff will monitor and adjust instruction and do timely interventions	

using best practice strategies for identified (GAP) students

3.1.1. Strategy: Using Personal Experience and Prior Knowledge.

Strategy Statement: Teacher will model and guide writing about personal experience stories following class discussions (ie. LIFESKILLS, personal experiences, topics with prior knowledge, etc.) weekly.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
 SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
 SAR 3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
 SAR 3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

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

Calkins, Lucy McCormick. --" The Art of Teaching Writing". Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 (Learning Logs/Journals)
 <http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSe

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will model and guide the Writing Process as appropriate to Grade Level Expectations.	9/1/2009	6/17/2010	SIP Writing Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

3.1.1.1. Activity: Type 1 Writing

Activity Description: Teachers will model and guide the Writing Process as appropriate to Grade Level Expectations.

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Writing Skills Committee

Classroom Teachers

Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Resources	No Funds Required	0.00	

3.1.2. Strategy: Differentiated Instruction

Strategy Statement: Staff will collaborate to assess and provide support to students not meeting grade level expectations.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 3.9 Maintains a system-wide climate that supports student learning
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
SAR 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free
SAR 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes

Other Required Information for Strategy

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

Auger, Wendy, and Ron Wideman. "Using Action Research to Open the Door to Life-Long Professional Learning." Education 121.1 (2000): 120. Questia. 25 Aug. 2009
 <<http://www.questia.com/PM.qst?a=o&d=5001116471>>.

Brown-Chidsey, Rachel and Mark W. Steege. "Response to Intervention Principles and Strategies for Effective Practice". Guilford Publications, 72 Spring Street, NY, NY: (2005).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will work collaboratively to design and provide instruction to students with identified needs.	9/1/2009	6/17/2010	SIP Writing Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

3.1.2.1. Activity: Response to Intervention (RtI)

Activity Description: Staff will work collaboratively to design and provide instruction to students with identified needs.

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Writing Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Intervention Specialists	Grant	94,000.00	
Title One Paraprofessionals	Title One	113,757.00	
Occupational Therapy	Special Education	0.00	
Bilingual Support	MISD	0.00	
English As A Second Language	MISD	0.00	

3.1.3. Strategy: Use of Schoolwide Common Graphic Organizer

Strategy Statement: Teachers will model and guide writing using the schoolwide grade level appropriate T.O.D.E. format.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.10 Provides comprehensive information and media services that support the curricular and instructional programs
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment

Other Required Information for Strategy

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

Graham, Steve, Charles Macarthur, Shirley Schwartz, and Victoria Page-Voth. "Improving the Compositions of Students with Learning Disabilities Using a Strategy Involving Product and Process Goal Setting." *Exceptional Children* 58.4 (1992): 322+. Questia. 25 Aug. 2009
 <<http://www.questia.com/PM.qst?a=o&d=5000134395>>.

Hyerle, David. "A Field Guide to Using Visual Tools." -- Association for Supervision and Curriculum Development, 1703 North Beauregard

<http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?fpb=true&_ERICExtSearch_SearchValue_0=ED443784&ERICExtSearch_SearchType_0=no&accno=ED4>

Troia, Gary A., Steve Graham, and Karen R. Harris. "Teaching Students with Learning Disabilities to Mindfully Plan When Writing." *Exceptional Children* 65.2 (1999): 235. Questia. 25 Aug. 2009

<<http://www.questia.com/PM.qst?a=o&d=5001230735>>.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Following district in-servicing, teachers will develop grade level T.O.D.E. formats to be used for student writing projects.	9/1/2009	6/17/2010	SIP Writing Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists) PLC Participants Principal
Teachers will model and guide students through Writing Process using T.O.D.E. (Topic/Order/Details/Edit)format.	9/1/2009	6/17/2010	SIP Writing Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists) PLC Participants Principal

3.1.3.1. Activity: Develop Grade Level Articulation of T.O.D.E.

Activity Description: Following district in-servicing, teachers will develop grade level T.O.D.E.

formats to be used for student writing projects.

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Writing Skills Committee
 Classroom Teachers
 Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)
 PLC Participants
 Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
T.O.D.E. Professional Development	Professional Development	25,000.00	

3.1.3.2. Activity: Use TODE Format Across Grade Levels

Activity Description: Teachers will model and guide students through Writing Process using T.O.D.E. (Topic/Order/Details/Edit)format.

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Writing Skills Committee
 Classroom Teachers
 Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)
 PLC Participants
 Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Resources	No Funds Required	0.00	

3.1.4. Strategy: Progress Monitoring

Strategy Statement: Using data, teachers/support staff will monitor and adjust instruction and do timely interventions using best practice strategies for identified (GAP) students

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.10 Provides comprehensive information and media services that support the curricular and instructional programs
SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

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

Auger, Wendy, and Ron Wideman. "Using Action Research to Open the Door to Life-Long Professional Learning." Education 121.1 (2000): 120. Questia. 25 Aug. 2009
 <<http://www.questia.com/PM.qst?a=o&d=5001116471>>.

DuFour, Richard and Robert Eaker. "Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement". Solution Tree/ASCD. Alexandria, VA. (1998)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will analyze data (GAP INFO) and readjust focus for continued student improvement.	9/1/2009	6/17/2010	SIP Writing Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists) PLC Participants Principal
Staff will develop curricular maps including instruction in creative written expression utilizing grade appropriate Grade Level Content Expectations during Common Planning Time, PLC's, SIP meetings and District Grade Level meetings.	9/1/2009	6/17/2010	SIP Writing Skills Committee Classroom Teachers Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists) PLC Participants Principal District Director of Instruction Tech Support

3.1.4.1. Activity: Assessment and Evaluation

Activity Description: Staff will analyze data (GAP INFO) and readjust focus for continued student improvement.

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Writing Skills Committee
 Classroom Teachers
 Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)
 PLC Participants
 Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Collaborative Planning Time	No Funds Required	0.00	

3.1.4.2. Activity: Collaborative Planning

Activity Description: Staff will develop curricular maps including instruction in creative written expression utilizing grade appropriate Grade Level Content Expectations during Common Planning Time, PLC's, SIP meetings and District Grade Level meetings.

Activity Type: Maintenance

Planned staff responsible for implementing activity: SIP Writing Skills Committee
 Classroom Teachers
 Support Staff (Paraprofessionals, Title One, Curriculum Intervention Specialists)
 PLC Participants
 Principal
 District Director of Instruction
 Tech Support

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/17/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Colloborative Planning Time	No Funds Required	0.00	

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Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$10,500.00	\$0.00
No Funds Required	\$0.00	\$50,000.00
Special Education	\$0.00	\$0.00
Title I Schoolwide	\$227,514.00	\$0.00
Other	\$282,000.00	\$0.00
Other	\$0.00	\$0.00
Other	\$1,867.86	\$1,867.86
Other	\$25,000.00	\$0.00
Other	\$870.40	\$0.00
Other	\$113,757.00	\$0.00

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Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	George	Lewis	Principal	glewis@lsps.org
Mrs.	Evelyn	Bailer	SIP Chair - Resource Room	ebailer@lsps.org
Ms.	Linda	Russell	SIP Chair - Teacher	lrussell@lsps.org
Mrs.	Carol	Weagel	Media Specialist	cweagel@lsps.org
Mrs.	Carla	Kling	Resource Room Teacher	ckling@lsps.org
Mrs.	Marybeth	Grosfield	Speech Teacher	mgrosfield@lsps.org

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

Monthly staff meetings, Bi-weekly early release day for PLC including all staff working together to develop long term and SMART goals, Representation on District PLC Steering Committee, Monthly PTO meetings with Teacher and Administrative representation, Parent representatives on building committees, Parent/All Staff/Principal membership on SIP committee, Community/staff/student surveys

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

Building level, district level and state assessments continually reviewed, Staff participation in design of assessments (building and district), Weekly Common Planning time discussions by grade level, monthly staff meetings, bi-weekly early release PLC with all staff/principal, District grade level meetings to develop curricular maps compatible with state standards/GLCEs, District curricular committees with grade level and building representation, parent/staff/student surveys

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

Districtwide--Lake Shore Lines, publication of PA 25 info, updated web site, open school board meetings rotated through all buildings, Lake Shore Schools Open House event

Schoolwide--Monthly newsletter, email info chain, information rack materials at school entrance, PTO newsletters, Parent Teacher conferences, scheduled Report Cards/Progress Reports, Curriculum Night/Ice Cream Social, classroom newsletters and websites, annual IEP reviews

Statement of Non-Discrimination

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.

Position of Contact:

Principal

Address:

22100 Masonic Blvd. St. Clair Shores, MI 48082

Telephone Number:

586-285-8500

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

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

Continued professional development relating to:
curricular issues,
new technology (software, Data Director, new SASI, etc.)
strategies related to present and future SIP goals
PLC initiative
broadening our Stakeholder involvement and base
improving communication throughout the community

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

PLC's bi-weekly Early Release Days to ensure total staff involvement

Professional Development involving TODE/Writing strategies, new Math/Science materials

Purchase of extensive new Math and Science Materials

Pursues grants and funds for innovative programs (Curricular Intervention Specialsits)

Budget line item for SIP chairs, expenses and purchases

Budget line item for Staff Development

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

Tech Department with reps in all buildings on a shared basis
Tech reps provide training to staff ("Lunch Bytes")
District level Tech Committee reviews/revises Tech curriculum in accordance with state guidelines
District bond support for Tech/AV enhanced classrooms
District has a continual 5 year review and replacement schedule for all tech
Updating of available software related to curricular and staff needs
Districtwide maintained website