

# School Improvement Plan

## Title I - Schoolwide

School Year: 2011 - 2012

School District: Romulus Community Schools

ISD/RESA: Wayne RESA

School Name: Halecreek Elementary School

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

Principal: Ms. Dorothy West

Building Code: 06680

District Approval of Plan:

---

Authorized Official Signature and Date

Board of Education Approval of Plan:

---

Authorized Official Signature and Date

# School Improvement Plan

## Contents

Introduction . . . . . 3

School Information . . . . . 4

Vision, Mission and Beliefs . . . . . 5

Goals . . . . . 6

    Goal 1: Math Problem Solving . . . . . 6

    Goal 2: Reading Comprehension . . . . . 16

    Goal 3: Science . . . . . 39

    Goal 4: Social Studies . . . . . 44

    Goal 5: Writing . . . . . 54

Resource Profile . . . . . 64

Additional Requirements . . . . . 65

Assurances . . . . . 74

Stakeholders . . . . . 80

Statement of Non-Discrimination . . . . . 81

Supporting Documentation . . . . . 82

# **Introduction**

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

## School Information

School:	<b>Halecreek Elementary School</b>
District:	<b>Romulus Community Schools</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>K,1,2,3,4,5</b>
School Code Number:	<b>06680</b>
City:	<b>Romulus</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

## **Vision Statement**

Our vision is to create a culture of high achievement, in which all learners take responsibility for maintaining an environment where everyone is able to reach their full potential.

## **Mission Statement**

We are committed to building a respectful, responsible, and safe environment. In cooperation with parents and the community, the staff establishes high expectations for all students and provides the learning opportunities each student needs to become a lifelong learner and productive citizen.

## **Beliefs Statement**

We believe that...

All students can learn.

Every child learns best in a safe and respectful environment where high academic expectations, a sense of pride, and problem solving strategies are promoted.

A variety of teaching strategies, meaningful materials, and technology should be used to maximize student potential and individual learning styles.

A quality education, continuous improvements, and positive communications are the shared responsibility of the school, home, and community.

## Goals

Name	Development Status	Progress Status
Math Problem Solving	Complete	Open
Reading Comprehension	Complete	Open
Science	Complete	Open
Social Studies	Complete	Open
Writing	Complete	Open

### Goal 1: Math Problem Solving

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All students will improve their math problem solving skills.

**Gap Statement:** Based on a review of math assessments, it was determined that our students need to improve their math problem solving skills. 94% of 3rd grade, 88% of 4th grade, and 59% of 5th grade students were proficient on the Fall 2010 Math MEAP. According to the data, African American students are underperforming as compared to caucasian students with an 11% difference in 4th grade and 32% difference in 5th grade. Students take the MAP test three times per year. The September and May test scores were used in calculating individual student growth. The findings show that Halcreek students showed an individual growth of 69%.

**Cause for Gap:** There are a couple of factors that may have influenced our math data. At the start of the 2010-2011 school year Halecreek was combined with another elementary school due to district school closings. Additionally, 1/2 of the student population moved from a different school, Halecreek also acquired a new principal as well as 6 teachers from 5 different elementary schools. Due to all the changes at Halecreek, we are using this year as a baseline.

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

**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?** In order to monitor the progress and success of this goal, we will use MEAP and MAP test scores. On the MEAP, students are expected to achieve proficiency which is indicated by a level 1 or 2 on their score. MAP is a standardized test which is given to all students three times a year and used to assess student performance. On the MAP, student test scores are monitored to show growth during the year in relation to individual student growth scores.

**Contact Name:** Michele Misiak

**List of Objectives:**

Name	Objective
Computation	All K-5 students will learn skills and facts and apply them as tools to solve daily math problems.
Math Problem Solving	K-5th grade students will be able to use a variety of strategies to successfully complete daily math problems.

## 1.1. Objective: Computation

**Measurable Objective Statement to Support Goal:** All K-5 students will learn skills and facts and apply them as tools to solve daily math problems.

**List of Strategies:**

Name	Strategy
Computation/Basic Facts	All K-5 students will learn basic facts and use them as tools to solve daily math problems.
Professional Learning Communities	All staff will continue receiving PD in maintaining quality, effective Professional Learning Communities.

### 1.1.1. Strategy: Computation/Basic Facts

**Strategy Statement:** All K-5 students will learn basic facts and use them as tools to solve daily math problems.

**Selected Target Areas**

- 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
- 2.5 Fosters a learning community
- 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
- 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
- 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
- 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
- 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
- 3.6 Allocates and protects instructional time to support student learning

3.7 Provides for articulation and alignment between and among all levels of schools
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
3.8 Supports the implementation of interventions to help students meet expectations for student learning
3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
4.5 Communicates the results of student performance and school effectiveness to all stakeholders

**Other Required Information for Strategy**

Using Thinking Strategies to Teach Basic Facts (Rathmell, E.C.)  
 Addition and Subtraction in the Primary Grades (Baroody, A.J., and D.J. Standifer)  
 Knowing, Doing, and Teaching Multiplication (Lampert, M.)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Math Stars	2010-09-07	2012-06-10	All K-5 students, Learning Specialist, all K-5 teachers
Model Basic Facts	2010-09-07	2012-06-10	All K-5 teachers
Motor Skills Lab	2011-06-10	2012-06-10	CIA's, Learning Specialist
Student Knowledge of Facts	2010-09-07	2012-06-10	All K-5 students

**1.1.1.1. Activity: Math Stars**

**Activity Description:** Students will display mastery of basic math facts on weekly "Math Star" tests. Students will work to pass 3 tests per grade.

**Planned staff responsible for implementing activity:** All K-5 students, Learning Specialist, all K-5 teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Math Star Prizes, Awards	Title I Part A	0.00	0.00
Math Star Tests	Title I Part A	0.00	0.00
Number Worlds Intervention Programs McGraw-Hill	Title I Part A	2,700.00	

**1.1.1.2. Activity: Model Basic Facts**

**Activity Description:** Teachers will model basic facts and computation daily in classroom instruction.

**Planned staff responsible for implementing activity:** All K-5 teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey	Title I Part A	0.00	0.00
EnVisions Math Series	General Funds	0.00	0.00
Online websites	Title I Part A	0.00	0.00
Study Island	Title I Part A	0.00	0.00

**1.1.1.3. Activity: Motor Skills Lab**

**Activity Description:** Students will attend a motor skills lab to work on visual, fine and gross motor skills that are an essential foundation needed to promote math success.

**Planned staff responsible for implementing activity:** CIA's, Learning Specialist

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-06-10, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Motor Skills Lab	Title I Part A	6,000.00	

**1.1.1.4. Activity: Student Knowledge of Facts**

**Activity Description:** Students will practice knowledge of basic math facts and computation in daily activities.

**Planned staff responsible for implementing activity:** All K-5 students

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey	Title I Part A	0.00	0.00
EnVisions Series	General Funds	0.00	0.00
Manipulatives	Title I Part A	0.00	0.00
Online Websites/Licenses	Title I Part A	0.00	0.00
Study Island	Title I Part A	0.00	0.00

**1.1.2. Strategy: Professional Learning Communities**

**Strategy Statement:** All staff will continue receiving PD in maintaining quality, effective Professional Learning Communities.

**Selected Target Areas**

1.1 Establishes a vision for the school in collaboration with its stakeholders
1.2 Communicates the vision and purpose to build stakeholder understanding and support
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead
2.9 Responds to community expectations and stakeholder satisfaction
3.10 Provides comprehensive information and media services that support the curricular and instructional programs
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.8 Implements interventions to help students meet expectations for student learning

4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
4.7 Demonstrates verifiable growth in student performance
5.10 Provides appropriate support for students with special needs
5.3 Ensures that all staff participate in a continuous program of professional development
6.1 Fosters collaboration with community stakeholders to support student learning
7.2 Engages stakeholders in the processes of continuous improvement

**Other Required Information for Strategy**

Dufore, R., "Getting Started: Reculturing Schools to Become Professional Learning Communities".  
 Dufore, R., "Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn".

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional Learning Communities	2011-06-10	2012-06-10	Principal Lead Teachers

**1.1.2.1. Activity: Professional Learning Communities**

**Activity Type:** Professional Development

**Activity Description:** Teachers will continue to receive training in Professional Learning Communities during the PD workshops throughout the 2011-2012 school year.

**Planned staff responsible for implementing activity:** Principal Lead Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-06-10, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Facilitator on district PD days	No Funds Required		

## 1.2. Objective: Math Problem Solving

**Measurable Objective Statement to Support Goal:** K-5th grade students will be able to use a variety of strategies to successfully complete daily math problems.

### List of Strategies:

Name	Strategy
Problem Solving Strategies	In K-5, teachers will introduce and model a variety of problem solving strategies, as well as lead students in guided and independent practice in using the strategies.

### 1.2.1. Strategy: Problem Solving Strategies

**Strategy Statement:** In K-5, teachers will introduce and model a variety of problem solving strategies, as well as lead students in guided and independent practice in using the strategies.

#### Selected Target Areas

2.6 Provides teachers and students opportunities to lead
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
3.7 Provides for articulation and alignment between and among all levels of schools
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness
4.7 Demonstrates verifiable growth in student performance
5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning
6.1 Fosters collaboration with community stakeholders to support student learning
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school

#### Other Required Information for Strategy

Strategies for Solving Word Problems (Curriculum Associates, Inc.)

Daily Math Practice: Research on the Use of Practice as an Effective Teaching Strategy (Coan, 2007).

Question Answer Relationships (Au, Kathryn H., Highfield, Kathy, Raphael, Taffy E. 2001)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
After School Program	2011-06-10	2012-06-10	Learning Specialist, Classroom Teachers, CIA's
Cross-Curricular	2010-09-07	2012-06-10	Art, music, and PE teachers
Differentiated math instruction	2010-09-07	2012-06-10	All K-5 classroom teachers
Manipulatives	2010-09-07	2012-06-10	All students, K-5 teachers
Modeled, Guided, and Independent Practice	2010-09-07	2012-06-10	Classroom Teachers grades K-5
Technology	2010-09-07	2012-06-10	All students, K-5 teachers
Vocabulary	2010-09-07	2011-06-12	Classroom teachers K-5

---

**1.2.1.1. Activity: After School Program**

**Activity Description:** Students will be offered the option to attend an afterschool program centered around economics.

**Planned staff responsible for implementing activity:** Learning Specialist, Classroom Teachers, CIA's

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-06-10, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
After School Program	Title I Part A	5,000.00	

---

**1.2.1.2. Activity: Cross-Curricular**

**Activity Description:** Art, music, and physical education teachers will integrate problem solving strategies into projects and activities.

**Planned staff responsible for implementing activity:** Art, music, and PE teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Music, art, and P.E. Curriculum	General Funds	0.00	0.00

**1.2.1.3. Activity: Differentiated math instruction**

**Activity Description:** Teachers will use differentiated instruction within their daily math lesson.

**Planned staff responsible for implementing activity:** All K-5 classroom teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey	Title I Part A	0.00	0.00
EnVisions Series	General Funds	0.00	0.00
I Pad	Title I Part A	0.00	
Study Island	Title I Part A	0.00	0.00

**1.2.1.4. Activity: Manipulatives**

**Activity Description:** Students will utilize concrete materials and manipulatives to solve problems.

**Planned staff responsible for implementing activity:** All students, K-5 teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
EnVisions Manipulative kits	General Funds	0.00	0.00

**1.2.1.5. Activity: Modeled, Guided, and Independent Practice**

**Activity Description:** Teachers will model problem solving strategies using "Problem of the Day"

**Planned staff responsible for implementing activity:** Classroom Teachers grades K-5

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
EnVisions Math Series	General Funds	0.00	0.00

**1.2.1.6. Activity: Technology**

**Activity Description:** Students will use technology to enhance and reinforce GLCEs.

**Planned staff responsible for implementing activity:** All students, K-5 teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Calculators	Title I Part A	0.00	0.00
Classroom Projectors	Title I Part A	0.00	0.00
Compass Odyssey	Title I Part A	0.00	0.00

E.L.M.O. Projectors	Title I Part A	0.00	
EnVisions electronic resources	General Funds	0.00	0.00
I Pad	Title I Part A	0.00	
Multiplication.com	Title I Part A	0.00	0.00
Slates	Title I Part A	0.00	0.00
Smartboard	Title I Part A	0.00	0.00
Study Island	Title I Part A	0.00	0.00

### 1.2.1.7. Activity: Vocabulary

**Activity Description:** Students will learn and practice key vocabulary terms that are embedded in word problems.

**Planned staff responsible for implementing activity:** Classroom teachers K-5

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-12

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
EnVisions Series	General Funds	0.00	0.00
Vocabulary Notebooks	General Funds	0.00	

## Goal 2: Reading Comprehension

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will improve their reading comprehension across the curriculum

**Gap Statement:** Based on a review of reading assessments it was determined that our students need to improve their reading comprehension. 80% of 3rd graders, 78% of fourth graders, and 66% of fifth graders were proficient on the MEAP Reading. According to our data, fifth grade students showed a 13% decline from the Fall 2009 MEAP to the Fall 2010 MEAP. We also noticed discrepancies when looking at our gender and ethnicity data. Males scored lower than females in grades third and fifth, -17% in third and -19% in fifth. African American students scored lower than Caucasian students in grades fourth and fifth, -16% in fourth and -23% in fifth. We also used the MAP (Measurement of Academic Progress) test as another source of data. As a group, Halecreek students made a 66% increase in the area of reading comprehension.

**Cause for Gap:** There are a couple of factors that may have influenced our reading data. During the 2010-2011

school year Halecreek was combined with another elementary school due to school closings. Along with half of our student population moving from a different school, we acquired a new principal as well as 6 teachers from 5 different elementary schools. Due to all the changes at Halecreek, we are using this year as a baseline.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP, NWEA- (MAP test)

**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?** In order to monitor the progress and success of this goal, we will use MEAP and NWEA test scores. On the MEAP, students are expected to achieve proficiency which is indicated by a level 1 or 2 on their score. NWEA is a standardized test given to all students three times a year and used to assess student performance. On the NWEA, student test scores are monitored to see growth during the year in relation to national grade level median scores.

**Contact Name:** Tiffany Markavich

**List of Objectives:**

Name	Objective
Components of Reading	In grades kindergarten through fifth, will explore and use the five components of reading(phonemic awareness, phonics, fluency, vocabulary, and comprehension) to help students construct meaning.

## 2.1. Objective: Components of Reading

**Measurable Objective Statement to Support Goal:** In grades kindergarten through fifth, will explore and use the five components of reading(phonemic awareness, phonics, fluency, vocabulary, and comprehension) to help students construct meaning.

**List of Strategies:**

Name	Strategy
Comprehension	A comprehensive literacy program will be sustained. Students will learn, practice, and apply skills related to comprehension.
Fluency	A comprehensive literacy program will be sustained. Students will learn, practice, and apply skills related to fluency.
Phonemic Awareness	A comprehensive literacy program will be sustained. Students will learn, practice, and apply skills related to phonemic awareness.
Phonics/Alphabetic Principle	A comprehensive literacy program will be sustained. Students will learn, practice, and apply skills related to phonics.
Professional Learning Communities	All staff will continue receiving PD in maintaining quality, effective Professional Learning Communities
Vocabulary	A comprehensive literacy program will be sustained. Students will learn, practice, and apply skills related to vocabulary.

### 2.1.1. Strategy: Comprehension

**Strategy Statement:** A comprehensive literacy program will be sustained. Students will learn, practice, and apply skills related to comprehension.

#### Selected Target Areas

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.10 Ensures that curriculum is reviewed and revised at regular intervals
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.6 Allocates and protects instructional time to support student learning
3.7 Provides for articulation and alignment between and among all levels of schools
3.8 Implements interventions to help students meet expectations for student learning
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
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
5.10 Provides appropriate support for students with special needs
6.1 Fosters collaboration with community stakeholders to support student learning
6.5 Provides information that is meaningful and useful to stakeholders
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

#### Other Required Information for Strategy

Houghton Mifflin, "Scientific Research Base and Program Efficacy"  
 US Department of Education, "Guidance for Early Reading First Program"  
 NCREL, "Overview of Scientifically Based Reading Instruction"

2000 Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on

Reading and its implications for Reading Instruction - Reports of the Subgroups??????

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
After School Program	2011-06-10	2012-06-10	Learning Specialist, Classroom Teachers, CIA's
Comprehension Reading Strategies	2008-09-04	2011-06-12	K-3 teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, C.I.A.'s, Paraprofessional(s), and Principal are all involved directly or indirectly with the implementation of reading comprehension strategies.
Explicit Instruction	2008-09-04	2011-06-12	K-5 Teachers, Learning Specialist, Speech and Language Teacher, Resource Teacher, C.I.A.'s, Paraprofessionals, and the Principal are all involved directly and/or indirectly with explicit instruction.
Instructional Groupings	2008-09-04	2011-06-12	K-5 Teachers, Learning Specialist, Speech and Language Teacer, Resource Teacher, C.I.A.'s, Paraprofessionals, and the Principal are all involved directly and/or indirectly with implementation of instructional grouping.
Literacy Block	2008-09-04	2011-06-12	K-5 Teachers, Learning Specialist, Speech and Language Teacher, Resource Teacher, C.I.A.'s, Paraprofessionals, and Principal are all involved directly and/or indirectly with implementation of literacy block.
Read Naturally	2011-06-01	2012-06-12	1-5 Teachers, students, learning specialist, paraprofessionals, resource teacher, and C.I.A.'s.

**2.1.1.1. Activity: After School Program**

**Activity Description:** Students will be given the opportunity to attend an after school program centered around different pieces of literature.

**Planned staff responsible for implementing activity:** Learning Specialist, Classroom Teachers, CIA's

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-06-10, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
After School Program	Title I Part A	5,000.00	

### 2.1.1.2. Activity: Comprehension Reading Strategies

**Activity Description:** Activities to develop and increase comprehension through the use of reading strategies; \*predicting \*identifying information from stories \*retelling and summarizing \*making connections \*making inferences \*comprehension informational text \*comprehension monitoring

**Planned staff responsible for implementing activity:** K-3 teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, C.I.A.'s, Paraprofessional(s), and Principal are all involved directly or indirectly with the implementation of reading comprehension strategies.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2011-06-12

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

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
CARS and STARS resources	Title I Part A	0.00	0.00
Compass Odyssey	Title I Part A	0.00	0.00
DRA2	Title I Part A	1,000.00	
Scott Foresman - Leveled and Concept Readers	General Funds	0.00	0.00
Scott Foresman - Reading Street K-5	General Funds	28,000.00	0.00
SRA	Special Education	0.00	0.00
Title 1 Resources	Title I Part A	1,000.00	0.00

### 2.1.1.3. Activity: Explicit Instruction

**Activity Description:** Students will receive systematic, explicit instruction that is differentiated and delivered in flexible groups.

**Planned staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Speech and Language Teacher, Resource Teacher, C.I.A.'s, Paraprofessionals, and the Principal are all involved directly and/or indirectly with explicit instruction.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2011-06-12

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
CARS and STARS Resources	Title I Part A	0.00	0.00
Compass Odyssey	Title I Part A	0.00	0.00
I Pad	Title I Part A	0.00	
Read Naturally	Title I Part A	0.00	0.00
Scott Foresman - Leveled & Concept Readers	General Funds	0.00	0.00
Scott Foresman - Reading Street K-5	General Funds	0.00	0.00
Title 1 Resources	Title I Part A	0.00	0.00

**2.1.1.4. Activity: Instructional Groupings**

**Activity Description:** Students will participate use a variety of instructional groupings to introduce, model, and practice skills including: whole group, small group, and independent work.

**Planned staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Speech and Language Teacer, Resource Teacher, C.I.A.'s, Paraprofessionals, and the Principal are all involved directly and/or indirectly with implementation of instructional grouping.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2011-06-12

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Lakeshore Materials	Title I Part A	0.00	0.00
Read Naturally	Title I Part A	0.00	0.00
Scott Foresman Leveled & Concept Readers	General Funds	0.00	0.00
Scott Foresman Materials	General Funds	0.00	0.00
SRA	Special Education	0.00	0.00
Study Island	Title I Part A	0.00	0.00

**2.1.1.5. Activity: Literacy Block**

**Activity Description:** Teachers will engage students in a daily 90-120 minute uninterrupted literacy block.

**Planned staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Speech and

Language Teacher, Resource Teacher, C.I.A.'s, Paraprofessionals, and Principal are all involved directly and/or indirectly with implementation of literacy block.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2011-06-12

**Actual Timeline:** Begin Date - 09/04/2008, End Date - 06/12/2011

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
CARS	Title I Part A	0.00	0.00
Compass Odyssey	Title I Part A	0.00	0.00
Read Naturally	Title I Part A	0.00	0.00
Scott Foresman - Concept & Leveled Readers	General Funds	0.00	0.00
Scott Foresman - Fresh Reads	General Funds	0.00	0.00
Scott Foresman - Reading Street K-5	General Funds	0.00	0.00
Study Island	Title I Part A	0.00	0.00
Title 1 Resources	Title I Part A	0.00	0.00
We Both Read	Title I Part A	0.00	0.00

---

**2.1.1.6. Activity: Read Naturally**

**Activity Description:** Students will attend the Read Naturally to help increase reading fluency and comprehension.

**Planned staff responsible for implementing activity:** 1-5 Teachers, students, learning specialist, paraprofessionals, resource teacher, and C.I.A.'s.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-06-01, End Date - 2012-06-12

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Read Naturally Resources	Title I Part A	0.00	0.00

---

**2.1.2. Strategy: Fluency**

**Strategy Statement:** A comprehensive literacy program will be sustained. Students will learn, practice, and apply skills related to fluency.

**Selected Target Areas**

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.10 Provides comprehensive information and media services that support the curricular and instructional programs
3.10 Ensures that curriculum is reviewed and revised at regular intervals
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.6 Allocates and protects instructional time to support student learning
3.7 Provides for articulation and alignment between and among all levels of schools
3.8 Implements interventions to help students meet expectations for student learning
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
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
5.10 Provides appropriate support for students with special needs
6.1 Fosters collaboration with community stakeholders to support student learning
6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders

**Other Required Information for Strategy**

2000 Teaching Childre to Read: an evidence-based assessment of the Scientific Research Literature on reading and its implications for reading instruction-reports of the subgroups.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Explicit Instructions	2010-09-07	2012-06-10	All K-5 teachers, learning specialist, principal, learning specialist, speech and langauge teacher, resource teacher.

Fluency Strategies	2010-09-07	2012-06-10	All K-5 teachers, learning specialist, principal, paraprofessionals, C.I.A.'s, speech and language teacher, resource teacher.
Instructional Groups	2010-09-07	2012-06-10	All K-5 teachers, leaning specialist, speech and language teacher, paraprofessionals, C.I.A.'s, principal, resource teacher
Literacy Block	2010-09-07	2012-06-12	All K-5 teachers, learning specialist, principal, paraprofessional, speech and language teacher, resource teacher.

### 2.1.2.1. Activity: Explicit Instructions

**Activity Description:** Students will receive systematic, explicit instruction that is differentiated and delivered in flexible groups.

**Planned staff responsible for implementing activity:** All K-5 teachers, learning specialist, principal, learning specialist, speech and language teacher, resource teacher.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey	Title I Part A	0.00	0.00
I Pad	Title I Part A	0.00	
Lakeshore Materials	Title I Part A	0.00	0.00
Read Naturally	Title I Part A	0.00	0.00
Scott Foresman - Reading Street	General Funds	0.00	0.00
Scott Forseman - Leveled and Concept Readers	General Funds	0.00	0.00
SRA	Special Education	0.00	0.00

### 2.1.2.2. Activity: Fluency Strategies

**Activity Description:** Students will engage in the following activities to increase fluency \*phrasing attending to ending punctuation \*read and rereads to increase familiarity \* rereads and self-corrects while reading \*reads with phrasing, expression and inflection \*listens to fluent oral reading and practices increasing oral reading fluency \*self corrects word recognition errors \*sight words and phrases.

**Planned staff responsible for implementing activity:** All K-5 teachers, learning specialist, principal, paraprofessionals, C.I.A.'s, speech and language teacher, resource teacher.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey	Title I Part A	0.00	0.00
Lakeshore Materials	Title I Part A	0.00	0.00
Read Naturally	Title I Part A	0.00	0.00
Scott Foresman - Fresh Reads	General Funds	0.00	0.00
Scott Foresman - Leveled and Concept Readers	General Funds	0.00	0.00
Scott Foresman - Reading Street	General Funds	0.00	0.00

### 2.1.2.3. Activity: Instructional Groups

**Activity Description:** Students will participate in a variety of instructional groups including: whole group, small group, and individual one-on-one.

**Planned staff responsible for implementing activity:** All K-5 teachers, leaning specialist, speech and language teacher, paraprofessionals, C.I.A.'s, principal, resource teacher

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey	Title I Part A	0.00	0.00
I Pad	Title I Part A	0.00	
Lakeshore Materials	Title I Part A	0.00	0.00
Read Naturally	Title I Part A	0.00	0.00
Scott Foresman - Reading Street	General Funds	0.00	0.00
SRA	Special Education	0.00	0.00

### 2.1.2.4. Activity: Literacy Block

**Activity Description:** Students will participate in a daily 90-120 minute uninterrupted literacy block that includes: word work, story warm-up, reading workshop, writing workshop, and guided reading.

**Planned staff responsible for implementing activity:** All K-5 teachers, learning specialist, principal, paraprofessional, speech and language teacher, resource teacher.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-12

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
CARS/STARS	Title I Part A	0.00	0.00
Compass Odyssey	Title I Part A	0.00	0.00
Fresh Reads	General Funds	0.00	0.00
Read Naturally	Title I Part A	0.00	0.00
Scott Foresman - Reading Street K-5	General Funds	0.00	0.00
We Both Read	Title I Part A	0.00	0.00

**2.1.3. Strategy: Phonemic Awareness**

**Strategy Statement:** A comprehensive literacy program will be sustained. Students will learn, practice, and apply skills related to phonemic awareness.

**Selected Target Areas**

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.10 Provides comprehensive information and media services that support the curricular and instructional programs
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.6 Allocates and protects instructional time to support student learning
3.7 Provides for articulation and alignment between and among all levels of schools

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
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
5.10 Provides appropriate support for students with special needs
5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement
6.1 Fosters collaboration with community stakeholders to support student learning
6.5 Provides information that is meaningful and useful to stakeholders
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

**Other Required Information for Strategy**

2000 Teaching Children to Read: An evidence-based assessment of the Scientific Research Literature on reading and its implications for reading instruction-reports of the subgroups.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Explicit Instruction	2010-09-07	2012-06-10	All K-3 teachers, learning specialist, C.I.A.'s, paraprofessionals, principal, speech and language teacher, resource teacher.
Instructional Group	2010-09-07	2012-06-10	K-3 teachers, learning specialist, principal, C.I.A.'s, paraprofessionals, speech and language teacher, resource teacher.
Literacy Block	2008-09-04	2010-06-10	K-3 teachers, principal, literacy coach, learning specialist, paraprofessionals, reteachers, speech and language teacher, resource teacher.
Phonemic Awareness Strategies	2008-09-04	2011-06-10	K-3 teachers, paraprofessionals, reteachers, learning specialist, literacy coach, principal, speech and language teacher, resource teacher.

**2.1.3.1. Activity: Explicit Instruction**

**Activity Description:** Students will receive systematic, explicit instruction that is differentiated and delivered in flexible groups.

**Planned staff responsible for implementing activity:** All K-3 teachers, learning specialist, C.I.A.'s, paraprofessionals, principal, speech and language teacher, resource teacher.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey	Title I Part A	0.00	0.00
I Pad	Title I Part A	0.00	
Lakeshore Materials	Title I Part A	0.00	0.00
Scott foresman - Leveled and Concept readers	General Funds	0.00	0.00
Scott Foresman - Reading Street	General Funds	0.00	0.00
Study Island	Title I Part A	0.00	0.00

**2.1.3.2. Activity: Instructional Group**

**Activity Description:** Students will participate in a variety of differentiated instructional groups including: whole group, small group, and individual one-on-one.

**Planned staff responsible for implementing activity:** K-3 teachers, learning specialist, principal, C.I.A.'s, paraprofessionals, speech and language teacher, resource teacher.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey	Title I Part A	0.00	0.00
I Pad	Title I Part A	0.00	
Intervention Folders	Title I Part A	270.00	0.00
Lakeshore Materials	Title I Part A	0.00	0.00
Scott Foresman - Concept and Leveled Readers	General Funds	0.00	0.00
Scott Foresman - Fresh Reads	General Funds	0.00	0.00
Scott Foresman - Reading Street	General Funds	0.00	0.00

**2.1.3.3. Activity: Literacy Block**

**Activity Description:** Students will participate in a daily 90-120 minute uninterrupted literacy block that includes: word work, story warm-up, reading workshop, writing workshop, and guided reading.

**Planned staff responsible for implementing activity:** K-3 teachers, principal, literacy coach, learning specialist, paraprofessionals, reteachers, speech and language teacher, resource teacher.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2010-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey	Title I Part A	0.00	0.00
Intervention Folders	Title I Part A	270.00	0.00
Lakeshore Materials	Title I Part A	0.00	0.00
Scott Foresmann - Reading Street	General Funds	28,000.00	0.00

**2.1.3.4. Activity: Phonemic Awareness Strategies**

**Activity Description:** Students will engage in the following phonological awareness activities along this developmental continuum: \*word comparison \*rhyming \*sentence segmentation \*syllable segmentation and blending \*onset-rime blending and segmentation \*blending and segmenting individual phonemes \*phoneme deletion and manipulation.

**Planned staff responsible for implementing activity:** K-3 teachers, paraprofessionals, reteachers, learning specialist, literacy coach, principal, speech and language teacher, resource teacher.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2011-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey	Title I Part A	0.00	0.00
Intervention Folders	Title I Part A	270.00	0.00
Lakeshore Materials	Title I Part A	0.00	0.00
Scott Foresman - Reading Street	General Funds	28,000.00	0.00
Study Island	Title I Part A	0.00	0.00

### 2.1.4. Strategy: Phonics/Alphabetic Principle

**Strategy Statement:** A comprehensive literacy program will be sustained. Students will learn, practice, and apply skills related to phonics.

#### Selected Target Areas

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.10 Provides comprehensive information and media services that support the curricular and instructional programs
3.10 Ensures that curriculum is reviewed and revised at regular intervals
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.6 Allocates and protects instructional time to support student learning
3.7 Provides for articulation and alignment between and among all levels of schools
3.8 Implements interventions to help students meet expectations for student learning
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
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
5.10 Provides appropriate support for students with special needs
6.1 Fosters collaboration with community stakeholders to support student learning
6.5 Provides information that is meaningful and useful to stakeholders
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

#### Other Required Information for Strategy

2000 Teaching Children to Read: An evidence based assessment of the Scientific Research Literature on reading and its implications for reading instruction-reports of the subgroups.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Explicit Instruction	2010-09-07	2012-06-10	K-3 teachers, 4th and 5th teachers as needed, paraprofessionals, C.I.A.'s, principal, learning specialist, speech and language teacher, resource teacher.
Instructional Groups	2010-09-07	2012-06-10	All K-3 teachers, 4th and 5th teachers as needed, C.I.A.'s, paraprofessionals, principal, learning specialist, speech and language teacher, resource teacher.
Literacy Block	2010-09-07	2012-06-10	K-3 teachers, 4th-5th teachers as needed, principal, C.I.A.'s, paraprofessionals, learning specialist, speech and language teacher, resource teacher.
Motor Skills Lab	2011-06-10	2012-06-10	CIA's, Learning Specialist
Phonics Strategies	2010-09-07	2012-06-10	K-3 teachers, 4th and 5th teachers as needed, learning specialist, paraprofessionals, C.I.A.'s, principal, speech and language teacher, resource teacher.

**2.1.4.1. Activity: Explicit Instruction**

**Activity Description:** Students receive systematic, explicit instruction that is differentiated and delivered in flexible groups.

**Planned staff responsible for implementing activity:** K-3 teachers, 4th and 5th teachers as needed, paraprofessionals, C.I.A.'s, principal, learning specialist, speech and language teacher, resource teacher.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey	Title I Part A	0.00	0.00
Frog Publications	Title I Part A	0.00	0.00
I Pad	Title I Part A	0.00	
Lakeshore Materials	Title I Part A	0.00	0.00
QPS	Title I Part A	0.00	0.00
Scott Foresman - Reading Street	General Funds	0.00	0.00
SRA Corrective Reading	Special Education	0.00	0.00

Study Island	Title I Part A	0.00	0.00
--------------	----------------	------	------

### 2.1.4.2. Activity: Instructional Groups

**Activity Description:** Students will participate in a variety of instructional groups including: whole group, small group, and individual one-on-one.

**Planned staff responsible for implementing activity:** All K-3 teachers, 4th and 5th teachers as needed, C.I.A.'s, paraprofessionals, principal, learning specialist, speech and language teacher, resource teacher.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey	Title I Part A	0.00	0.00
Frog Publications	Title I Part A	0.00	0.00
I Pad	Title I Part A	0.00	
Lakeshore Materials	Title I Part A	0.00	0.00
Read Naturall Phonics	Title I Part A	0.00	0.00
Scott Foresman - Reading Street	General Funds	0.00	0.00
SRA corrective reading	Special Education	0.00	0.00
Study Island	Title I Part A	0.00	0.00

### 2.1.4.3. Activity: Literacy Block

**Activity Description:** Students will participate in a daily 90-120 minute, uninterrupted literacy block that includes: word work, story warm-up, reading workshop, writing workshop, and guided reading.

**Planned staff responsible for implementing activity:** K-3 teachers, 4th-5th teachers as needed, principal, C.I.A.'s, paraprofessionals, learning specialist, speech and language teacher, resource teacher.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey	Title I Part A	0.00	0.00
Frog Publications	Title I Part A	0.00	0.00
Lakeshore Materials	Title I Part A	0.00	0.00
Quick Phonics Screener	Title I Part A	0.00	0.00
Read Naturally Phonics	Title I Part A	0.00	0.00
Scott Foresman - Reading Street	General Funds	0.00	0.00
SRA corrective reading	Special Education	0.00	0.00
Study Island	Title I Part A	0.00	0.00

**2.1.4.4. Activity: Motor Skills Lab**

**Activity Description:** Students will attend a motor skills lab to work on visual, fine and gross motor skills that are an essential foundation needed to promote reading success.

**Planned staff responsible for implementing activity:** CIA's, Learning Specialist

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-06-10, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Motor Skills Lab	Title I Part A	6,000.00	

**2.1.4.5. Activity: Phonics Strategies**

**Activity Description:** Students will engage in the following activities to develop phonics: \*letter sound association \*decoding(sounding out) \*decoding word recognition \*sight word recognition \*reading connected to text.

**Planned staff responsible for implementing activity:** K-3 teachers, 4th and 5th teachers as needed, learning specialist, paraprofessionals, C.I.A.'s, principal, speech and language teacher, resource teacher.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey	Title I Part A	0.00	0.00
Frog Publications	Title I Part A	0.00	0.00
Lakeshore Materials	Title I Part A	0.00	0.00
QPS	Title I Part A	0.00	0.00
Scott Foresman - Reading Street	General Funds	0.00	0.00
SRA corrective reading	Special Education	0.00	0.00
Study Island	Title I Part A	0.00	0.00

### 2.1.5. Strategy: Professional Learning Communities

**Strategy Statement:** All staff will continue receiving PD in maintaining quality, effective Professional Learning Communities

**Selected Target Areas**

1.1 Establishes a vision for the school in collaboration with its stakeholders
1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead
2.9 Responds to community expectations and stakeholder satisfaction
3.10 Provides comprehensive information and media services that support the curricular and instructional programs
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
4.7 Demonstrates verifiable growth in student performance
5.10 Provides appropriate support for students with special needs
5.3 Ensures that all staff participate in a continuous program of professional development
6.1 Fosters collaboration with community stakeholders to support student learning
7.2 Engages stakeholders in the processes of continuous improvement

**Other Required Information for Strategy**

Dufore, R., "Getting Started: Reculturing Schools to Become Professional Learning Communities".  
 Dufore, R., "Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn".

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional Learning Communities	2011-06-10	2012-06-10	Principals Lead Teachers

---

**2.1.5.1. Activity: Professional Learning Communities**

**Activity Type:** Professional Development

**Activity Description:** Teachers will continue to receive training in Professional Learning Communities during the PD workshops throughout the 2011-2012 school year.

**Planned staff responsible for implementing activity:** Principals  
Lead Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-06-10, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Facilitator on district PD days	No Funds Required		

---

**2.1.6. Strategy: Vocabulary**

**Strategy Statement:** A comprehensive literacy program will be sustained. Students will learn, practice, and apply skills related to vocabulary.

**Selected Target Areas**

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.10 Provides comprehensive information and media services that support the curricular and instructional programs
3.10 Ensures that curriculum is reviewed and revised at regular intervals

- 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
- 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
- 3.4 Supports instruction that is research-based and reflective of best practice
- 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
- 3.6 Allocates and protects instructional time to support student learning
- 3.7 Provides for articulation and alignment between and among all levels of schools
- 3.8 Implements interventions to help students meet expectations for student learning
- 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
- 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
- 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
- 5.10 Provides appropriate support for students with special needs
- 6.1 Fosters collaboration with community stakeholders to support student learning
- 6.5 Provides information that is meaningful and useful to stakeholders
- 7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

**Other Required Information for Strategy**

2000 Teaching Children to Read: An evidence based assessment of the Scientific Research Literature on reading and its implication for reading instruction-reports of the subgroups.

Marzano, Robert (2005). Building Academic Vocabulary - Teacher's Manual

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Explicit Instruction	2008-09-04	2011-06-10	All K-5 teachers, literacy coach, learning specialist, principal, paraprofessional, speech and language teacher, resource teacher, reteacher.
Instructional Groups	2010-09-07	2012-06-10	All K-5 teachers, learning specialist, speech and language teacher, paraprofessional, C.I.A.'s, principal, resource teacher.
Literacy Block	2010-09-07	2012-06-10	All K-5 teachers, learning specialist, principal, paraprofessional, speech and language teacher, resource teacher.
Vocabulary Strategies	2010-09-07	2012-06-10	All K-5 teachers, learning specialist, principal, paraprofessionals, C.I.A.'s, speech and language teacher, resource teacher.

### 2.1.6.1. Activity: Explicit Instruction

**Activity Description:** Students will receive systematic, explicit instruction that is differentiated and delivered in flexible groups.

**Planned staff responsible for implementing activity:** All K-5 teachers, literacy coach, learning specialist, principal, paraprofessional, speech and language teacher, resource teacher, reteacher.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2011-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey	Title I Part A	0.00	0.00
I Pad	Title I Part A	0.00	
Intervention Folders	Title I Part A	270.00	0.00
Lakeshore Materials	Title I Part A	0.00	0.00
Read Naturally	Title I Part A	0.00	0.00
Scott Foresman - Leveled and Concept Readers	General Funds	0.00	0.00
Scott Foresman - Reading Street	General Funds	0.00	0.00

### 2.1.6.2. Activity: Instructional Groups

**Activity Description:** Students will participate in a variety of instructional groups including: whole group, small group, and individual one-on-one.

**Planned staff responsible for implementing activity:** All K-5 teachers, learning specialist, speech and language teacher, paraprofessional, C.I.A.'s, principal, resource teacher.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
I Pad	Title I Part A	0.00	
Intervention Folders	Title I Part A	270.00	0.00

Lakeshore Materials	Title I Part A	0.00	0.00
Scott Foresman - Leveled and Concept Readers	General Funds	0.00	0.00
Scott Foresman - Reading Street	General Funds	0.00	0.00
Study Island	Title I Part A	0.00	0.00

### 2.1.6.3. Activity: Literacy Block

**Activity Description:** Students will participate in a daily 90-120 minute uninterrupted literacy block that includes: word work, story warm-up, reading workshop, writing workshop, and guided reading.

**Planned staff responsible for implementing activity:** All K-5 teachers, learning specialist, principal, paraprofessional, speech and language teacher, resource teacher.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey	Title I Part A	0.00	0.00
Read Naturally	Title I Part A	0.00	0.00
Scott Foresman - Reading Street	General Funds	0.00	0.00

### 2.1.6.4. Activity: Vocabulary Strategies

**Activity Description:** Students will engage in the following activities to increase vocabulary: The Six-Step Model for Building Academic Vocabulary.

**Planned staff responsible for implementing activity:** All K-5 teachers, learning specialist, principal, paraprofessionals, C.I.A.'s, speech and language teacher, resource teacher.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey	Title I Part A	0.00	0.00
Lakeshore Materials	Title I Part A	0.00	0.00
Read Naturally	Title I Part A	0.00	0.00
Scott Foresman - Reading Street	General Funds	0.00	0.00
Study Island	Title I Part A	0.00	0.00

### Goal 3: Science

**Content Area:** Science

**Development Status:** Complete

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

**Gap Statement:** Based on review of student achievement data sources, Halecreek Elementary School students performed below state average in science on standardized assessments with only 48% proficiency. There is a 44% discrepancy with Caucasian students outperforming African American students.

**Cause for Gap:** Students lack experience with informational text and hands on opportunities with science concepts.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP, local 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?** All students will score in the proficient level or above on state and local science assessments.

**Contact Name:** Michele Misiak

**List of Objectives:**

Name	Objective
Increase Science Proficiency For All Students	Student's proficiency on the science MEAP and local assessments will increase by 5% of 2012 and additional 5% by 2013.

### 3.1. Objective: Increase Science Proficiency For All Students

**Measurable Objective Statement to Support Goal:** Student's proficiency on the science MEAP and local assessments will increase by 5% of 2012 and additional 5% by 2013.

**List of Strategies:**

Name	Strategy
Hands on activities	All students will apply their knowledge of science to solve problems by using hands on activities and making connections between what they learn to the world around them.
Inquiry	Teachers will provide science instruction using inquiry based lessons that encourage students to; generate questions, solve problems, reflect on discoveries and analyze data.
Science Vocabulary	Staff will provide students with specific academically based vocabulary across the grade levels forming a strong common foundation for all students.

---

### 3.1.1. Strategy: Hands on activities

**Strategy Statement:** All students will apply their knowledge of science to solve problems by using hands on activities and making connections between what they learn to the world around them.

**Selected Target Areas**

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity

**Other Required Information for Strategy**

The nature of cognitive strategy instruction. Interactive strategy construction. Exceptional children. Harris, K.R. & Pressley, M. (1991)

An analysis of frequency of hands-on experience and science achievement (Stohr-Hunt, 1996)

Trends in International Mathematics and Science (Guzman, Partelow, Pahlke, Jocelyn, Kastberg & Williams, 2003)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
After School Program	2011-06-10	2012-06-10	Learning Specialist, Classroom Teachers, CIA's
Protect Instructional Time	2011-09-07	2012-06-10	All staff and building administrators
Science Kits and Experimentation	2011-09-07	2012-06-10	K-5 teachers, learning specialist, principal, curriculum director

**3.1.1.1. Activity: After School Program**

**Activity Description:** Students will be given the opportunity to take part in a crime scene investigation after school program.

**Planned staff responsible for implementing activity:** Learning Specialist, Classroom Teachers, CIA's

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-06-10, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
After School Program	Title I Part A	5,000.00	

**3.1.1.2. Activity: Protect Instructional Time**

**Activity Description:** Administrator and teacher will protect instructional time throughout the day.

**Planned staff responsible for implementing activity:** All staff and building administrators

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
SRA-Reading for Information McGraw-Hill	Title I Part A	2,000.00	

**3.1.1.3. Activity: Science Kits and Experimentation**

**Activity Description:** Students will increase knowledge of scientific content through the use of science kits, related science experimentation and data collection. Students will use tables, charts, graphs and other science media to collect data for analysis to generate and answer science related questions. Teachers will embed academic science vocabulary into daily lessons.

**Planned staff responsible for implementing activity:** K-5 teachers, learning specialist, principal, curriculum director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Science Kits	General Funds	20,000.00	

**3.1.2. Strategy: Inquiry**

**Strategy Statement:** Teachers will provide science instruction using inquiry based lessons that encourage students to; generate questions, solve problems, reflect on discoveries and analyze data.

**Selected Target Areas**

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity

**Other Required Information for Strategy**

Classroom Instruction That Works - Research Based Strategies for Increasing Student Achievement (Marzano, Pickering, Pollock. 2001)

Effects of INquiry-Based Curricula of the 60's on Student Performance (Hedges and Wadsworth, 1999)

Tapping America's Potential: The Education for Innovation Initiative (July 2005)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional Learning Communities	2011-09-07	2012-06-10	K-5 teachers, principal and learning specialist

**3.1.2.1. Activity: Professional Learning Communities**

**Activity Description:** K-5 teachers will participate in professional learning communities that discuss and develop Inquiry Based Instruction for the classroom.

**Planned staff responsible for implementing activity:** K-5 teachers, principal and learning specialist

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Common Planning Time	No Funds Required		

**3.1.3. Strategy: Science Vocabulary**

**Strategy Statement:** Staff will provide students with specific academically based vocabulary across the grade levels forming a strong common foundation for all students.

**Selected Target Areas**

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student

learning, including essential knowledge and skills  
 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

**Other Required Information for Strategy**

Building Academic Vocabulary (Marzano, 2005)

Question Answer Relationships (Au, Kathryn H., Highfield, Kathy, Raphael, Taffy E. 2001)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Science Vocabulary	2011-09-15	2012-06-10	Science Strand Leader, K-5 classroom teachers, and learning specialist

**3.1.3.1. Activity: Science Vocabulary**

**Activity Description:** The district science committee will create a list of science terms and phrases.

**Planned staff responsible for implementing activity:** Science Strand Leader, K-5 classroom teachers, and learning specialist

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-15, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Teacher planning time	No Funds Required		

**Goal 4: Social Studies**

**Content Area:** Social Studies

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in Social Studies

**Gap Statement:** Romulus Community Schools students continue to perform below the state average in social studies on state standardized assessments. 47% of Romulus 6th graders scored proficient as compared to 75% for the state. Only 26% of our special needs students scored proficient. 64% of our 9th graders were proficient.

**Cause for Gap:** Minimal exposure to informational text. Lack of experience making connections.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP, MME, NWEA, Local 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?** 80% of the students in Romulus Community Schools will score a 1 or 2 on the social studies MEAP.

**Contact Name:** Kristen Fuss

**List of Objectives:**

Name	Objective
Increase achievement in Social Studies	Social Studies scores as defined by MEAP and MME will increase by 5% for all students in 2011-2012 and an additional 5% for the 2012-2013 school year.

---

## 4.1. Objective: Increase achievement in Social Studies

**Measurable Objective Statement to Support Goal:** Social Studies scores as defined by MEAP and MME will increase by 5% for all students in 2011-2012 and an additional 5% for the 2012-2013 school year.

**List of Strategies:**

Name	Strategy
Academic Service Learning/Learning to Give	Teachers will use Academic Service activities/lessons. Lessons should be engaging to students, aligned with standards and connected to academic service activities.
Analyze social studies data	Staff will engage in a process approach to critically analyze data and apply it to main social studies strands.
Co-Teaching	Participating staff will receive training in co-teaching practices.
Marzano's Elements of Effective Teaching	Staff will continue receiving training in Marzano's essential elements of effective teaching.
MC3 Curriculum	Staff will use the MC3 Social Studies Curriculum to deliver K-5 Social Studies. Professional development will be provided to staff as to assessing, using and delivering lessons.
Professional Learning Communities	All staff will continue receiving PD in maintaining quality, effective Professional Learning Communities.
Social Studies Vocabulary	Staff will teach students academically based social studies vocabulary across the

grade levels, that will form a solid foundation for all students.

### 4.1.1. Strategy: Academic Service Learning/Learning to Give

**Strategy Statement:** Teachers will use Academic Service activities/lessons. Lessons should be engaging to students, aligned with standards and connected to academic service activities.

#### Selected Target Areas

1.3 Identifies goals to advance the vision
2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
2.9 Responds to community expectations and stakeholder satisfaction
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
5.10 Provides appropriate support for students with special needs
6.1 Fosters collaboration with community stakeholders to support student learning

#### Other Required Information for Strategy

Billig, Shelley, "Support for K-12 Service-Learning Practice: A Brief Review of the Research". Educational Horizons. Summer 2002.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Learning to Give Mini Grants	2011-06-01	2012-06-01	Learn and Serve Coordinator Classroom Teachers

#### 4.1.1.1. Activity: Learning to Give Mini Grants

**Activity Description:** Teachers will apply for mini grants for Learn and Serve projects. These must be tied to GLCE's/HSCE's. The mini grants are reviewed by the Learn and Serve Committee.

**Planned staff responsible for implementing activity:** Learn and Serve Coordinator  
Classroom Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-06-01, End Date - 2012-06-01

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Mini Grants	Other	350.00	

### 4.1.2. Strategy: Analyze social studies data

**Strategy Statement:** Staff will engage in a process approach to critically analyze data and apply it to main social studies strands.

**Selected Target Areas**

2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
3.10 Ensures that curriculum is reviewed and revised at regular intervals
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
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels

**Other Required Information for Strategy**

Classroom instruction that works; researched-based strategies for increasing student achievement.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Social Studies activities	2011-06-01	2012-06-01	Social Studies Strand Leader Principal Teachers

**4.1.2.1. Activity: Social Studies activities**

**Activity Description:** Teachers will have students interpret and analyze social studies information from maps, graphs, charts and tables on a regular basis.

Teachers will teach students to understand and apply the core democratic values.

**Planned staff responsible for implementing activity:** Social Studies Strand Leader  
Principal  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-06-01, End Date - 2012-06-01

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
10 substitutes @ 115/day to allow teachers to analyze data	Title II Part A	1,150.00	
6 staff members to attend social studies conferences	Title II Part A	6,000.00	

**4.1.3. Strategy: Co-Teaching**

**Strategy Statement:** Participating staff will receive training in co-teaching practices.

**Selected Target Areas**

1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders
1.2 Communicates the system's vision and purpose to build stakeholder understanding and support
1.3 Identifies system-wide goals and measures to advance the vision
2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system
2.12 Assesses and addresses community expectations and stakeholder satisfaction
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations

2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources
2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations
3.10 Ensures that curriculum is reviewed and revised at regular intervals
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.4 Supports instruction that is research-based and reflective of best practice
3.9 Maintains a system-wide climate that supports student learning
5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals
5.12 Provides student support services coordinated with the school, home, and community
6.1 Fosters collaboration with community stakeholders to support student learning

**Other Required Information for Strategy**

Scruggs, T., "Case Studies in Co-Teaching in The Content Areas", Intervention in School and Clinic.

Scruggs, T., "The Contributions of Qualitative Research to Discussions of Evidence-Based Practice in Special Education", Intervention in School and Clinic, November 1, 2008.

Tannock, M.T., "Tangible and Intangible Elements in The Collaborative Areas", January 1, 2009.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Co-Teaching PD	2011-06-10	2012-06-10	Special Education Staff Teachers

**4.1.3.1. Activity: Co-Teaching PD**

**Activity Type:** Professional Development

**Activity Description:** Participating teachers will be trained in effective co-teaching practices associated with inclusion.

**Planned staff responsible for implementing activity:** Special Education Staff Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-06-10, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Substitutes for teachers to attend co-teaching inservice	Special Education	200.00	

**4.1.4. Strategy: Marzano's Elements of Effective Teaching**

**Strategy Statement:** Staff will continue receiving training in Marzano's essential elements of effective teaching.

**Selected Target Areas**

1.2 Communicates the system's vision and purpose to build stakeholder understanding and support
1.3 Identifies system-wide goals and measures to advance the vision
1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.4 Supports instruction that is research-based and reflective of best practice
5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
4.7 Demonstrates verifiable growth in student performance

**Other Required Information for Strategy**

"Classroom Instruction That Works-Research Based Strategies for Increasing Student Achievement", Marzano, Pickering, Polllock, 2001.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
PD on Marzano's Elements of Effective Teaching	2011-06-10	2012-06-10	Principals Teachers

**4.1.4.1. Activity: PD on Marzano's Elements of Effective Teaching**

**Activity Type:** Professional Development

**Activity Description:** Teachers will continue to be trained in the elements of effective teaching. The strategies will be implemented by teachers throughout the year.

**Planned staff responsible for implementing activity:** Principals  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-06-10, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Speaker/consultant on district PD day	No Funds Required		

### 4.1.5. Strategy: MC3 Curriculum

**Strategy Statement:** Staff will use the MC3 Social Studies Curriculum to deliver K-5 Social Studies. Professional development will be provided to staff as to assessing, using and delivering lessons.

**Selected Target Areas**

3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.10 Ensures that curriculum is reviewed and revised at regular intervals
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
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**

WCRESA

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
MC3	2011-06-10	2012-06-10	Teachers

**4.1.5.1. Activity: MC3**

**Activity Type:** Professional Development

**Activity Description:** Teachers will become proficient on delivering the Social Studies MC3 curriculum beginning September 2011. Teachers who have piloted the program will provide PD for K-5 staff.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-06-10, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
5 staff MC3 PD	Title II Part A	1,000.00	
50 substitutes for PD	Title II Part A	5,750.00	

**4.1.6. Strategy: Professional Learning Communities**

**Strategy Statement:** All staff will continue receiving PD in maintaining quality, effective Professional Learning Communities.

**Selected Target Areas**

1.1 Establishes a vision for the school in collaboration with its stakeholders
1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead
2.9 Responds to community expectations and stakeholder satisfaction
3.10 Provides comprehensive information and media services that support the curricular and instructional programs
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.8 Implements interventions to help students meet expectations for student learning

4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
4.7 Demonstrates verifiable growth in student performance
5.10 Provides appropriate support for students with special needs
5.3 Ensures that all staff participate in a continuous program of professional development
6.1 Fosters collaboration with community stakeholders to support student learning
7.2 Engages stakeholders in the processes of continuous improvement

**Other Required Information for Strategy**

Dufore, R., "Getting Started: Reculturing Schools to Become Professional Learning Communities".

Dufore, R., "Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn".

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional Learning Communities	2011-06-10	2012-06-10	Pricipal Lead Teachers

---

**4.1.6.1. Activity: Professional Learning Communities**

**Activity Description:** Teachers will continue to receive training in Professional Learning Communities during the PD workshops throughout the 2011-2012 school year.

**Planned staff responsible for implementing activity:** Pricipal Lead Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-06-10, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Facilitator on district PD days	No Funds Required		

---

**4.1.7. Strategy: Social Studies Vocabulary**

**Strategy Statement:** Staff will teach students academically based social studies vocabulary across the grade levels, that will form a solid foundation for all students.

**Selected Target Areas**

--

**Other Required Information for Strategy**

Building Background Knowledge for Academic Achievement (Marzano, 2004).  
 Au, K, Highfield, K., Taffy, R., "QAR Now", 2001.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Social Studies Vocabulary	2011-06-10	2012-06-10	Teachers

---

**4.1.7.1. Activity: Social Studies Vocabulary**

**Activity Description:** Teachers will create lists of Social Studies terms and phrases at all grade levels.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-06-10, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Charcter Counts	Title I Part A	500.00	
SRA Reading for Informational McGraw-Hill	Title I Part A	2,000.00	

---

**Goal 5: Writing**

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will improve their writing skills.

**Gap Statement:** During the 2010-2011 writing assessment 44% of fourth grade students were proficient. According to the data there was a 25% decrease in male scores compared to females and a 20% difference between African American and Caucasian scores. We also use District Writing data to measure student achievement. This year, Halecreek students showed a 46% increase in writing from the pretest given in September to the post test given at the end of May.

**Cause for Gap:** This year is a baseline year for Halecreek. At the beginning of 2010-2011 school year, another school in our district closed and all of the students from that school were combined with Halecreek. Half of the student population is new to Halecreek, we acquired a new principal, and six new teachers from five different buildings. All of these factors played a role in the differences found between subgroups.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP writing, district ELA post test

**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?** In order to monitor the progress and success of this goal, we will use MEAP and district pretest and post test scores. On the MEAP, fourth graders are expected to achieve proficiency which is denoted by scoring a 1 or 2. The district requires that every teacher administers a pre and post writing test. Scores are then evaluated by the staff, showing growth for the year.

**Contact Name:** Kristen Fuss

**List of Objectives:**

Name	Objective
Writing	By the Fall of 2012, all students will improve their writing skills as measured by the MEAP writing and district ELA post test writing from knowledge and experience.

---

## **5.1. Objective: Writing**

**Measurable Objective Statement to Support Goal:** By the Fall of 2012, all students will improve their writing skills as measured by the MEAP writing and district ELA post test writing from knowledge and experience.

**List of Strategies:**

Name	Strategy
6 + 1 Traits to Writing	Teachers will instruct on the six traits of writing including: ideas, organization, voice, word choice, sentence fluency, and conventions.
Writing Process	Teachers will instruct students on the writing process and guide students as they apply this process to complete a published writing piece at least four times per year.

### 5.1.1. Strategy: 6 + 1 Traits to Writing

**Strategy Statement:** Teachers will instruct on the six traits of writing including: ideas, organization, voice, word choice, sentence fluency, and conventions.

#### Selected Target Areas

2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
3.7 Provides for articulation and alignment between and among all levels of schools
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness
4.7 Demonstrates verifiable growth in student performance
5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning
6.1 Fosters collaboration with community stakeholders to support student learning
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school

#### Other Required Information for Strategy

Spandel, Vicki (2002). Write Traits Classroom Kit

Question Answer Relationships (Au, Kathryn H., Highfield, Kathy, Raphael, Taffy E. 2001)

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Rubric Collaboration	2010-09-07	2012-06-10	Principal, Learning Specialist, Resource Teacher, Speech and Language Teacher, Classroom Teachers grades K-5
Student Assessment	2010-09-07	2012-06-10	Classroom teachers grades 1-5
Teacher Assessment	2010-09-07	2012-06-10	Classroom Teachers grades 1-5
Trait Focus	2010-09-07	2012-06-10	Classroom teachers grades K-5
Write Trait Crate	2010-09-07	2012-06-10	Classroom teachers grades 1-5
Write Trait Kits	2010-09-07	2012-06-10	Classroom teachers grades 1-5
Writer's Wall	2010-09-07	2012-06-10	All K-5 students, All K-5 teachers, learning specialist

### 5.1.1.1. Activity: Rubric Collaboration

**Activity Description:** Staff will collaborate to rubric papers at all grade levels and analyze data to inform instruction.

**Planned staff responsible for implementing activity:** Principal, Learning Specialist, Resource Teacher, Speech and Language Teacher, Classroom Teachers grades K-5

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Write Trait Kit	Title I Part A	0.00	0.00

### 5.1.1.2. Activity: Student Assessment

**Activity Description:** Teachers will lead students in assessing sample papers and peer papers using the student write trait rubric and model and instruct students on how to revise the papers for that trait.

**Planned staff responsible for implementing activity:** Classroom teachers grades 1-5

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Write Traits Kit	Title I Part A	0.00	0.00

### 5.1.1.3. Activity: Teacher Assessment

**Activity Description:** Teachers will use the Student Rubric from the Write Trait Kit to assess the focus trait on district required writing from knowledge and experience pieces.

**Planned staff responsible for implementing activity:** Classroom Teachers grades 1-5

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Write Trait Kit	Title I Part A	0.00	0.00

**5.1.1.4. Activity: Trait Focus**

**Activity Description:** Teachers will focus on daily trait instruction through the use of Scott Foresman "Reading Street".

**Planned staff responsible for implementing activity:** Classroom teachers grades K-5

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Write Traits Kit	Title I Part A	0.00	0.00

**5.1.1.5. Activity: Write Trait Crate**

**Activity Description:** Teachers will model and instruct on each trait using literature and lessons from the Write Trait Crate at each grade level.

**Planned staff responsible for implementing activity:** Classroom teachers grades 1-5

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Write Traits Crate	Title I Part A	0.00	0.00

**5.1.1.6. Activity: Write Trait Kits**

**Activity Description:** Teachers will model and instruct on the six traits using the lessons from the write trait kits at each grade level.

**Planned staff responsible for implementing activity:** Classroom teachers grades 1-5

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Write Trait Kits	Title I Part A	0.00	0.00

**5.1.1.7. Activity: Writer's Wall**

**Activity Description:** Students will present final copies in a variety of ways: Microsoft Word, Paper/Pencil. These writings will be on display on the Writer's Wall outside of the learning specialist's office.

**Planned staff responsible for implementing activity:** All K-5 students, All K-5 teachers, learning specialist

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Write Traits Kits	Title I Part A	0.00	0.00

**5.1.2. Strategy: Writing Process**

**Strategy Statement:** Teachers will instruct students on the writing process and guide students as they apply this process to complete a published writing piece at least four times per year.

**Selected Target Areas**

2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
3.7 Provides for articulation and alignment between and among all levels of schools
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness
4.7 Demonstrates verifiable growth in student performance
5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning
6.1 Fosters collaboration with community stakeholders to support student learning
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school

**Other Required Information for Strategy**

Spandel, Vicki (2002) Write Traits Classroom Kit  
 Culham, Ruth (2003) 6+1 Traits of Writing

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Modeling	2010-09-07	2012-06-10	Learning Specialist, Resource Teacher, Speech and Language Teacher, Classroom Teachers grades K-5
Motor Skills Lab	2011-06-10	2012-06-10	CIA's, Learning Specialist
Student Assessment	2010-09-07	2012-06-10	Classroom Teachers grades K-5
Student Portfolio	2010-09-07	2012-06-10	Classroom Teachers grades K-5
Teacher Assessment	2010-09-07	2012-06-10	Classroom Teachers grades K-5

Writing Pieces	2010-09-07	2012-06-10	Classroom Teachers grades K-5
----------------	------------	------------	-------------------------------

### 5.1.2.1. Activity: Modeling

**Activity Description:** Teachers will teach and model the writing process:

1. Pre-Writing: Students will brainstorm ideas and use the school wide organizers to plan and organize their writing
2. Draft: Students will use the organizer to create paragraphs
3. Revise/Edit: Students will use a rubric and/or checklist to evaluate their writing and make necessary changes
4. Final Draft: Students will re-write their writing in a polished format

**Planned staff responsible for implementing activity:** Learning Specialist, Resource Teacher, Speech and Language Teacher, Classroom Teachers grades K-5

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Write Traits Rubrics	General Funds	0.00	0.00

### 5.1.2.2. Activity: Motor Skills Lab

**Activity Description:** Students will attend a motor skills lab to work on visual, fine and gross motor skills that are an essential foundation need to promote writing success.

**Planned staff responsible for implementing activity:** CIA's, Learning Specialist

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-06-10, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Motor Skills Lab	Title I Part A	6,000.00	

**5.1.2.3. Activity: Student Assessment**

**Activity Description:** Teachers will lead students in evaluating their own papers and other student writings using the Write Traits rubric.

**Planned staff responsible for implementing activity:** Classroom Teachers grades K-5

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Write Traits Rubric	General Funds	0.00	0.00

**5.1.2.4. Activity: Student Portfolio**

**Activity Description:** Teachers will keep all completed writing pieces in each student's portfolio.

**Planned staff responsible for implementing activity:** Classroom Teachers grades K-5

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
NWREL Student Portfolios	General Funds	550.00	0.00

**5.1.2.5. Activity: Teacher Assessment**

**Activity Description:** Teachers will use the grade appropriate Write Traits and MEAP rubrics to assess student writings.

**Planned staff responsible for implementing activity:** Classroom Teachers grades K-5

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
MEAP Rubric	No Funds Required	0.00	0.00
Write Traits Rubrics	General Funds	0.00	0.00

**5.1.2.6. Activity: Writing Pieces**

**Activity Description:** Teachers will require students to complete a writing piece at the end of each unit.

**Planned staff responsible for implementing activity:** Classroom Teachers grades K-5

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
District Writing Prompts	General Funds	0.00	0.00
Grade Level Content Expectations	No Funds Required	0.00	0.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
Special Education	\$200.00	\$0.00
General Funds	\$104,550.00	\$0.00
Title II Part A	\$13,900.00	\$0.00
Title I Part A	\$43,550.00	\$0.00
Other	\$350.00	\$0.00
No Funds Required	\$0.00	\$0.00

# Additional Requirements

## Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

*Data was collected and disaggregated. All staff members analyzed the data and reported their findings to the rest of the staff.*

2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities.

*According to our data, we noticed that African American students and boys are the two sub groups in most need of intervention. To address this need, we plan to develop afterschool programs focusing on male achievement. We are also planning to use Title I funds to hire several Core Instructional Assistants to work with lower achieving students, grades K-5 in both math and reading. Parents and students are given surveys each year to give us their perception of Halecreek Elementary and let us know how well we are servicing their students. Based on the responses, parents of Halecreek students feel generally satisfied with our school community. Parents feel that their children are working in a safe and orderly environment and that our teachers care about their kids. Parents and students alike respond positively to our extended learning opportunities as well as how welcoming our school community feels.*

## Schoowide Reform Model

1. Describe the overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students.

*Both the reading and math programs at Halecreek Elementary are researched based, spiral based program. In order to close achievement gaps of at risk students and increase the academic achievement of all student's, the following steps have been put in place: My Sidewalks; Scott Foresman, Building Academic Vocabulary; Marzano, QAR. Teachers are also assessing student achievement through the use of Fresh Reads, weekly math and reading on-line assessments and NWEA Skill Tests*

2. Describe how stakeholders were involved in the process of developing/selecting the reform model.

*Stakeholders were involved in this reform process in several ways. Teachers and administrators were involved in the selection of our new math and reading series through subject area committee meetings that take place each month. The Romulus Community Schools Board of Education approved the purchase of these new research, based programs.*

### **Curriculum Alignment that Corresponds to the Goals**

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

*Our curriculum has been aligned with state standards through monthly grade level meeting. Common Core Standards were aligned with Michigan Grade Level Content Expectations (GLCE's). This process began during the Spring of 2011 and will continue throughout the 2011-2012 school year.*

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

*Decisions are made in a collaborative forum. The team meets monthly with the principal serving as an active member. The curriculum director meets with the SIT facilitators regularly to discuss curriculum, instruction, assessments, and performs audits. Parents are informed and involved in the process during their monthly parent(CPC)meetings and through pricipal and teacher newsletters. Teachers and the principal are active members of the parent(CPC) group.*

### **Instruction by Highly Qualified Professional Staff**

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

*All paraprofessionals and teachers at Halecreek Elementary for the 2010-2011 school year met the NCLB requirements of a highly qualified teacher.*

### **Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools**

1. Identify the experience level of key teaching and learning personnel.

*Halecreek Principal= 41 years with Romulus Community Schools.  
Halecreek Learning Specialist= 9 years of teaching experience & 6 years in Title I  
Halecreek Elementary teaching staff have an average of 10 years teaching experience.*

2. List the specific initiatives implemented at the district and school level for attracting/keeping high-quality,

highly qualified teachers to/in high needs schools.

*Romulus Community Schools administrators attend job fairs throughout the year to attract highly qualified teachers to our district. Teachers are offered a competitive salary along with many opportunities for quality professional development.*

3. Describe the rate of teacher turnover for the school.

*There is very little teacher turnover at Halecreek Elementary.*

4. If the school has identified a high teacher-turnover rate list the specific initiatives implemented to try and lower the rate. If the school does not have a high teacher turnover rate, enter "Not applicable" in the text box.

*Not applicable*

### **High-Quality and Ongoing Professional Development**

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives, Strategies and Schoolwide Reform Model. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

### **Strategies to Increase Parental Involvement**

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

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

*Parents are invited to join a parent group that has monthly after school meetings.*

*Halecreek offers an Open House in the fall to welcome both students and parents.*

*Parents receive a weekly newsletter from the classroom teacher in addition to the monthly newsletter from the principal. These newsletters contain information about upcoming events that need parental involvement. Parents are also notified of such events through e-mail, Facebook, and the Halecreek website.*

*Parents are invited to monthly Community Counts all school meetings as well as an Honors Awards Ceremony at the end of each marking period.*

*Halecreek has also offered the following activities for parents:*

*Common Sense Parenting Class, Parent Reading Night, Bingo for Books, Fall Parade, Kindergarten Orientation, Pre-school Readiness, Parent Bingo Night*

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

2a. Design

*Monthly meetings held at Halecreek in the evening.*

*Meetings are run by a parent representative and the building principal.*

*All parents are welcome to join. There is no stipulation of time commitment.*

*Group develops activities to run throughout the year. This group contacts parents to volunteer for each activity.*

2b. Implementation

*Parent meetings are scheduled monthly by the building principal. During these meetings parents design school wide events like; Parent BINGO Night and also organize Service Learning Activities to educate students about important causes, i.e. Breast Cancer Awareness.*

2c. Evaluation

*Halecreek parents are asked to fill out an online (or paper pencil) survey each spring to determine needs in the school.*

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

*Parents may attend twice yearly conferences to learn how their child is performing in class. During conferences, teachers explain assessment results available at the time as well as an explanation of report card grades. Each spring, MEAP results are sent to parents with an explanation of those results. Teachers have an open door policy and are always willing to meet with parents to discuss results. Throughout the year, students in need may be brought up for a child study team meeting. During the meeting all assessment results are discussed and explained.*

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

*The school-parent compact is discussed during our annual Open House which takes place at the beginning of each new school year.*

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

*Parental involvement is inbedded in our School Improvement Plan through many avenues. We have established a Caring Parents Committee (CPC), which is a group of involved parents that meet with Halecreek staff each month. The CPC discuss and plan events that center around academic needs (i.e. offering a parent reading night) accoding to our SIP goals. During these meetings, parents and staff look to see if the scheduled programs support our SIP.*

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

*By evaluating our parent led events, we have found a need to hold more events more frequently throughout the year. During the past year, we were able to hold many events that centered around reading and math, but had difficulty when it came to science and social studies. Due to these results, we have looked into having activities centered around subjects such as heritage, Black History Month and science investigation.*

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

### **Preschool Transition Strategies**

1. Describe preschool transition strategies (more than once a year visitation) and the training that is provided to preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level transitions that occur, if appropriate. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

*Beginning in February, kindergarten enrollment invitations are sent to local preschools and home with Halecreek students to attract and notify parents of school age children. Once children have been enrolled at Halecreek, parents and their children are invited to participate in Kindergarten Round-Up. During Kindergarten Round-up parents and students meet the classroom teacher, get a tour of the school, hear about kindergarten expectations and get questions answered.*

### **Teacher Participation in Making Assessment Decisions**

1. Describe how teachers participate in making assessment decisions (Ex. selection, development, frequency).

*Several of our district assessments have been created by teachers. These assessments were made with the knowledge of Michigan Grade Level Content Expectations and grade level programs.*

*Teachers are given a voice during grade level meetings, School Improvement Team meetings and NCA*

*meetings. Teachers are asked to debrief about their experiences with assessments and changes are made according to the needs in the classroom.*

*Staff members are given an online survey at the end of each year.*

2. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

*Teachers are required to give several monitoring tests to differentiate the instruction of their students. After reviewing their data teachers attend monthly data meetings with the building principal to discuss classroom/student needs and how those needs are being addressed. Teachers are also involved in Response to Intervention meetings to discuss the movement of their "at risk" students.*

### **Alternative Measures of Assessment**

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

*Students are not only given various in class, paper pencil assessments, but they have many opportunities to take on-line assessments. Teachers also assess through the use of service learning projects, science investigations, presentations, written reports, and dioramas.*

### **Timely and Additional Assistance**

1. Provide a summary of the effective, timely, additional assistance activities provided to students that are not mastering the State's academic achievement standards. These must also be included in greater specificity as Activities under the Goals section. Timely, additional assistance should include differentiation of instruction to meet students' individual needs within the classroom.

*Students are monitored throughout the year using diagnostic instruments such as MLPP, Fresh Reads, weekly math and reading on-line tests as well as NWEA and MEAP. Students considered "at risk" in reading and math are placed in programs that monitor and assess every two weeks. Students are moved from programs when needed according to our assessments.*

2. Describe the identification process for students that are not mastering the State's academic achievement standards.

*All students are given a diagnostic test in the fall (MLPP, DRA, NWEA) in which children are leveled. By looking at results, we are able to group students and offer Response to Intervention (RtI) for those children. We offer intervention for students Kindergarten through fifth grade. The programs offered are data driven and researched based such as My Sidewalks and Touch Math.*

### **Coordination and Integration of Federal, State and Local Programs and Resources**

1. Include a list of State educational agency and local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program.

*Wayne County RESA  
Michigan Department of Education  
Title I  
Title II A  
Title II D  
Section 31a  
Special Education  
Universal Breakfast*

2. Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan.

*Halecreek Elementary accesses all available funding through the district to support the school wide program. Title IIa funds are maximized to provide targeted professional development for staff that is related to the SIP. Training may be done for the whole staff or a select few who become teacher leaders in that specified area. Their expertise is then shared with the remainder of the staff. We utilize Title 2D funds as well to train staff on the use of 21st century technology in their classrooms along with online learning programs that are a part of our SIP. Per pupil funding from the state of Michigan is also allocated to the building. Those funds are spent according to our school improvement priorities. In addition, any money that is raised by the school, that is designated for school improvement, is utilized in a targeted fashion.*

3. Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide components.

*Halecreek offers a Response to Intervention (RtI) program which is implemented using the learning specialist, paraprofessional(s) and Core Instructional Assistant(s). The RtI program focuses on reading and math intervention for all students in need grades kindergarten through fifth grade. The interventions offered are all research based programs that aid student achievement in reading: decoding, fluency & comprehension and math basic facts.*

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

*Our school is K-5 and therefore we do not utilize funding for head start, adult or vocational education funds within the building. However violence prevention and nutrition programs are an important piece of our program. Halecreek Elementary receives grant funding to implement the SPLASH program through the Wayne County ISD. This program focuses on the implementation of the Michigan Model Health curriculum which includes instruction on violence prevention, nutrition, physical fitness, drug and alcohol prevention, etc. All teachers (K-5) have been trained and implement the program throughout the school year. Additionally funding has been provided, through Wayne County RESA, to implement a Positive Behavior Supports Program. This behavior/climate program is provided for all students to deal specifically with behavior issues; both positive and challenging. The PBS program provides supports and social skill*

*instruction (including violence prevention) to any student that has an identifiable need.*

### **Effective Use of Technology**

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

*All stakeholders have recognized the importance of integrating technology into the curriculum. Our students instructional and learning needs are diverse and using technology in the classroom allows for differentiation of instruction to meet the needs of all students. All student take weekly on-line assessments in both math and reading as well as an on-line norm referenced test (NWEA) three times a year. Students are able to work on-line using programs such as Study Island and Compass Odyssey. To help students retain information learned through the year, parents are able to log their child into the system during summer months using the same username and password used during the school year.*

### **Evaluation of the School Improvement Plan**

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

*Each year, staff members are given data from assessments such as MEAP and NWEA to analyze. During this time, staff look at school wide data and are charged with reporting back their analysis to the rest of the staff. All data is linked to goals stated in the school improvement plan and referenced while discussing the results. After our staff collaboration, the school improvement team hold a meeting to go through the plan to make any adjustments according to needs.*

2. Describe how the school improvement team determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards.

*During the year, students are regularly assessed in all content areas. Using these results, we are able to determine if any given child is in need of intervention. If a child is in need, he/she will receive Response to Intervention (RtI) services led by Core Instructional Assistants (CIA) and monitored every two weeks to see progress. The programs and strategies used by the CIA's are discussed and adopted through the school improvement team.*

3. Describe how the school improvement team revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

*Throughout the year, SIT members meet monthly to discuss data and any issues that may arise from strategies/activities listed on the SIP. If, based on data, we find that an activity is not achieving the needed results, we are free to investigate solutions that can be brought back to the team for possible adoption. We have found that it is essential not to "give up" on an activity too soon, but also realize when something is just not working for our population of students.*

4. Describe how school and student information and progress will be shared with all stakeholders in a language

that they can understand.

*Sharing information is accomplished via twice a year parent-teacher conferences, fall open house, Title I parent meetings, curriculum focus night, monthly staff meetings, monthly parent group meetings, AER, school web page, and school/classroom newsletters. Printed materials in the spoken language of the home are available for all bilingual students and families. If language is a barrier to student success, a translator is provided by the local ISD (RESA).*

### **Building Level Decision-Making**

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

*All stakeholders are involved in the planning and monitoring of the school improvement plan, by meeting prior to the beginning of school in August. During the school year, the team meet monthly. At the end of the year, the team meets to debrief, plan, monitor and evaluate the improvement plan for the coming year.*

## Assurances

### EdYES!

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: <http://www.romulus.net/Schools/HalecreekElementary/Important%20Documents1/AER.pdf>

### Educational Development Plan (EDP)

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

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

Comments:

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

Response: *No*

Comments: *Our school does not have an 8th grade.*

### Health and Safety (HSAT)

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

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Exemplary Physical Education Curriculum (EPEC)*

Comments:

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

Response: *Yes*

Comments:

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

Response: *91-149 minutes at elementary level, 136-224 minutes at middle/high level*

Comments:

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *No*

Comments:

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

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Written Policy, but not fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Access to some indoor facilities*

Comments:

## Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Ms.	Michelle	Misiak	4th Grade Teacher	mamisiak@romulus.k12.mi.us
Ms.	Tiffany	Markavich	1st Grade Teacher	tamarkavich@romulus.k12.mi.us
Ms.	Kristen	Fuss	Learning Specialist	kefuss@romulus.k12.mi.us
Ms.	Sarah	Scott	Special Education Teacher	slscott@romulus.k12.mi.us
Ms.	Jennifer	Richard	5th Grade Teacher	jlrichard@romulus.k12.mi.us
Ms.	Sarah	Carter	3rd Grade Teacher	slcarter@romulus.k12.mi.us
Mr.	Dave	Pelc	2nd Grade Teacher	dapelc@romulus.k12.mi.us
Ms.	Sande	Godbout	1st Grade Teacher	segodbout@romulus.k12.mi.us
Ms.	Gayle	Milspaugh	Phys. Ed. Teacher	gamilspaugh@romulus.k12.mi.us
Mr.	Anthony	Redmond	Social Worker	anredmond@romulus.k12.mi.us
Ms.	Julie	Jordan	2nd Grade Teacher	jljordan@romulus.k12.mi.us
Ms.	Jeanne	Prisco	3rd Grade Teacher	jmprisco@romulus.k12.mi.us
Ms.	Dorothy	West	Principal	dawest@romulus.k12.mi.us

# Statement of Non-Discrimination

## Federal Office for Civil Rights

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

## Contact Information

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

Name/Position:	principal
Address:	16200 Harrison
Telephone Number:	734-532-1352

## References

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

## Supporting Documentation

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

- School-Parent Involvement Plan
- School-Parent Compact

Halecreek Elementary School  
Parent Involvement Action Plan  
2010-2011



# ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

(SCHOOL LEVEL, FORM G-GOALS)

## SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

On this 4-page plan, select 2 academic goals, 1 behavioral goal, and 1 goal for sustaining a partnership climate. For each goal, outline the desired results, how results will be measured, family and community involvement activities, dates, responsibilities, and needed resources.

<b>School:</b> Halecreek Elementary School	<b>School Year:</b> 2010-2011
--	-------------------------------

**GOAL 1-- ACADEMIC:** All students will improve their reading comprehension across the curriculum.

---

<b>Desired result(s) for THIS goal:</b> Improve reading comprehension for all students.	<b>How will the school measure the result(s)?</b> MEAP, NWEA, Pearson assessments
---	---

### Organize and schedule family and community involvement activities to support THIS goal.

ACTIVITIES (2 or more, continuing or new)	DATE OF ACTIVITY	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Bingo for Books Parent Night	11-2-10	K-5	Invitations sent home notifying parents of the date and time of the activity	Learning Specialist, Staff Members
Reading Raffle Tickets	All school year	K-5	Students read while at home and complete a short book summary which is signed by an adult and turned in to their teacher.	Learning Specialist, Teaching Staff
Parent Reading Month	3-9-11	K-5	Students bring parents into school at night to have a small dinner and read in the gymnasium in their PJ's.	Learning Specialist, Staff Members
School-wide reading activities during reading month (March)	Month of March	K-5	Student dress according to the featured book. Example: "Caps on Sale"/students wear baseball caps	Staff Members

**Note if funds, supplies, and/or resources are needed for these activities?**

Add pages to outline more activities that support THIS goal.

# ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

(SCHOOL LEVEL, FORM G-GOALS)

## SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

On this 4-page plan, select 2 academic goals, 1 behavioral goal, and 1 goal for sustaining a partnership climate. For each goal, outline the desired results, how results will be measured, family and community involvement activities, dates, responsibilities, and needed resources.

<b>School:</b> Halecreek Elementary School	<b>School Year:</b> 2010-2011
--	-------------------------------

**GOAL 2-- ACADEMIC:** All students will improve their math problem solving skills.

**Desired result(s) for THIS goal:** Improve math problem solving for all students.

**How will the school measure the result(s)?** MEAP, NWEA, Pearson assessments

### Organize and schedule family and community involvement activities to support THIS goal.

ACTIVITIES (2 or more, continuing or new)	DATE OF ACTIVITY	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Math Stars-Basic Fact Program	All school year	1-5	Addition, subtraction, multiplication or division tests are given weekly. Students earn rewards for finishing tests; teachers keep record of student progress.	Learning Specialist, Staff Members
Math Lessons and practice to reinforce math skills available to parents through Study Island & Compass Odyssey	Daily	K-5	Teachers provide parents with student username and password into systems.	Teaching Staff

**Note if funds, supplies, and/or resources are needed for these activities?**

Add pages to outline more activities that support THIS goal.

# ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

(SCHOOL LEVEL, FORM G-GOALS)

## SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

On this 4-page plan, select 2 academic goals, 1 behavioral goal, and 1 goal for sustaining a partnership climate. For each goal, outline the desired results, how results will be measured, family and community involvement activities, dates, responsibilities, and needed resources.

<b>School:</b> Halecreek Elementary School	<b>School Year:</b> 2010-2011
--	-------------------------------

**GOAL 3—Increase Parental Involvement:** Staff will invite Halecreek parents/caregivers to events in order to increase parent involvement.

---

<b>Desired result(s) for THIS goal:</b> Improve parent and community participation throughout the school.	<b>How will the school measure the result(s)?</b> Surveys
---	---

### Organize and schedule family and community involvement activities to support THIS goal.

ACTIVITIES (2 or more, continuing or new)	DATE OF ACTIVITY	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Fall Parade	10-29-10	K-5	Parents/Caregivers are invited to our parade through the Halecreek neighborhood.	Learning Specialist, Staff Members
Community Counts Meetings	First Friday of each month	K-5	Parents are invited and introduced at our monthly all school meetings	Principal, Learning Specialist
Honors Assembly	Once each marking period	K-5	Parents are invited to attend an assembly in honor of their child's accomplishments	Principal, Learning Specialist, Staff Members
Credit Union Days	Weekly	K-5	Public Service Credit Union will visit weekly to take deposits from students	Principal

**Note if funds, supplies, and/or resources are needed for these activities?**

Add pages to outline more activities that support THIS goal.

**ONE-YEAR ACTION PLAN FOR PARTNERSHIPS  
(SCHOOL LEVEL, FORM G-GOALS)**

**SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS**

On this 4-page plan, select 2 academic goals, 1 behavioral goal, and 1 goal for sustaining a partnership climate. For each goal, outline the desired results, how results will be measured, family and community involvement activities, dates, responsibilities, and needed resources.

<b>School: Halecreek Elementary School</b>	<b>School Year: 2010-2011</b>
--	-------------------------------

**GOAL 4—Title 1 Parent Involvement Requirements:** Title 1 Learning Specialist will fulfill parent involvement requirements under Title 1.

---

<b>Desired result(s) for THIS goal: Fulfill Title 1 requirements</b>	<b>How will the school measure the result(s)? Surveys</b>
--	---

**Organize and schedule family and community involvement activities to support THIS goal.**

<b>ACTIVITIES (2 or more, continuing or new)</b>	<b>DATE OF ACTIVITY</b>	<b>GRADE LEVEL(S)</b>	<b>WHAT NEEDS TO BE DONE FOR EACH ACTIVITY &amp; WHEN?</b>	<b>PERSONS IN CHARGE AND HELPING</b>
Title 1 Annual Meeting	9-15-10	K-5	Create handout containing Title 1 information for parents, discuss with parents all Title 1 services offered to students	Learning Specialist
Pre-School Parent Meeting	3-29-11	Pre-K Students, Parents	Give parents a tour of our school, supply parents with information about getting kids ready for school.	Principal, Learning Specialist
Kindergarten Orientation	5-25-11	Pre-K Students, Parents	Create activities for students and parents to complete together, put goodie bags together that contain age appropriate materials to help with their first year of school.	Learning Specialist, Kindergarten Teacher

**Note if funds, supplies, and/or resources are needed for these activities?**

Add pages to outline more activities that support THIS goal.



High Expectation, High Achievement, Everyone, Every Day

## ROMULUS COMMUNITY SCHOOLS Compact for Achievement

While your child attends Romulus Community Schools, it is the school's responsibility to provide high quality curriculum and instruction in a supportive and effective environment that enables students to meet the state's academic performance standards.

Additionally, parents are responsible for supporting their child's learning and participating in decisions relating to the education of their children. Therefore, we ask that you attend Open House, parent conferences, as well as participate with your child's teacher in your child's education.

Enclosed is Romulus Community Schools **Achievement Compact** that we ask you and your child to sign and return. The purpose of the achievement compact is to build and foster the development of a school/parent partnership to help all children achieve high academic standards set forth by the State of Michigan. Parents, students and teachers all share in the responsibility of improving student achievement.

**Please sign and return the attached agreement and thank you for your help and collaboration in the education of your child.**

Yours in Education,

Daniel Hurst  
Curriculum Director

Revised 3/7/11

# Romulus Community School Compact for Achievement

<i>The Teacher</i>	<i>The Parent</i>	<i>The Student</i>
<p>I will do my personal best to:</p> <ul style="list-style-type: none"> <li>• provide a respectful, safe caring learning environment where each child will learn to be responsible for his/her own behavior and learning;</li> <li>• demonstrate professional demeanor and adhere to district employee policies;</li> <li>• help children follow the school and classroom rules;</li> <li>• create an environment which values the diversity and culture of each child;</li> <li>• follow the curriculum and make the curriculum known to the parent;</li> <li>• communicate regularly with the parents the expectations for the student (homework assignments, classroom behavior, student progress etc.)</li> <li>• plan in advance lessons that will engage students in learning through a wide range of activities that promotes growth towards mastering objectives;</li> <li>• Individualize instruction to meet students' needs;</li> <li>• schedule parent/teacher conferences to accommodate parents' schedules;</li> <li>• provide opportunities for service learning and volunteerism;</li> <li>• promote a classroom where college readiness is an expectation;</li> <li>• attend school functions which support the overall mission and beliefs of Romulus Community Schools;</li> <li>• participate in continuous professional development</li> </ul> <p>Teacher's Signature: _____ Date _____</p>	<p>I will do my personal best to:</p> <ul style="list-style-type: none"> <li>• demonstrate respect and support for my child, the staff and the school;</li> <li>• make sure that my child attends school regularly and on time;</li> <li>• support and assist the school in developing positive behavior in my child;</li> <li>• be involved in my child's education and communicate my expectations for my child's education to the teacher;</li> <li>• supervise the completion of my child's homework according to the teacher's guidelines;</li> <li>• attend parent/teacher conference;</li> <li>• read progress reports and discuss them with my child and the teacher;</li> <li>• monitor both the amount and content of television programs, computer games, and internet activities that encourages violence, drug use, disrespect, and discrimination of others;</li> <li>• volunteer at least 3 hours per year to my child's school and/or providing other support to the teacher;</li> <li>• attend school events, workshops, and meetings, and when appropriate, participate in decision making and leadership opportunities at school.</li> </ul> <p>Parent's Signature: _____ Date _____</p>	<p>I will do my personal best to:</p> <ul style="list-style-type: none"> <li>• respect my teacher, fellow students, and other people at school and in the community;</li> <li>• be on time and attend school regularly;</li> <li>• refrain from exhibiting behavior that would interfere with my learning or the learning of others;</li> <li>• follow the school and classroom rules;</li> <li>• express my thoughts in a respectful manner;</li> <li>• a positive role model to others;</li> <li>• report any unsafe behavior to an adult;</li> <li>• resolve conflicts in a nonviolent way;</li> <li>• bring my agenda (daily assignment booklet) home daily;</li> <li>• come to school with a positive attitude and ready to learn;</li> <li>• ask questions so I understand the lesson;</li> <li>• return completed homework on time;</li> <li>• keep my parents informed of school activities, projects, assignments etc.;</li> <li>• participate in activities at school and in the community that promotes learning.</li> </ul> <p>Student's Signature: _____ Date _____</p>