

# School Improvement Plan

## Title I - Schoolwide

School Year: 2011 - 2012

School District: Romulus Community Schools

ISD/RESA: Wayne RESA

School Name: Wick Elementary School

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

Principal: Mrs. ShaVonna LaNau Johnson

Building Code: 06590

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

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## **Introduction**

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

## School Information

School:	Wick Elementary School
District:	Romulus Community Schools
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	06590
City:	Romulus
State/Province:	Michigan
Country:	United States

# Vision, Mission and Beliefs

## **Vision Statement**

The vision of Wick Elementary School is to have a safe learning environment where staff, students, and parents are respected, valued, and empowered to actively participate in all aspects of the educational process. All stakeholders collaboratively create lifelong, self-sufficient learners that are self-reliant, confident, productive citizens in society.

## **Mission Statement**

The mission of Wick Elementary is to provide positive and innovative learners, who will become respectful, responsible, and self-sufficient contributors to society.

## **Beliefs Statement**

All people can learn.  
Self-esteem enhances learning.  
People learn in a variety of ways.  
Learning is a life long process.  
All people are born with a desire to learn.  
All people have worth and deserve to be treated with respect.  
We make a difference.

## Goals

Name	Development Status	Progress Status
Math Problem Solving 2011-12	Complete	In Progress
Reading Comprehension 2011-12	Complete	Open
Science 2011-12	Complete	Open
Social Studies 2011-12	Complete	Open
Writing 2011-12	Complete	Open

### Goal 1: Math Problem Solving 2011-12

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All students will improve math problem solving across the curriculum

**Gap Statement:** After a careful analysis of our Comprehensive Needs Assessment, we noticed that although our students were performing well on the state standardized test, students were struggling on the national standardized test and our local assessments. In 2006-07, the Michigan Educational Assessment Program (MEAP) state standardized test scores showed our proficiency results as 93% in third grade, 81% in fourth grade, 88% in fifth grade, and 91% in sixth grade. In 2010-11, the data reflect proficiency MEAP scores of 94% in third grade, 89% in fourth grade, and 77% in fifth grade. On the Measures of Academic Progress (MAP) test in Math, students in Kindergarten had an average RIT score of 151.0, students in first grade averaged a 175.3 RIT score, students in second grade averaged a 184.4 RIT score, students in third grade averaged a 198.6 RIT score, students in fourth grade averaged a 204.9 RIT score, and students in fifth grade averaged a 209.8 RIT score during the Spring 2011 testing period. When our staff disaggregated the data and took a closer look at the specific strategies in which our students were weak, we saw a weakness in vocabulary, numbers and operations-particularly with basic facts, and measurement.

**Cause for Gap:** After delving deeper in the results of our assessments, we concluded that the cause for the gaps in all grade levels was due to a lack of concrete knowledge in number sense.

**Multiple measures/sources of data you used to identify this gap in student achievement:** The sources of data used to identify this gap in student achievement were a triangulation of existing school data. The national standardized assessment is the Measures of Academic Progress Test in grades K-5. The state standardized assessment was the MEAP for grades 3-5. Our local assessments included the Pearson Math tests for grades K-5, our Problem Solving assessments, and our weekly Math Stars assessments (grades 1-5). We also looked at our unique local insights which included staff, parent and student surveys.

**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?** To monitor progress of this goal, we will use multiple measures of assessment. On the MAP, we expect our students to achieve in the 50%tile or above. On the MEAP, 80% or higher are expected to achieve proficiency level which would be indicated with a level 1 or 2 on their score. Students are expected to achieve a 80% or higher on the post test of our local assessment. Our Problem Solving scores, when done independently, should receive 80% or higher. The weekly Math Stars assessment on the 4 basic

skills per grade level, should be mastered by the end of the school year. Teachers also use formatives, Pearson assessments, qualitative summaries, Compass Odyssey and Study Island reports to progress monitor their students' level of success.

**Goal Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

**Contact Name:** Rob Baty Lisa Leucht

**List of Objectives:**

Name	Objective
Math Problem Solving	All students will improve math problem solving skills so that 88% of students are proficient by 2011-2012 and 94% of students are proficient by 2012-13, with no significant gaps between subgroups.

## 1.1. Objective: Math Problem Solving

**Measurable Objective Statement to Support Goal:** All students will improve math problem solving skills so that 88% of students are proficient by 2011-2012 and 94% of students are proficient by 2012-13, with no significant gaps between subgroups.

**Objective Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/27/2009	ShaVonna Johnson	In Progress	The School Improvement Team met to review and update the school Profile so that it reflects the most current feedback obtained from our Perception surveys. Necessary modifications will be made to all Goals based on the information obtained from School Improvement Updates/Work Sessions and data sources.
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

**List of Strategies:**

Name	Strategy
Academic Vocabulary	All staff will teach students significant math terms and phrases identified by the district across Kindergarten through fifth grade. These terms and phrases will provide a string common math vocabulary foundation for all students.
Co-Teaching	Participating staff will receive ongoing training with effective practices/ strategies associated with inclusion.
Marzano's Elements of Effective Teaching	Staff will continue training in Marzano's 9 essential elements of effective teaching.
Math Stars	Students will learn and apply skills and facts as tools to solve problems through daily math activities and the Wick Math Stars Program (timed tests)
Problem of the Week	All students will learn and apply steps to a variety of math problem solving strategies. This school-wide approach will be called POW! (Problem of the Week)
Professional Learning Communities	All teaching staff will be provided PD and meeting time to maintain effective Professional Learning Communities.
Technology	Students will learn and apply math computation and problem solving skills through Study Island© and Compass Odyssey© programs and other integrated technologies

**1.1.1. Strategy: Academic Vocabulary**

**Strategy Statement:** All staff will teach students significant math terms and phrases identified by the district across Kindergarten through fifth grade. These terms and phrases will provide a string common math vocabulary foundation for all students.

**Selected Target Areas**

1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.5 Fosters a learning community
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning

**Other Required Information for Strategy**

Building Background Knowledge for Academic Achievement (Marzano, 2004).

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Math Vocabulary	2011-09-06	2012-06-14	Principal, Classroom teachers, Learning Specialist

**1.1.1.1. Activity: Math Vocabulary**

**Activity Description:** Teachers will deliver a common math vocabulary by using Marzano's Instructional Strategies.

**Planned staff responsible for implementing activity:** Principal, Classroom teachers, Learning Specialist

**Actual staff responsible for implementing activity:** Principal, Classroom teachers, Learning Specialist

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-14

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Math Academic Vocabulary List by Grade Level	No Funds Required		

**1.1.2. Strategy: Co-Teaching**

**Strategy Statement:** Participating staff will receive ongoing training with effective practices/ strategies associated with inclusion.

**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
1.3 Identifies goals to advance the vision
1.4 Develops and continuously maintains a profile of the school, its students, and the community
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations
2.5 Fosters a learning community
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
3.2 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
3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
4.7 Demonstrates verifiable growth in student performance
5.10 Provides appropriate support for students with special needs
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school
6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders

**Other Required Information for Strategy**

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

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

Tannock, M.T. "Tangible and Intangible Elements of Collaborative Teaching", January 1, 2009.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Co-Teaching PD	2011-09-05	2012-06-14	Principal Teaching staff Resource teacher Learning Specialist

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

**Activity Description:** Teachers who will be participating in co-teaching will be provided PD in related practices associated with co-teaching.

**Planned staff responsible for implementing activity:** Principal  
Teaching staff  
Resource teacher  
Learning Specialist

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-14

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Co-teaching PD	General Funds	200.00	

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

**Strategy Statement:** Staff will continue training in Marzano's 9 essential elements of effective teaching.

**Selected Target Areas**

1.2 Communicates the vision and purpose to build stakeholder understanding and support
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
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
3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
4.7 Demonstrates verifiable growth in student performance
5.10 Provides appropriate support for students with special needs

**Other Required Information for Strategy**

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

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
PD on Marzano's Elements of Effective Teaching	2011-10-05	2012-06-14	Principal Learning Specialist Classroom teachers

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

**Activity Type:** Professional Development

**Activity Description:** Teachers will be trained in elements of effective teaching. Teachers will

implement these strategies throughout the school year.

**Planned staff responsible for implementing activity:** Principal  
Learning Specialist  
Classroom teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-10-05, End Date - 2012-06-14

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Facilitator / speaker on PD day	General Funds	200.00	

### 1.1.4. Strategy: Math Stars

**Strategy Statement:** Students will learn and apply skills and facts as tools to solve problems through daily math activities and the Wick Math Stars Program (timed tests)

**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
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
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 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
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
4.3 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**

Improving Student Achievement Through Inclusion of Problem Solving in the Math Curriculum (Millard,

Oaks, Sanders);  
 Math Wizard Wednesdays (Porod, Kolodziej, Sebastian, Studenroth);  
 What Does Research Say About Mathematics? (Knuth, Jones)

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Math Stars Achievement	2008-09-04	2012-06-14	Learning Specialist and Principal
Math Stars tests	2008-09-04	2012-06-14	Classroom teachers and Learning Specialist
Practice Knowledge	2008-09-04	2012-06-14	All teachers and students
Preschool Transition	2008-09-04	2012-06-14	Kindergarten teachers, preschool teachers, Learning Specialist, and Principal
Scenarios	2008-09-04	2012-06-14	All teachers

**1.1.4.1. Activity: Math Stars Achievement**

**Activity Description:** Students will be recognized for their Math Stars achievement with certificates, prizes, pins, and T-shirts

**Planned staff responsible for implementing activity:** Learning Specialist and Principal

**Actual staff responsible for implementing activity:** Learning Specialist and Principal

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Awards and Certificates	Title I Part A	500.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

**1.1.4.2. Activity: Math Stars tests**

**Activity Description:** Students will display knowledge of basic math facts on weekly Math Stars Tests

**Planned staff responsible for implementing activity:** Classroom teachers and Learning Specialist

**Actual staff responsible for implementing activity:** Classroom teachers and Learning Specialist

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Math Stars tests	General Funds	0.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

**1.1.4.3. Activity: Practice Knowledge**

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

**Planned staff responsible for implementing activity:** All teachers and students

**Actual staff responsible for implementing activity:** All teachers and students

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
K-5 Math Curriculum	General Funds	0.00	
Pearson EnVision Math Series	General Funds	0.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

**1.1.4.4. Activity: Preschool Transition**

**Activity Description:** Staff will assist in helping prepare preschool children with the concept of basic numbers

**Planned staff responsible for implementing activity:** Kindergarten teachers, preschool teachers, Learning Specialist, and Principal

**Actual staff responsible for implementing activity:** Kindergarten teachers, preschool teachers, Learning Specialist, and Principal

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 02/04/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Grade Level Content Expectations	General Funds	0.00	
Trend Enterprises	Title I Part A	100.00	100.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

**1.1.4.5. Activity: Scenarios**

**Activity Description:** Teachers will present basic math facts and computation in problem-solving scenarios

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** All teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
K-5 Math Curriculum	General Funds	0.00	
Pearson EnVision math series	General Funds	0.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

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### 1.1.5. Strategy: Problem of the Week

**Strategy Statement:** All students will learn and apply steps to a variety of math problem solving strategies. This school-wide approach will be called POW! (Problem of the Week)

**Selected Target Areas**

2.5 Fosters a learning community
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
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
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

3.5 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

4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes

**Other Required Information for Strategy**

Improving Student Achievement Through Inclusion of Problem Solving in the Math Curriculum (Millard, Oaks, Sanders);

Math Wizard Wednesdays (Porod, Kolodziej, Sebastian, Studenroth);

What Does Research Say About Mathematics? (Knuth, Jones);

Issues in Problem-Solving Instruction (Good , Grouws);

Teaching Mathematics and Thinking (Smith, Silver)

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Afterschool Tutoring	2008-09-04	2012-06-14	First through fifth grade teachers, Learning Specialist, and Core Instructional Assistants
Applying the Problem Solving Framework	2008-09-04	2012-06-14	First through fifth grade teachers
Cross Curricular activities	2008-09-04	2012-06-14	All teachers
Learning strategies	2008-09-04	2012-06-14	Kindergarten and first grade teachers
Learning Strategies	2008-09-04	2012-06-14	Second and third grade teachers
Math Journal	2008-09-04	2012-06-14	All teachers
Modeling	2008-09-04	2012-06-14	All teachers
Preschool Transition	2008-09-04	2012-06-14	Kindergarten teachers, Learning Specialist, and Principal
Problem Solving Framework	2008-09-04	2012-06-14	Second through fifth grade teachers
Problem Solving Strategy	2008-09-04	2012-06-14	All teachers

practice	04	14	
Specific Problem Solving Strategies	2008-09-04	2012-06-14	Fourth through fifth grade teachers
Strengthening Computation	2008-09-04	2012-06-14	All teachers

### 1.1.5.1. Activity: Afterschool Tutoring

**Activity Description:** Students performing below grade level expectations as identified by data will receive intervention assistance on number sense, computation, and problem solving in the form of afterschool tutoring

**Planned staff responsible for implementing activity:** First through fifth grade teachers, Learning Specialist, and Core Instructional Assistants

**Actual staff responsible for implementing activity:** First through sixth grade teachers, Learning Specialist, and Core Instructional Assistants

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 11/01/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Manipulatives and games	Title I Part A	500.00	
Marilyn Burns	General Funds	500.00	
Pearson EnVision math series	General Funds	0.00	
Title I supplemental materials	Title I Part A	0.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

### 1.1.5.2. Activity: Applying the Problem Solving Framework

**Activity Description:** Students will use the 4-step problem solving framework to apply strategies and solve problems

**Planned staff responsible for implementing activity:** First through fifth grade teachers

**Actual staff responsible for implementing activity:** First through fifth grade teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Problem of the Week folders	General Funds	250.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

**1.1.5.3. Activity: Cross Curricular activities**

**Activity Description:** Teachers will integrate (quarterly) appropriate math problem solving activities into social studies as well as science projects and lessons

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** Physical Education teacher, Art Teacher, and Music Teacher

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
K-5 Math Curriculum	General Funds	0.00	
Physical Education, Art, and Music curriculum	General Funds	0.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

**1.1.5.4. Activity: Learning strategies**

**Activity Description:** Staff will learn a variety of math problem solving strategies and will demonstrate number sense by using manipulatives

**Planned staff responsible for implementing activity:** Kindergarten and first grade teachers

**Actual staff responsible for implementing activity:** Kindergarten and first grade teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Behta Binders	General Funds	0.00	
K-5 Math Curriculum	General Funds	0.00	
Manipulatives	Title I Part A	0.00	
Pearson EnVision math series	General Funds	0.00	
Title I resources	Title I Part A	0.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

**1.1.5.5. Activity: Learning Strategies**

**Activity Description:** Staff will learn a variety of math problem solving strategies and will demonstrate computation by learning to choose an operation

**Planned staff responsible for implementing activity:** Second and third grade teachers

**Actual staff responsible for implementing activity:** Second and third grade teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Behta Binder	General Funds	0.00	
K-5 Math Curriculum	General Funds	0.00	
Manipulatives	Title I Part A	0.00	
Pearson EnVision math series	General Funds	0.00	
Title I resources	Title I Part A	0.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

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**1.1.5.6. Activity: Math Journal**

**Activity Description:** Students will compile a math journal (POW - Problem of the Week) for recording strategies, constructed response samples, vocabulary, rubrics, and reflection of their work

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** Classroom teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 11/01/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Problem of the Week folders	General Funds	250.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

**1.1.5.7. Activity: Modeling**

**Activity Description:** Staff will teach and model number sense, computation, and problem solving strategies

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** All teachers every Friday

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Behta Binders	General Funds	0.00	
K-5 Math curriculum	General Funds	0.00	
Manipulatives	Title I Part A	0.00	
Marilyn Burns -	Title I Part A	750.00	750.00
Pearson EnVision math series	General Funds	0.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

**1.1.5.8. Activity: Preschool Transition**

**Activity Description:** Staff will provide preschool students with opportunities to improve their number sense skills through the use of activities and manipulatives

**Planned staff responsible for implementing activity:** Kindergarten teachers, Learning Specialist, and Principal

**Actual staff responsible for implementing activity:** Kindergarten teachers, Learning Specialist, and Principal

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 02/04/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Manipulatives	Title I Part A	0.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

**1.1.5.9. Activity: Problem Solving Framework**

**Activity Description:** Staff will implement a 4-step problem solving framework: clarify problem, brainstorm solution, select solution, and reflect

**Planned staff responsible for implementing activity:** Second through fifth grade teachers

**Actual staff responsible for implementing activity:** Second through fifth grade teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Pearson EnVision math series	General Funds	0.00	
Problem of the Week folders	General Funds	250.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

### 1.1.5.10. Activity: Problem Solving Strategy practice

**Activity Description:** Staff will provide students with practice of problem solving strategies through cooperative learning, use of manipulatives and independent practice

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** All teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Behta Binders	General Funds	0.00	0.00
Pearson EnVision math series	General Funds	0.00	
POW Journals	General Funds	0.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

### 1.1.5.11. Activity: Specific Problem Solving Strategies

**Activity Description:** Staff will demonstrate problem solving through working backwards, guess and check, make a list, make a table, find a pattern, draw a picture, etc...

**Planned staff responsible for implementing activity:** Fourth through fifth grade teachers

**Actual staff responsible for implementing activity:** Fourth through fifth grade teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Behta Binders	General Funds	0.00	
K-5 Math Curriculum	General Funds	0.00	
Pearson EnVision math series	General Funds	0.00	
Problem of the Week folders	General Funds	250.00	
Title I resources	Title I Part A	0.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

**1.1.5.12. Activity: Strengthening Computation**

**Activity Description:** Students will strengthen computation skills by learning to choose an operation

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** All teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Behta Binders	General Funds	0.00	
K-5 Math curriculum	General Funds	0.00	
Manipulatives	Title I Part A	0.00	
Marilyn Burns -	Title I Part A	750.00	
Pearson EnVision math series	General Funds	0.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

## 1.1.6. Strategy: Professional Learning Communities

**Strategy Statement:** All teaching staff will be provided PD and meeting time to maintain 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
1.3 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
3.1 Develops and implements curriculum based on clearly defined expectations for student 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
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
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
6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders
7.2 Engages stakeholders in the processes of continuous improvement

### Other Required Information for Strategy

Dufore, R. "Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn" (2004).

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Learning Communities PD	2011-09-08	2012-06-14	Principal Lead teachers

### 1.1.6.1. Activity: Professional Learning Communities PD

**Activity Type:** Professional Development

**Activity Description:** Teachers will receive on-going training in Professional Learning Communities utilizing job embedded PD through the 2011-12 school year.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-08, End Date - 2012-06-14

**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 day	General Funds	200.00	

### 1.1.7. Strategy: Technology

**Strategy Statement:** Students will learn and apply math computation and problem solving skills through Study Island© and Compass Odyssey© programs and other integrated technologies

**Selected Target Areas**

2.5 Fosters a learning community
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
2.9 Creates and supports collaborative networks of stakeholders to support system programs
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 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
3.2 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
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.8 Implements interventions to help students meet expectations for student learning
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 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

**Other Required Information for Strategy**

Connell, Gray, Waxman, "A Quantitative Synthesis of Recent Research on the Effects of Teaching and Learning with Technology on Student Outcomes"

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Developing lessons and activities	2008-09-04	2012-06-14	Classroom teachers
Integrating instruction	2008-09-04	2012-06-14	All needed classroom teachers
Parent Component	2008-09-04	2012-06-14	Principal, Learning Specialist, Wick Parents Who Care (WPWC), and all teachers
Technology in activities	2008-09-04	2012-06-14	All teachers
Training in Technology	2008-09-04	2012-06-14	All needed classroom teachers

**1.1.7.1. Activity: Developing lessons and activities**

**Activity Description:** Teachers will develop math lessons and activities using Compass Learning© programs for:  
whole class instruction, small group instruction, and prescribing math sequences for individual students

**Planned staff responsible for implementing activity:** Classroom teachers

**Actual staff responsible for implementing activity:** Classroom teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey programs	General Funds	0.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

**1.1.7.2. Activity: Integrating instruction**

**Activity Description:** Teachers will be trained to use and integrate a variety of technologies into daily math instruction:

PowerPoint®, Internet, Digital cameras, Scanners, etc.

**Planned staff responsible for implementing activity:** All needed classroom teachers

**Actual staff responsible for implementing activity:** All needed classroom teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Technology Equipment and Software	General Funds	0.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

**1.1.7.3. Activity: Parent Component**

**Activity Description:** Staff will implement the Compass Learning Parent Involvement Program and The Study Island Parent Component to assist parents in their child's academic success

**Planned staff responsible for implementing activity:** Principal, Learning Specialist, Wick Parents Who Care (WPWC), and all teachers

**Actual staff responsible for implementing activity:** Principal, Learning Specialist, Wick Parents Who Care (WPWC), and all teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Homework assistance resources and workshops	Title I Part A	0.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

**1.1.7.4. Activity: Technology in activities**

**Activity Description:** Students will learn and use a variety of technologies in problem solving activities

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** All teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
StudyIsland Training	General Funds	300.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

### 1.1.7.5. Activity: Training in Technology

**Activity Description:** Teachers will be trained to use Compass Odyssey programs

**Planned staff responsible for implementing activity:** All needed classroom teachers

**Actual staff responsible for implementing activity:** All needed classroom teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - 06/14/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey programs	General Funds	0.00	
K-6 Math Curriculum	General Funds	0.00	
Technology Equipment and Software	General Funds	0.00	
Title I resources	Title I Part A	0.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
04/08/2009	Karensa Smith	In Progress	Progress Status changed from Open to In Progress

## Goal 2: Reading Comprehension 2011-12

**Content Area:** English Language Arts

**Development Status:** Complete

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

**Gap Statement:** After a careful analysis of multiple achievement data sources starting from 2006-07, it was determined that students are still showing a deficit in Reading Comprehension. Although student performance on the state assessment was not indicative of this decrease, student performance on the national assessment and local assessments on average are inconsistent, either showing quite good growth or a substantial decline across the grade levels. On the state Michigan Educational Assessment Program (MEAP) reading state assessment in the 06/07 school year, proficiency percentages included 93% in third grade, 81% in fourth grade, 86% in fifth grade, and 87% in sixth grade. The 2010-11 state assessment MEAP reading scores showed percentage of students proficient as 87% in third grade, 79% in fourth grade, and 78% in fifth grade. Our Measures of Academic

Progress (MAP) test scores in reading during the Spring test session of 2011 showed the following: kindergarten an average RIT score of 153.9, first grade an average RIT score of 171.4, second grade an average RIT score of 182.1, third grade an average RIT score of 196.7, fourth grade an average RIT score of 199.7, and fifth grade had an average RIT score of 206.7.

**Cause for Gap:** After a thorough examination of the results of our data, it was concluded that the cause of our gap was due to phonics and fluency difficulties in the lower elementary grades and fluency, vocabulary, and comprehension in the upper grades.

**Multiple measures/sources of data you used to identify this gap in student achievement:** The sources of data used to identify this gap in student achievement were a triangulation of existing school data from our profile. The national standardized assessments included the MAP test for grades K-5. The State Assessment was the MEAP for grades 3-5. Our local assessments included Pearson reading unit tests for grades K-5, and Compass Odyssey / Study Island formatives. We also looked at our unique local insights which included parent and student surveys.

**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?** To monitor progress of this goal, we will use multiple measures of assessments which include the assessments listed below and principal walkthrough plan. On the MAP, we expect our students to achieve in the 50%tile or above. On the MEAP, 80% of the students are expected to achieve proficiency level which would be indicated with a level 1 or 2 on their score. Students are expected to achieve an 80% or higher on Pearson tests as well as technology assessments.

**Contact Name:** Rob Baty Lisa Leucht

**List of Objectives:**

Name	Objective
Comprehension	All students will increase their comprehension skills so that the percentage of students proficient on the MEAP is 88% of students proficient by 2011-2012, and 94% of students proficient by 2012-13, with no significant gaps between subgroups.

## 2.1. Objective: Comprehension

**Measurable Objective Statement to Support Goal:** All students will increase their comprehension skills so that the percentage of students proficient on the MEAP is 88% of students proficient by 2011-2012, and 94% of students proficient by 2012-13, with no significant gaps between subgroups.

**List of Strategies:**

Name	Strategy
Academic Vocabulary	Teachers will teach students significant reading terms and phrases identified by the district across the grade levels, that will provide a string common reading vocabulary foundation for all students.
Co-Teaching	Participating staff will receive ongoing training with effective practices/strategies associated with inclusion.

Comprehension	A comprehensive literacy program will be implemented. Students will learn and apply skills related to the five elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension
Fluency	A comprehensive literacy program will be implemented. Students will learn and apply skills related to the five elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension
Marzano's Elements of Effective Teaching	Staff will continue training in Marzano's 9 essential elements of effective teaching.
Phonemic Awareness	A comprehensive literacy program will be implemented. Students will learn and apply skills related to the five elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension
Phonics	A comprehensive literacy program will be implemented. Students will learn and apply skills related to the five elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension
Professional Learning Communities	All staff will be provided PD and meeting time to maintain effective Professional Learning Communities.
Technology	Students will learn and apply reading skills through the Compass Odyssey program and the Study Island program

### 2.1.1. Strategy: Academic Vocabulary

**Strategy Statement:** Teachers will teach students significant reading terms and phrases identified by the district across the grade levels, that will provide a string common reading vocabulary foundation for all students.

#### 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, 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
3.2 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
3.8 Supports the implementation of interventions to help students meet expectations for student learning

4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
5.10 Provides appropriate support for students with special needs
5.3 Ensures that all staff participate in a continuous program of professional development
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 about students, their performance, and school effectiveness that is meaningful and useful to stakeholders
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals

**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

Building Background Knowledge for Academic Achievement (Marzano, 2004).

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Instructional Groupings	2008-09-04	2012-06-12	K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Principal, and Core Instructional Assistants are all involved directly and/or indirectly with the implementation of literacy block activities
Literacy Block	2008-09-04	2012-06-14	K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of the literacy block activities
Tiered Intervention Instruction (RTI)	2008-09-04	2012-06-14	K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities
Vocabulary activities	2008-09-04	2012-06-14	K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with the implementation of the literacy block activities
Vocabulary activities	2008-09-04	2012-06-14	K-5 teachers, Learning Specialist, Teacher of Speech and Language, Resource Teachers, Reteachers, Principal, and Paraprofessionals are all involved directly or indirectly with its implementation

### 2.1.1.1. Activity: Instructional Groupings

**Activity Description:** Students will participate in a variety of instructional groupings including: whole group, small group, and independent work

**Planned staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Principal, and Core Instructional Assistants are all involved directly and/or indirectly with the implementation of literacy block activities

**Actual staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Principal, and Core Instructional Assistants are all involved directly and/or indirectly with the implementation of literacy block activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-12

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	0.00
Phonics Library	General Funds	0.00	
Saxon Phonics	General Funds	0.00	
Title I resources	Title I Part A	0.00	

### 2.1.1.2. Activity: Literacy Block

**Activity Description:** Students will participate in a daily 2hr., uninterrupted literacy block that includes: working with words, story warm-up, reading workshop, writing workshop, and guided reading

**Planned staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of the literacy block activities

**Actual staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Principal, and Core Instructional Assistants are all involved directly and/or indirectly with the implementation of literacy block activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	0.00
Phonics Library	General Funds	0.00	
Saxon Phonics	General Funds	0.00	
Title I resources	Title I Part A	0.00	

**2.1.1.3. Activity: Tiered Intervention Instruction (RTI)**

**Activity Description:** Students performing below benchmark as identified by data will receive additional tiered instruction:

Tier II- intense differentiated instruction delivered in flexible groups.

Tier III- direct, explicit instruction that is delivered three times a week for 15 minutes

**Planned staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Actual staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Principal, and Core Instructional Assistants are all involved directly and/or indirectly with the implementation of literacy block activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	0.00
Phonics Library	General Funds	0.00	
Saxon Phonics	General Funds	0.00	
Title I resources	Title I Part A	0.00	

**2.1.1.4. Activity: Vocabulary activities**

**Activity Description:** Students will engage in the following activities to improve vocabulary skills:

Concept naming & use

Concept categorization

Vocabulary development and use

**Planned staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of

Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with the implementation of the literacy block activities

**Actual staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Principal, and Core Instructional Assistants are all involved directly and/or indirectly with the implementation of literacy block activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	0.00
Phonics Library	General Funds	0.00	
Saxon Phonics	General Funds	0.00	
Title I resources	Title I Part A	0.00	

**2.1.1.5. Activity: Vocabulary activities**

**Activity Description:** Students will engage in the following activities to improve vocabulary skills and understand vocabulary concepts in science and social studies text :

- Ö Concept naming & use
- Ö Concept categorization
- Ö Vocabulary development and use

**Planned staff responsible for implementing activity:** K-5 teachers, Learning Specialist, Teacher of Speech and Language, Resource Teachers, Reteachers, Principal, and Paraprofessionals are all involved directly or indirectly with its implementation

**Actual staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Principal, and Core Instructional Assistants are all involved directly and/or indirectly with the implementation of literacy block activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Science resources	General Funds	0.00	0.00
Social Studies resources	General Funds	0.00	0.00

## 2.1.2. Strategy: Co-Teaching

**Strategy Statement:** Participating staff will receive ongoing training with effective practices/strategies associated with inclusion.

### 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
1.3 Identifies goals to advance the vision
1.4 Develops and continuously maintains a profile of the school, its students, and the community
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations
2.5 Fosters a learning community
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
3.2 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
3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
4.7 Demonstrates verifiable growth in student performance
5.10 Provides appropriate support for students with special needs
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school
6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders

### Other Required Information for Strategy

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

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

Tannock, M.T. "Tangible and Intangible Elements of Collaborative Teaching", January 1, 2009.

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Co-teaching PD	2011-09-05	2012-06-14	Principal Classroom teachers Resource teacher Learning Specialist

### 2.1.2.1. Activity: Co-teaching PD

**Activity Type:** Professional Development

**Activity Description:** Teachers who will be participating in co-teaching will be provided PD in related practices associated with co-teaching.

**Planned staff responsible for implementing activity:** Principal  
Classroom teachers  
Resource teacher  
Learning Specialist

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-14

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Co-teaching PD	General Funds	200.00	

### 2.1.3. Strategy: Comprehension

**Strategy Statement:** A comprehensive literacy program will be implemented. Students will learn and apply skills related to the five elements of reading: phonemic awareness, phonics, fluency, vocabulary, and 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, 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
3.2 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 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity

3.6 Allocates and protects instructional time to support student learning
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
5.10 Provides appropriate support for students with special needs
5.3 Ensures that all staff participate in a continuous program of professional development
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 about students, their performance, and school effectiveness that is meaningful and useful to stakeholders
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals

**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
Afterschool Tutoring	2008-09-04	2012-06-14	First through fifth grade teachers, Learning Specialist, and Core Instructional Assistants
Comprehension Activities	2008-09-04	2012-06-14	K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with its implementation
Comprehension activities	2008-09-04	2012-06-14	K-5 Teachers, Literacy Coach, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Reteachers, Principal, and Paraprofessionals are all involved directly and/or indirectly with the implementation of the literacy block activities
Literacy Block	2008-09-04	2012-06-14	K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with the implementation of literacy block activities
Tiered Intervention Instruction (RTI)	2008-09-04	2012-06-14	K-5 Teachers, Literacy Coach, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with the implementation of of literacy block activities

**2.1.3.1. Activity: Afterschool Tutoring**

**Activity Description:** Students performing below grade level expectations as identified by data will receive instruction in comprehension strategies through afterschool tutoring

**Planned staff responsible for implementing activity:** First through fifth grade teachers, Learning Specialist, and Core Instructional Assistants

**Actual staff responsible for implementing activity:** First through fifth grade teachers, Learning Specialist, and Core Instructional Assistants

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title I resources	Title I Part A	300.00	

**2.1.3.2. Activity: Comprehension Activities**

**Activity Description:** Students will engage in the following activities to improve comprehension in science and social studies text:

- Ö Predicting
- Ö Main Idea
- Ö Retelling and Summarizing
- Ö Making Connections
- Ö Making Inferences
- Ö Recognizing Cause and Effect
- Ö Comparing and Contrasting
- Ö Finding Word Meaning in Context
- Ö Identifying Author's Purpose

**Planned staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with its implementation

**Actual staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with its implementation

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Science resources	General Funds	0.00	0.00
Social Studies resources	General Funds	0.00	0.00

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**2.1.3.3. Activity: Comprehension activities**

**Activity Description:** Students will engage in the following activities to improve comprehension:

- Ö Predicting
- Ö Main Idea
- Ö Retelling and Summarizing
- Ö Making Connections
- Ö Making Inferences
- Ö Recognizing Cause and Effect
- Ö Comparing and Contrasting
- Ö Finding Word Meaning in Context
- Ö Identifying Author's Purpose

**Planned staff responsible for implementing activity:** K-5 Teachers, Literacy Coach, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Reteachers, Principal, and Paraprofessionals are all involved directly and/or indirectly with the implementation of the literacy block activities

**Actual staff responsible for implementing activity:** K-5 Teachers, Literacy Coach, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Reteachers, Principal, and Paraprofessionals are all involved directly and/or indirectly with the implementation of the literacy block activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
CARS/STARS resources	Title I Part A	500.00	500.00
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	0.00
Phonics Library	General Funds	0.00	
Title I resources	Title I Part A	0.00	

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**2.1.3.4. Activity: Literacy Block**

**Activity Description:** Students will participate in a daily 2hr., uninterrupted literacy block that includes: working with words, story warm-up, reading workshop, writing workshop, and guided reading

**Planned staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with the implementation of literacy block activities

**Actual staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with the implementation of literacy block activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
CARS/STARS resources	Title I Part A	500.00	
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	0.00
Phonics Library	General Funds	0.00	
Saxon Phonics	General Funds	0.00	
Title I resources	Title I Part A	0.00	

**2.1.3.5. Activity: Tiered Intervention Instruction (RTI)**

**Activity Description:** Students performing below benchmark as identified by data will receive additional tiered instruction:

- Ö Tier II- intense differentiated instruction delivered in flexible groups.
- Ö Tier III- direct, explicit instruction that is delivered three times a week for 15 minutes

**Planned staff responsible for implementing activity:** K-5 Teachers, Literacy Coach, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with the implementation of of literacy block activities

**Actual staff responsible for implementing activity:** K-5 Teachers, Literacy Coach, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with the implementation of of literacy block activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
CARS/STARS resources	Title I Part A	500.00	500.00
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	0.00
Phonics Library	General Funds	0.00	
Title I resources	Title I Part A	0.00	

### 2.1.4. Strategy: Fluency

**Strategy Statement:** A comprehensive literacy program will be implemented. Students will learn and apply skills related to the five elements of reading: phonemic awareness, phonics, fluency, vocabulary, and 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, 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
3.2 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 Supports instruction that is research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.6 Allocates and protects instructional time to support student learning
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
5.10 Provides appropriate support for students with special needs
5.3 Ensures that all staff participate in a continuous program of professional development
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 about students, their performance, and school effectiveness that is meaningful and useful to stakeholders
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals

**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
Fluency activities	2008-09-04	2012-06-14	K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities
Instructional Groupings	2008-09-04	2012-06-14	K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities
Literacy Block	2008-09-04	2012-06-14	K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities
Tiered Intervention Instruction (RTI)	2008-09-04	2012-06-14	K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities
Visual Memory Training	2011-09-06	2012-06-14	Learning Specialist, Second and fifth grade teachers

**2.1.4.1. Activity: Fluency activities**

**Activity Description:** Students will engage in the following activities to improve fluency:

- Ö Phrasing attending to ending punctuation
- Ö Read and rereads to increase familiarity
- Ö Rereads and self-corrects while reading
- Ö Reads with phrasing, expression and inflection
- Ö Listens to fluent oral reading and practices increasing oral reading fluency
- Ö Self-corrects word recognition errors

**Planned staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Actual staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved

directly and/or indirectly with implementation of literacy block activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	0.00
Phonics Library	General Funds	0.00	
Saxon Phonics	General Funds	0.00	
Title I resources	Title I Part A	0.00	

**2.1.4.2. Activity: Instructional Groupings**

**Activity Description:** Students will participate in a variety of instructional groupings including: whole group, small group, and independent work

**Planned staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Actual staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	0.00
Phonics Library	General Funds	0.00	
Saxon Phonics	General Funds	0.00	
Title I resources	Title I Part A	0.00	

**2.1.4.3. Activity: Literacy Block**

**Activity Description:** Students will participate in a daily 2hr., uninterrupted literacy block that includes: working with words, story warm-up, reading workshop, writing workshop, and guided reading

**Planned staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Actual staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	0.00
Phonics Library	General Funds	0.00	
Saxon Phonics	General Funds	0.00	
Title I resources	Title I Part A	0.00	

**2.1.4.4. Activity: Tiered Intervention Instruction (RTI)**

**Activity Description:** Students performing below benchmark as identified by data will receive additional tiered instruction:

Ö Tier II- intense differentiated instruction delivered in flexible groups.

Ö Tier III- direct, explicit instruction that is delivered three times a week for 15 minutes

**Planned staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Actual staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	0.00
Phonics Library	General Funds	0.00	

Saxon Phonics	General Funds	0.00	
Title I resources	Title I Part A	0.00	

### 2.1.4.5. Activity: Visual Memory Training

**Activity Description:** Second grade students that are low in fluency / low in sight words named correctly will be trained in visual memory with the 4 block method. Fifth grade students will be used as trainers to allow for one-on-one training.

**Planned staff responsible for implementing activity:** Learning Specialist, Second and fifth grade teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-14

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
4 Block sets with recording sheets	No Funds Required		

### 2.1.5. Strategy: Marzano's Elements of Effective Teaching

**Strategy Statement:** Staff will continue training in Marzano's 9 essential elements of effective teaching.

**Selected Target Areas**

1.2 Communicates the vision and purpose to build stakeholder understanding and support
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
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
3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
4.7 Demonstrates verifiable growth in student performance
5.10 Provides appropriate support for students with special needs

**Other Required Information for Strategy**

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

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
PD on Marzano's Elements of Effective Teaching	2011-10-05	2012-06-14	Principal Classroom teachers Learning Specialist

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

**Activity Type:** Professional Development

**Activity Description:** Teachers will be trained in the elements of effective teaching. Teachers will implement these strategies throughout the year.

**Planned staff responsible for implementing activity:** Principal  
Classroom teachers  
Learning Specialist

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-10-05, End Date - 2012-06-14

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
PD on Marzano's Elements of Effective Teaching	General Funds	200.00	

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**2.1.6. Strategy: Phonemic Awareness**

**Strategy Statement:** A comprehensive literacy program will be implemented. Students will learn and apply skills related to the five elements of reading: phonemic awareness, phonics, fluency, vocabulary, and 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 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.6 Allocates and protects instructional time to support student learning
3.8 Implements interventions to help students meet expectations for student learning
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
5.10 Provides appropriate support for students with special needs
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff
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 about students, their performance, and school effectiveness that is meaningful and useful to stakeholders
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals

**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
Instructional Groupings	2008-09-04	2012-06-14	K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities
Literacy Block	2008-09-04	2012-06-14	K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal

			are all involved directly and/or indirectly with implementation of literacy block activities
Phonemic Awareness activities	2008-09-04	2012-06-14	K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities
Preschool Transition	2008-09-04	2012-06-14	Kindergarten Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities
Tiered Intervention Instruction (RTI)	2008-09-04	2012-06-14	K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

### 2.1.6.1. Activity: Instructional Groupings

**Activity Description:** Students will participate in a variety of instructional groupings including: whole group, small group, independent work

**Planned staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Actual staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Body Phonics	Special Education	0.00	
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	0.00
Phonics Library	General Funds	0.00	
Saxon Phonics	General Funds	0.00	
Title I resources	Title I Part A	0.00	

### 2.1.6.2. Activity: Literacy Block

**Activity Description:** Students will participate in a daily, 2hr., uninterrupted, literacy block that includes: working-with-words, story warm-up, reading workshop, writing workshop, and guided reading

**Planned staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Actual staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Body Phonics	Special Education	0.00	
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	0.00
Phonics Library	General Funds	0.00	
Saxon Phonics	General Funds	0.00	
Title I resources	Title I Part A	0.00	

### 2.1.6.3. Activity: Phonemic Awareness activities

**Activity Description:** Students will engage in the following activities to increase phonemic awareness:

- Ö Word comparison
- Ö Rhyming
- Ö Sentence segmentation
- Ö Syllable segmentation and blending
- Ö Onset-rime blending and segmentation
- Ö Blending and segmenting individual phonemes
- Ö Phoneme deletion and manipulation

**Planned staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Actual staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Body Phonics	Special Education	0.00	
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	0.00
Phonics Library	General Funds	0.00	
Saxon Phonics	General Funds	0.00	
Title I resources	Title I Part A	0.00	

**2.1.6.4. Activity: Preschool Transition**

**Activity Description:** Preschool students will receive instruction, activities, and resources in letter comparison and recognition

**Planned staff responsible for implementing activity:** Kindergarten Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Actual staff responsible for implementing activity:** Kindergarten Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Channing Bete	Title I Part A	100.00	
LeapFrog DVD	Title I Part A	800.00	
Trend Enterprises	Title I Part A	100.00	100.00

**2.1.6.5. Activity: Tiered Intervention Instruction (RTI)**

**Activity Description:** Students performing below benchmark as identified by data will receive additional tiered instruction:

Ö Tier II- intense differentiated instruction delivered in flexible groups.

Ö Tier III- direct, explicit instruction that is delivered three times a week for 15 minutes

**Planned staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Actual staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Body Phonics	Special Education	0.00	
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	0.00
Phonics Library	General Funds	0.00	
Saxon Phonics	General Funds	0.00	
Title I resources	Title I Part A	0.00	

### 2.1.7. Strategy: Phonics

**Strategy Statement:** A comprehensive literacy program will be implemented. Students will learn and apply skills related to the five elements of reading: phonemic awareness, phonics, fluency, vocabulary, and 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, 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
3.2 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

3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
5.10 Provides appropriate support for students with special needs
5.3 Ensures that all staff participate in a continuous program of professional development
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 about students, their performance, and school effectiveness that is meaningful and useful to stakeholders
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals

**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
Afterschool Tutoring	2009-09-04	2012-06-14	Classroom teachers, Learning Specialist, Resource Teacher, and Principal
Instructional Groupings	2008-09-04	2012-06-14	K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities
Literacy Block	2008-09-04	2012-06-14	K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities
Phonics activities	2008-09-04	2012-06-14	K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities
Preschool Transition	2008-09-04	2012-06-14	Kindergarten teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, and Principal are all involved directly or indirectly with implementation of literacy activities
Tiered Intervention Instruction (RTI)	2008-09-04	2012-06-14	K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

### 2.1.7.1. Activity: Afterschool Tutoring

**Activity Description:** Students performing below benchmark as identified by data will receive additional intervention instruction in the form of afterschool phonics tutoring

**Planned staff responsible for implementing activity:** Classroom teachers, Learning Specialist, Resource Teacher, and Principal

**Actual staff responsible for implementing activity:** Classroom teachers, Learning Specialist, Resource Teacher, and Principal

**Planned Timeline:** Begin Date - 2009-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 01/20/2009, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Body Phonics	Special Education	0.00	
Title I resources	Title I Part A	300.00	

### 2.1.7.2. Activity: Instructional Groupings

**Activity Description:** Students will participate in a variety of instructional groupings including: whole group, small group, independent work

**Planned staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Actual staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Body Phonics	Special Education	0.00	
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	0.00
Phonics Library	General Funds	0.00	

Saxon Phonics	General Funds	0.00	
Title I resources	Title I Part A	0.00	

### **2.1.7.3. Activity: Literacy Block**

**Activity Description:** Students will participate in a daily 2hr. uninterrupted literacy block that includes: working with words, story warm-up, reading workshop, writing workshop, and guided reading

**Planned staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Actual staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	0.00
Phonics Library	General Funds	0.00	
Saxon Phonics	General Funds	0.00	
Title I resources	Title I Part A	0.00	

### **2.1.7.4. Activity: Phonics activities**

**Activity Description:** Students will engage in the following activities to improve phonics skills:

- Ö Letter sound association
- Ö Decoding (sounding out)
- Ö Decoding and word recognition
- Ö Sight word reading
- Ö Reading connected to text

**Planned staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Actual staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved

directly and/or indirectly with implementation of literacy block activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Body Phonics	Special Education	0.00	
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	0.00
Phonics Library	General Funds	0.00	
Saxon Phonics	General Funds	0.00	
Title I resources	Title I Part A	0.00	

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**2.1.7.5. Activity: Preschool Transition**

**Activity Description:** Preschool students will receive instruction, activities, and resources in letter sound association and reading connected to text

**Planned staff responsible for implementing activity:** Kindergarten teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, and Principal are all involved directly or indirectly with implementation of literacy activities

**Actual staff responsible for implementing activity:** Kindergarten teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, and Principal are all involved directly or indirectly with implementation of literacy activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Channing Bete "Ready for School" calendar	Title I Part A	100.00	
Keep Books	Title I Part A	200.00	
LeapFrog DVD	Title I Part A	800.00	
Trend Enterprises	Title I Part A	100.00	100.00

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**2.1.7.6. Activity: Tiered Intervention Instruction (RTI)**

**Activity Description:** Students performing below benchmark as identified by data will receive

additional tiered instruction:

Ö Tier II- intense differentiated instruction delivered in flexible groups.

Ö Tier III- direct, explicit instruction that is delivered three times a week for 15 minutes

**Planned staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Actual staff responsible for implementing activity:** K-5 Teachers, Learning Specialist, Teacher of Speech and Language, Resource Teacher, Core Instructional Assistants, and Principal are all involved directly and/or indirectly with implementation of literacy block activities

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Body Phonics	Special Education	0.00	
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	0.00
Phonics Library	General Funds	0.00	
Saxon Phonics	General Funds	0.00	
Title I resources	Title I Part A	0.00	

## 2.1.8. Strategy: Professional Learning Communities

**Strategy Statement:** All staff will be provided PD and meeting time to maintain 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
1.3 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
3.1 Develops and implements curriculum based on clearly defined expectations for student 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
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
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

6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders
7.2 Engages stakeholders in the processes of continuous improvement

**Other Required Information for Strategy**

Dufour, R. "Getting Started: Reculturating Schools to Become Professional Learning Communities" (2002).  
 Dufour, R. "Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn" (2004).

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional Learning Communities PD	2011-09-08	2012-06-14	Principal Lead teachers

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**2.1.8.1. Activity: Professional Learning Communities PD**

**Activity Type:** Professional Development

**Activity Description:** Teachers will receive on-going training in Professional Learning Communities utilizing job embedded PD throughout the 2011-12 school year.

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

**Actual staff responsible for implementing activity:** Principal  
Lead teachers

**Planned Timeline:** Begin Date - 2011-09-08, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/08/2011, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Facilitator on district PD day	General Funds	200.00	

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**2.1.9. Strategy: Technology**

**Strategy Statement:** Students will learn and apply reading skills through the Compass Odyssey program

and the Study Island program

**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
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
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
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
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
4.5 Communicates the results of student performance and school effectiveness to all stakeholders
4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness
5.10 Provides appropriate support for students with special needs
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 Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its implications for Reading

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Developing lessons and activities	2008-09-04	2012-06-14	K-5 classroom teachers and the technology designee
Parent Component	2008-09-04	2012-06-14	K-5 classroom teachers, Principal, Learning Specialist, and WPWC
Technology in Reading	2008-09-04	2012-06-14	K-5 classroom teachers
Technology Integration	2008-09-04	2012-06-14	K-5 classroom teachers and the technology designee

**2.1.9.1. Activity: Developing lessons and activities**

**Activity Description:** Teachers will develop reading lessons and activities using Compass Odyssey programs:

- a. whole class instruction
- b. small group instruction
- c. prescribing reading sequences and "themes" for individual students

**Planned staff responsible for implementing activity:** K-5 classroom teachers and the technology designee

**Actual staff responsible for implementing activity:** K-5 classroom teachers and the technology designee

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey program	General Funds	0.00	

### 2.1.9.2. Activity: Parent Component

**Activity Description:** Staff will implement the Study Island Parent involvement program to assist parents in their child's academic success

**Planned staff responsible for implementing activity:** K-5 classroom teachers, Principal, Learning Specialist, and WPWC

**Actual staff responsible for implementing activity:** K-5 classroom teachers, Principal, Learning Specialist, and WPWC

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Study Island materials	Title I Part A	0.00	

### 2.1.9.3. Activity: Technology in Reading

**Activity Description:** Students will use a variety of technologies in their reading activities

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

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

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Technology equipment and software	General Funds	0.00	

### 2.1.9.4. Activity: Technology Integration

**Activity Description:** Teachers will be trained to use and integrate a variety of technologies into daily reading instruction including PowerPoint, Video Streaming, digital cameras, Smart Board, etc...

**Planned staff responsible for implementing activity:** K-5 classroom teachers and the technology designee

**Actual staff responsible for implementing activity:** K-5 classroom teachers and the technology designee

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/04/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Technology equipment and software	General Funds	0.00	

## Goal 3: Science 2011-12

**Content Area:** Science

**Development Status:** Complete

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

**Gap Statement:** 61% of Wick students scored at a proficient level on the Fall 2010 MEAP Science Test, which is 17% below the statewide average of 78% proficient. A significant weakness was noted in results for the areas of

science processes, physical sciences, and earth sciences.

**Cause for Gap:** Students lack of experience with science related reading materials and hands-on opportunities within science concepts.

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

**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 Wick students will score at the proficient level or above on the MEAP, and there will be no gaps between subgroups.

**Contact Name:** Rob Baty Lisa Leucht

**List of Objectives:**

Name	Objective
Increase Science Proficiency for All Students	Students' proficiency in the science MEAP will increase by 5% for 2011-12, and an additional 10% by the 2012-13 school year.

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

**Measurable Objective Statement to Support Goal:** Students' proficiency in the science MEAP will increase by 5% for 2011-12, and an additional 10% by the 2012-13 school year.

**List of Strategies:**

Name	Strategy
Academic Vocabulary - Science	Staff will provide students with specific science terms and phrases across grade levels, forming a strong common vocabulary for all students.
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.
Marzano's Elements of Effective Teaching	Staff will continue training in Marzano's 9 essential elements of effective teaching.

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#### 3.1.1. Strategy: Academic Vocabulary - Science

**Strategy Statement:** Staff will provide students with specific science terms and phrases across grade levels, forming a strong common vocabulary for all students.

**Selected Target Areas**

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

**Other Required Information for Strategy**

Building Background Knowledge for Academic Achievement (Marzano, 2004).

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Science Vocabulary	2010-09-15	2012-06-14	Instructional Staff Principal

**3.1.1.1. Activity: Science Vocabulary**

**Activity Description:** Teachers will teach students significant science terms and phrases identified by the district. Teachers will deliver this vocabulary by using Marzano's Instructional Strategies.

**Planned staff responsible for implementing activity:** Instructional Staff Principal

**Actual staff responsible for implementing activity:** Instructional Staff Principal

**Planned Timeline:** Begin Date - 2010-09-15, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/15/2010, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Science vocabulary lists	No Funds Required		

**3.1.2. 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 Supports instruction that is research-based and reflective of best practice

**Other Required Information for Strategy**

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

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Hands-on Activities	2010-09-10	2012-06-14	Instructional Staff Principal

**3.1.2.1. Activity: Hands-on Activities**

**Activity Description:** Students will increase their knowledge of scientific content by using science kits. Students will analyze data from tables, charts, and graphs to answer scientific questions.

**Planned staff responsible for implementing activity:** Instructional Staff  
Principal

**Actual staff responsible for implementing activity:** Instructional Staff  
Principal

**Planned Timeline:** Begin Date - 2010-09-10, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/10/2010, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Science Kits	General Funds	2,000.00	0.00

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

**Strategy Statement:** Staff will continue training in Marzano's 9 essential elements of effective teaching.

**Selected Target Areas**

1.2 Communicates the vision and purpose to build stakeholder understanding and support
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
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
3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
4.7 Demonstrates verifiable growth in student performance
5.10 Provides appropriate support for students with special needs

**Other Required Information for Strategy**

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

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
PD on Marzano's Elements of Effective Teaching	2011-10-05	2012-06-14	Principal Classroom teachers Learning Specialist

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

**Activity Type:** Professional Development

**Activity Description:** Teachers will be trained in the elements of effective teaching. Teachers will implement these strategies throughout the school year.

**Planned staff responsible for implementing activity:** Principal  
Classroom teachers  
Learning Specialist

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-10-05, End Date - 2012-06-14

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
PD on Marzano's Elements of Effective Teaching	General Funds	200.00	

## Goal 4: Social Studies 2011-12

**Content Area:** Social Studies

**Development Status:** Complete

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

**Gap Statement:** 47% of sixth grade students were proficient on the Fall 2010 MEAP Social Studies Test, which is 28% below the statewide average of 75%.

**Cause for Gap:** Minimal exposure to informational reading materials.  
Lack of experience in making meaningful connections.

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

**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 students will score at the proficient level on the state social studies test, and there will be no gaps between subgroups.

**Contact Name:** Rob Baty Lisa Leucht

**List of Objectives:**

Name	Objective
Increase achievement in Social Studies	Social Studies scores on the MEAP will increase by 5% for all students in 2011-12 and an additional 5% by the 2012-13 school year.

### 4.1. Objective: Increase achievement in Social Studies

**Measurable Objective Statement to Support Goal:** Social Studies scores on the MEAP will increase by 5% for all students in 2011-12 and an additional 5% by the 2012-13 school year.

**List of Strategies:**

Name	Strategy
Academic Vocabulary - Social Studies	Teachers will create lists of Social Studies terms and phrases across the grade levels that will form a strong common foundation for all students.

Academic Service Learning / Learning to Give	Teachers will use Academic Service activities/lessons. Lessons should be engaging to students, aligned with the standards and connected to academic service activities.
Analyze Social Studies data	Students will engage in a process approach to critically analyze data and apply it to main social studies strands.
Marzano's Elements of Effective Teaching	Staff will continue training in Marzano's 9 essential elements of effective teaching.
MC3 Curriculum	Staff will use the MC3 Social Studies Curriculum to deliver K-5 Social Studies content. Professional development will be provided to staff as to accessing, using, and delivering lessons.

### 4.1.1. Strategy: Academic Vocabulary - Social Studies

**Strategy Statement:** Teachers will create lists of Social Studies terms and phrases across the grade levels that will form a strong common foundation for all students.

#### 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
3.4 Supports instruction that is research-based and reflective of best practice
3.7 Provides for articulation and alignment between and among all levels of schools

#### Other Required Information for Strategy

Building Background Knowledge for Academic Achievement (Marzano, 2004).

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Developing Social Studies vocabulary	2010-09-20	2012-06-14	Instructional Staff Principal

#### 4.1.1.1. Activity: Developing 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:** Instructional Staff  
Principal

**Actual staff responsible for implementing activity:** Instructional Staff  
Principal

**Planned Timeline:** Begin Date - 2010-09-20, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/20/2010, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Social Studies Meetings	General Funds	200.00	0.00

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

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

**Selected Target Areas**

1.3 Identifies goals to advance the vision
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 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).

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 lessons / mini-grants	2010-09-08	2012-06-14	Classroom teachers applying for mini-grants Learn and Serve coordinator

### 4.1.2.1. Activity: Learning to Give lessons / mini-grants

**Activity Description:** Teachers will utilize Learning to Give lessons. Mini-grants in the amounts of \$250 - \$500 for Learn and Serve projects may be made available. These must be tied to the GLCEs, and mini-grant applications are reviewed by the Learn and Serve committee.

**Planned staff responsible for implementing activity:** Classroom teachers applying for mini-grants  
Learn and Serve coordinator

**Actual staff responsible for implementing activity:** Classroom teachers applying for mini-grants  
Learn and Serve coordinator

**Planned Timeline:** Begin Date - 2010-09-08, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/08/2010, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Learning to Give resources / mini-grants	Other	300.00	0.00

### 4.1.3. Strategy: Analyze Social Studies data

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

**Selected Target Areas**

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
2.8 Controls curricular and extracurricular activities that are sponsored by the school
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
4.4 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
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning

**Other Required Information for Strategy**

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

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Analyzing information / data	2010-09-08	2012-06-14	Classroom teachers Learning Specialist Principal

**4.1.3.1. Activity: Analyzing information / data**

**Activity Description:** Students will interpret and analyze social studies information from maps, graphs, charts and tables on a regular basis.  
 Teachers will model what to include on a persuasive essay that expresses a position on public policy.  
 Students will compare several persuasive essays.  
 Students will understand and apply the core democratic values.

**Planned staff responsible for implementing activity:** Classroom teachers  
 Learning Specialist  
 Principal

**Actual staff responsible for implementing activity:** Classroom teachers  
 Learning Specialist  
 Principal

**Planned Timeline:** Begin Date - 2010-09-08, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 09/08/2010, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Social Studies Data Meetings	General Funds	200.00	0.00

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

**Strategy Statement:** Staff will continue training in Marzano's 9 essential elements of effective teaching.

**Selected Target Areas**

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**Other Required Information for Strategy**

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

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
PD on Marzano's Elements of Effective Teaching	2011-10-05	2012-06-14	Principal Classroom teachers Learning Specialist

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

**Activity Type:** Professional Development

**Activity Description:** Teachers will be trained in elements of effective teaching. Teachers will implement these strategies throughout the school year.

**Planned staff responsible for implementing activity:** Principal  
Classroom teachers  
Learning Specialist

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-10-05, End Date - 2012-06-14

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
PD on Marzano's Elements of Effective Teaching	General Funds	200.00	

**4.1.5. Strategy: MC3 Curriculum**

**Strategy Statement:** Staff will use the MC3 Social Studies Curriculum to deliver K-5 Social Studies

content. Professional development will be provided to staff as to accessing, using, and delivering lessons.

**Selected Target Areas**

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
3.4 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
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free

**Other Required Information for Strategy**

Wayne County RESA

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
MC3	2011-09-06	2012-06-14	Staff that have attended workshops and piloted the program Principal Classroom teachers

**4.1.5.1. Activity: MC3**

**Activity Type:** Professional Development

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

**Planned staff responsible for implementing activity:** Staff that have attended workshops and piloted the program  
Principal  
Classroom teachers

**Actual staff responsible for implementing activity:** Staff that have attended workshops and piloted the program  
Principal  
Classroom teachers

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-14

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Technology for delivering MC3 lessons	No Funds Required		

## Goal 5: Writing 2011-12

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will improve their writing skills across the curriculum

**Gap Statement:** Reviewing the researched data from our 06-07 profile, we noticed that the majority of our students were performing at the proficiency level on the overall writing portion of the Michigan Educational Assessment Program (MEAP) state standardized test with proficiency percentages of 78% in third grade, 62% in fourth grade, 84% in fifth grade, and 95% in sixth grade. Although the percentages are average, we saw the need for improvement. This was even more evident in researching the 07-08 data which shows similar results. The MEAP assessment showed proficiency percentages of 60% in third grade, 54% in fourth grade, 61% in fifth grade, and 91% in sixth grade. The MEAP data from the 2010-11 school year showed that 47% of Wick's fourth graders scored at proficient or better. When we disaggregated the data even further on the MEAP test, we saw that our students' personal writing from knowledge pieces were not proficient due to a deficit in specific trait areas. We also noticed that on our local writing assessments, our students were struggling with specific trait skills.

**Cause for Gap:** After analyzing the data even further, we saw that the cause for our gap in writing was due to a weakness in ideas and organization. Looking at the comments from state and local assessments, we saw there was a need for details and examples to adequately develop ideas and content. They also lacked coherent organization and/or connections between ideas.

**Multiple measures/sources of data you used to identify this gap in student achievement:** The sources of data used to identify this gap in student achievement were existing school data from our 06-07 Profile. The state assessment was MEAP for grade 4. Our local assessments included the Post test writing assessment, and our trait writing pieces. We also looked at our unique local insights of parent and student surveys.

**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?** To monitor progress of this goal, we will use multiple measures of assessment. On the MEAP, students are expected to achieve proficiency level which would be indicated with a level 1 or 2 on their score. Students are expected to achieve a rubric score of 4, 5, or 6 on the trait pieces. Principal walk-throughs, monthly grade level meetings, and the School Improvement Plan writing template are also tools used to help monitor the success of the students achieving the goal.

**Contact Name:** Rob Baty Lisa Leucht

**List of Objectives:**

Name	Objective
Writing Proficiency	All students will increase their writing skills so that the percentage of students scoring at proficient or higher on the fourth grade MEAP test is 77% by 2011-2012 and 84% by 2012-13.

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## 5.1. Objective: Writing Proficiency

**Measurable Objective Statement to Support Goal:** All students will increase their writing skills so that the percentage of students scoring at proficient or higher on the fourth grade MEAP test is 77% by 2011-2012 and 84% by 2012-13.

**List of Strategies:**

Name	Strategy
6+1 Traits	Students will learn and apply the six components of the trait writing including: ideas, organization, voice, word choice, sentence fluency, and conventions
Marzano's Elements of Effective Teaching	Staff will continue training in Marzano's 9 essential elements of effective teaching.
Prewriting Organizers	All students will learn and apply the prewriting organizers to organize their ideas
Technology in Writing	All students will learn and apply writing skills through the use of technology (Compass Odyssey program and/or other technologies)
The Writing Process	All students will learn and apply the writing process to construct a published writing piece

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### 5.1.1. Strategy: 6+1 Traits

**Strategy Statement:** Students will learn and apply the six components of the trait writing including: ideas, organization, voice, word choice, sentence fluency, and conventions

**Selected Target Areas**

2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
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
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
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
5.10 Provides appropriate support for students with special needs
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals

**Other Required Information for Strategy**

"6 Trait Writing Model Improves Scores at Jennie Wilson Elementary", (Jarner, Kozol, Nelson, Sasberry); "The Improvement of Student Writing: What Research Says", (NCA); "Teaching composition: Research on Effective Practices", (NWRL); "Study Finding on the Integration of Writing Assessments and Instruction", (NWRL)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Cross Curricular activities	2008-09-04	2012-06-12	Physical Education, music, and art teachers
Rubrics	2008-09-04	2012-06-14	Classroom teachers grades 1-6
Self-Assessment	2008-09-04	2012-06-14	Classroom teachers grades 1-6
Student rubric	2008-09-04	2012-06-14	Classroom teachers grades 1-6
Trait writing	2008-09-04	2012-06-14	Classroom teachers

**5.1.1.1. Activity: Cross Curricular activities**

**Activity Description:** Physical Education, music, and art teachers will integrate writing quarterly

**Planned staff responsible for implementing activity:** Physical Education, music, and art teachers

**Actual staff responsible for implementing activity:** Physical Education, music, and art teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-12

**Actual Timeline:** Begin Date - 10/01/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
"The Three Steps to Powerful Writing" by Betty Hamilton	General Funds	0.00	
K-5 Language Arts curriculum	General Funds	0.00	
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	
Write Trait materials	General Funds	0.00	

**5.1.1.2. Activity: Rubrics**

**Activity Description:** Staff will use the Write Traits rubric to score student writing

**Planned staff responsible for implementing activity:** Classroom teachers grades 1-6

**Actual staff responsible for implementing activity:** Classroom teachers grades 1-6

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
"The Three Stes to Powerful Writing" by Betty Hamilton	General Funds	0.00	
K-5 Language Arts curriculum	General Funds	0.00	
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	
Write Traits Materials	General Funds	0.00	

**5.1.1.3. Activity: Self-Assessment**

**Activity Description:** Students will use the student write trait activities to self assess

**Planned staff responsible for implementing activity:** Classroom teachers grades 1-6

**Actual staff responsible for implementing activity:** Classroom teachers grades 1-6

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
6 +1 Trait materials	Title I Part A	0.00	

**5.1.1.4. Activity: Student rubric**

**Activity Description:** Students will use the student Write Trait rubric to score their writings

**Planned staff responsible for implementing activity:** Classroom teachers grades 1-6

**Actual staff responsible for implementing activity:** Classroom teachers grades 1-6

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
"The Three Steps to Powerful Writing" by Betty Hamilton	General Funds	0.00	
K-5 Language Arts curriculum	General Funds	0.00	
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	
Write Trait materials	General Funds	0.00	

**5.1.1.5. Activity: Trait writing**

**Activity Description:** Students will complete writing activities that reflect a particular trait

**Planned staff responsible for implementing activity:** Classroom teachers

**Actual staff responsible for implementing activity:** Classroom teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
"The Three Steps to Powerful Writing" by Betty Hamilton	General Funds	0.00	
K-5 Language Arts Curriculum	General Funds	0.00	

Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	
Write Traits materials	General Funds	0.00	

### 5.1.2. Strategy: Marzano's Elements of Effective Teaching

**Strategy Statement:** Staff will continue training in Marzano's 9 essential elements of effective teaching.

#### Selected Target Areas

1.2 Communicates the vision and purpose to build stakeholder understanding and support
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
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
3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
4.7 Demonstrates verifiable growth in student performance
5.10 Provides appropriate support for students with special needs

#### Other Required Information for Strategy

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

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PD on Marzano's Elements of Effective Teaching	2011-10-05	2012-06-14	Principal Classroom teachers Learning Specialist

#### 5.1.2.1. Activity: PD on Marzano's Elements of Effective Teaching

**Activity Type:** Professional Development

**Activity Description:** Teachers will be trained in the elements of effective teaching. Teachers will implement these strategies throughout the school year.

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

Classroom teachers  
Learning Specialist

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-10-05, End Date - 2012-06-14

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
PD on Marzano's Elements of Effective Teaching	General Funds	200.00	

### 5.1.3. Strategy: Prewriting Organizers

**Strategy Statement:** All students will learn and apply the prewriting organizers to organize their ideas

**Selected Target Areas**

2.5 Fosters a learning community
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
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
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
5.10 Provides appropriate support for students with special needs
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals

**Other Required Information for Strategy**

"6 Trait Writing Model Improves Scores at Jennie Wilson Elementary", (Jarner, Kozol, Nelson, Sasberry); "The Improvement of Student Writing: What Research Says", (NCA); "Teaching composition: Research on Effective Practices", (NWRL); "Study Finding on the Integration of Writing Assessments and Instruction", (NWRL)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Modeling	2008-09-04	2012-06-14	Classroom teachers
Prewriting format	2008-09-04	2012-06-14	Classroom teachers

### 5.1.3.1. Activity: Modeling

**Activity Description:** Teachers will teach/model the writing organizers

**Planned staff responsible for implementing activity:** Classroom teachers

**Actual staff responsible for implementing activity:** Classroom teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
"The Three Steps to Powerful Writing" by Betty Hamilton	General Funds	0.00	
K-5 Language Arts curriculum	General Funds	0.00	
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	
Susan Kline video series	General Funds	0.00	
Trait picture books	General Funds	0.00	
Write Trait materials	General Funds	0.00	

### 5.1.3.2. Activity: Prewriting format

**Activity Description:** Students will use the prewriting format to organize their writing

**Planned staff responsible for implementing activity:** Classroom teachers

**Actual staff responsible for implementing activity:** Classroom teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
"The Three Steps to Powerful Writing" by Betty Hamilton	General Funds	0.00	
K-5 Language Arts curriculum	General Funds	0.00	
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	
Susan Kline video series	General Funds	0.00	

Trait picture books	General Funds	0.00	
Write Trait materials	General Funds	0.00	

### 5.1.4. Strategy: Technology in Writing

**Strategy Statement:** All students will learn and apply writing skills through the use of technology (Compass Odyssey program and/or other technologies)

#### Selected Target Areas

2.5 Fosters a learning community
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
5.10 Provides appropriate support for students with special needs
5.3 Ensures that all staff participate in a continuous program of professional development

#### Other Required Information for Strategy

"A Quantitative Synthese of Recent Research of the Effects of Teaching and Learning with Technology on Students Outcomes," Gray, Waxman, Connell, 2002

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Developing activities	2008-09-04	2012-06-14	Classroom teachers
Integration	2008-09-04	2012-06-14	All teachers
Parent Component	2008-09-04	2012-06-12	Principal, Learning Specialist, Social Worker, WPWC, and teachers
Training	2008-09-04	2012-06-14	Classroom teachers
Variety of Technologies	2008-09-04	2012-06-14	Classroom teachers

#### 5.1.4.1. Activity: Developing activities

**Activity Description:** Teachers will develop appropriate writing lessons and activities using Compass Odyssey and/or other software programs for whole class instruction and small group instruction

**Planned staff responsible for implementing activity:** Classroom teachers

**Actual staff responsible for implementing activity:** Classroom teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey programs	General Funds	0.00	
K-5 Language Arts curriculum	General Funds	0.00	
Technology equipment and resources	Title I Part A	0.00	

**5.1.4.2. Activity: Integration**

**Activity Description:** Teachers will be trained to use and integrate a variety of technologies into writing instruction which may include PowerPoint, videostreaming, Odyssey writer, digital cameras, Smart Boards, etc...

**Planned staff responsible for implementing activity:** All teachers

**Actual staff responsible for implementing activity:** All teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey programs	General Funds	0.00	
K-5 Language Arts curriculum	General Funds	0.00	
Technology equipment and software	General Funds	0.00	

**5.1.4.3. Activity: Parent Component**

**Activity Description:** Staff will implement the Compass Odyssey Parent Involvement Program to assist parents in their child's academic success by providing parent workshops

**Planned staff responsible for implementing activity:** Principal, Learning Specialist, Social Worker, WPWC, and teachers

**Actual staff responsible for implementing activity:** Principal, Learning Specialist, Social Worker, WPWC, and teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-12

**Actual Timeline:** Begin Date - 10/01/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey programs	General Funds	0.00	
Homework assistance, resources, and workshops	Title I Part A	0.00	
K-5 Language Arts curriculum	General Funds	0.00	
Technology equipment and software	General Funds	0.00	

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**5.1.4.4. Activity: Training**

**Activity Description:** Teachers will be trained to use Compass Odyssey and other software programs

**Planned staff responsible for implementing activity:** Classroom teachers

**Actual staff responsible for implementing activity:** Classroom teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey programs	General Funds	0.00	
K-5 Language Arts curriculum	General Funds	0.00	
Technology equipment and software	General Funds	0.00	

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**5.1.4.5. Activity: Variety of Technologies**

**Activity Description:** Students will learn and use a variety of technologies (hardware and software) to

improve writing skills across the curriculum

**Planned staff responsible for implementing activity:** Classroom teachers

**Actual staff responsible for implementing activity:** Classroom teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Odyssey programs	General Funds	0.00	
K-5 Language Arts curriculum	General Funds	0.00	
Technology equipment and software	General Funds	0.00	

### 5.1.5. Strategy: The Writing Process

**Strategy Statement:** All students will learn and apply the writing process to construct a published writing piece

**Selected Target Areas**

2.5 Fosters a learning community
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
4.3 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

**Other Required Information for Strategy**

"6 Trait Writing Model Improves Scores at Jennie Wilson Elementary", (Jarner, Kozol, Nelson, Sasberry); "The Improvement of Student Writing: What Research Says", (NCA); "Teaching composition: Research on Effective Practices", (NWRL); "Study Finding on the Integration of Writing Assessments and Instruction", (NWRL)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Cross Curricular	2008-09-04	2012-06-14	Physical Education, music, and art teachers
Rubric writings	2008-09-04	2012-06-14	Classroom teachers
Self-Assess writings	2008-09-04	2012-06-12	Classroom teachers
The Writing Process	2008-09-04	2012-06-12	Classroom teachers
Writing piece	2008-09-04	2012-06-12	Classroom teachers

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**5.1.5.1. Activity: Cross Curricular**

**Activity Description:** Physical Education, music, and art teachers will incorporate writing into their curriculum quarterly

**Planned staff responsible for implementing activity:** Physical Education, music, and art teachers

**Actual staff responsible for implementing activity:** Physical Education, music, and art teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
"The Three Steps to Powerful Writing" by Betty Hamilton	General Funds	0.00	
District rubrics	General Funds	0.00	
K-5 Language Arts curriculum	General Funds	0.00	
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	
Write Trait materials	General Funds	0.00	

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**5.1.5.2. Activity: Rubric writings**

**Activity Description:** Teachers will use the grade appropriate rubrics to score writings

**Planned staff responsible for implementing activity:** Classroom teachers

**Actual staff responsible for implementing activity:** Classroom teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-14

**Actual Timeline:** Begin Date - 10/01/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
District rubrics	General Funds	0.00	
K-5 Language Arts curriculum	General Funds	0.00	
Pearson Reading Street/ My Sidewalks K-5	General Funds	0.00	
Write Trait materials	General Funds	0.00	

**5.1.5.3. Activity: Self-Assess writings**

**Activity Description:** Students will use the student grade appropriate rubrics to score their writings

**Planned staff responsible for implementing activity:** Classroom teachers

**Actual staff responsible for implementing activity:** Classroom teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-12

**Actual Timeline:** Begin Date - 10/01/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
District rubrics	General Funds	0.00	
K-5 Language Arts curriculum	General Funds	0.00	
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	
Write Trait materials	General Funds	0.00	

**5.1.5.4. Activity: The Writing Process**

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

1. Pre-Writing: using the Power writing organizer students will use a pre-writing strategy.
2. Draft: Students will use their organizer to create paragraphs. They will use the traits to enrich their writing.
3. Revise/Edit: Students will use the rubric 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:** Classroom teachers

**Actual staff responsible for implementing activity:** Classroom teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-12

**Actual Timeline:** Begin Date - 10/01/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
"The Three Steps to Powerful Writing" by Betty Hamilton	General Funds	0.00	
District rubrics	General Funds	0.00	
K-5 Language Arts curriculum	General Funds	0.00	
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	
Write Trait materials	General Funds	0.00	

**5.1.5.5. Activity: Writing piece**

**Activity Description:** Students will complete a monthly writing piece as determined by grade level

**Planned staff responsible for implementing activity:** Classroom teachers

**Actual staff responsible for implementing activity:** Classroom teachers

**Planned Timeline:** Begin Date - 2008-09-04, End Date - 2012-06-12

**Actual Timeline:** Begin Date - 10/01/2008, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
District rubrics	General Funds	0.00	
K-5 Language Arts curriculum	General Funds	0.00	
Pearson Reading Street / My Sidewalks K-5	General Funds	0.00	
Write Trait materials	General Funds	0.00	

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
Special Education	\$0.00	\$0.00
General Funds	\$6,000.00	\$0.00
Title I Part A	\$6,900.00	\$2,050.00
Other	\$300.00	\$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?

*We completed our CNA requirements at several staff meetings, where data from our recent assessments was examined. Answers to the questions included in the components of the CNA were completed by teacher/staff groups at these meetings and were based on trends that the data showed was evident.*

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.

*As a Wick staff, we noted that writing continues to be an area of concern. Our population is reflective of an increasing number of males and African-American students. The percentage of economically disadvantaged students has also been increasing over the past 5 years. The 2011-12 school year will be our first with a mandatory uniform policy, which came out of parent surveys and communications expressing an interest in a uniform policy. We continue to utilize and improve our Response to Intervention (RTI) program, as we attempt to better meet the needs of all Wick students.*

### Schoolwide 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.

*We have been using the Response to Intervention (RTI) program at Wick. We continually refine what data we look at and how we use it to better meet the needs of all our students.*

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

*The Response to Intervention model was selected based on the research that supports it, and staff have been trained in its implementation and usage over the past few school years.*

### **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 is aligned with the Michigan Grade Level Content Expectations and we are considering the upcoming common core as well. Each of our academic subject areas goes through a curriculum audit on a rotating annual basis (math was completed this past 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.

*In our school district, decisions about curriculum, instruction, and assessments involve all stakeholders. When curriculum implementation occurs, staff members are a part of the process. Committee meetings are held that involve the discussion and implementation of the curriculum and instruction, surveys and information are gathered from all stakeholders, and the curriculum is enforced. Once administered, all stakeholders again discuss the curriculum and its application by creating or revising our curriculum guides. These guides inform staff members of the curriculum to be taught, the instructional materials needed, as well as the assessments that are used.*

*At the school level during SIP meetings, staff meetings, grade level meetings, and data meetings, it is further discussed as to which interventions, activities, academic assessments, and supplemental resources will be used to effectively improve the academic achievement of all students. Once those decisions are made, staff receive the needed ongoing professional development to help drive their classroom instruction.*

### **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.

*In compliance with the NCLB requirements for Highly Qualified Paraprofessional, all paraprofessionals hired and working for Wick Elementary all have a high school diploma and meet highly qualified status. Teachers employed and working at Wick Elementary are all Highly Qualified. They hold at least a bachelor's degree and full state certification, and assigned within the subject and grade level validity of the Michigan certificate.*

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

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

*Of the high-quality highly qualified key teaching and learning personnel, 5% have an Associate's Degree, 21% have a Bachelor's Degree and 74% have Post Bachelor Degrees.*

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.

*Wick has used a portion of our available fiscal resources to support our school improvement plan by hiring high quality, high qualified support staff. The district has already insured that our teachers are highly qualified, but we attract and keep them in the district through initiatives such as job fairs, recruitment trips, innovative programming, and competitive salaries. At Wick we attract and keep them through initiatives such as proficient state standardized test scores, behavior programs, on-going professional development for tenured and non-tenured teachers, additional support for our non-tenured teachers through our teacher mentoring program, a safe and secure working environment, and opportunity for staff to participate in curricular and behavioral decision making.*

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

*From the 2009-10 school year to the 2010-11 school year Wick saw a significant rate of teacher turnover. Out of 15 classroom teachers to start the 2010-11 school year, 9 of them were new to Wick. In addition, the Learning Specialist, Social Worker, gym teacher, and resource teacher were new to the building as well.*

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.

*Much of the teacher turnover can be attributed to the repurposing of 2 elementary buildings at the end of the 2009-10 school year and the restructuring of the middle school in our district from a grades 7-8 building in 2009-10 to a grades 6-8 building in the 2010-11 school year and beyond.*

## 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.

*The membership with the National Network of Partnership Schools (NNPS) exposed us to available research and best practices to improve our parent programs. The implementation of Joyce Epstein's six partnership practices included in the book, "School, Family, and Community Partnerships; Your Handbook for Action" has helped our school in providing the necessary technical, research, staff, and administrative*

*support in the planning, and implementing of effective parental/guardian involvement activities to improve student academic achievement, school performance and parent involvement. Her "Keys to Successful Partnerships: Six Types of Involvement" which include Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community has helped staff build effective partnerships in order to increase student achievement by deliberately linking partnership practices to specific goals for student success.*

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

2a. Design

*Parents are actively involved in designing our One-Year Action Plan for Partnerships. At Wick, all stakeholders are invited to be involved in the planning, design, monitoring, and evaluation of all of our improvement initiatives, this includes our Parent Involvement Initiative.*

*After conducting a school self-assessment to determine which partnerships are being implemented effectively, parents, as team members, assist in aligning those activities to specific goals for students success. Currently, the majority of our activities are aligned to either reading, math, or behavioral goals. From this alignment a One-Year Action Plan for Partnership is created and implemented throughout the year. Also, included in the plan are specific parents and staff members responsible for facilitating the activities, as well as necessary funds needed to support them.*

2b. Implementation

*At the beginning of the school year, we have our Annual Open House. There, the principal discusses, among other things, our Parent Compact (the parental involvement policy), and our parent involvement information from the previous year as well as the challenges for the future. Specific parent leaders in the school are pointed out as "go to" people and our Title I Learning Specialist is introduced as a parent liaison for the school.*

*During many of our beginning of the year Parent Activities, the Title I Learning Specialist, as well as our Wick Parent Who Care parent leader (PTO leader) continue recruiting for additional parent volunteers. These events encourage strong parental involvement and kick-off the home school connection for our staff, students and parents. Parents assist with discussing the volunteer process in our school and remind parents again of our Parent Compact and Partnership for Parent Involvement.*

*Our WPWC meet once a month in the evening to discuss services related to parental involvement such as upcoming events and fundraisers. They also discuss with the administrator and staff ways they can continue to help increase student achievement and parent involvement. The parents of WPWC also attend the monthly School Community meetings held at the Romulus Middle School. This forum is where parent leaders from each of the buildings in the district, Title I Learning Specialists, administrators, and community leaders discuss community issues and share parent involvement ideas with school and community leaders.*

2c. Evaluation

*At the conclusion of most of the activities, a verbal discussion centered around the success, or lack of, the activity takes place during our School Improvement Meeting and/or Wick Parents Who Care (WPWC) meeting. Notes are taken to assist us with refining our plan during later dates.*

*Annually, along with staff, a parent from our Wick Parents Who Care (WPWC) group, compiles the data from the parent surveys not only to evaluate the content and effectiveness of the parental involvement plan, but the parent's view of the school's component of the plan. The results are then used to design strategies for more effective parental involvement and to assist in making the necessary changes for the following year.*

*An End-of-Year Volunteer Celebration takes place to recognize parents who fulfilled their Parent Compact obligations, recognize achievements and discuss challenges for the upcoming year.*

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

*At Wick, there are several venues in which school and student information and progress are shared with all stakeholders in a language that they can understand.*

*At the beginning of the school year, we have our Annual Open House. There, the principal discusses our enrollment data, school improvement goals and Michigan Educational Assessment Program (MEAP) results,*

*student activities, the Parent Compact (the parental involvement policy), and our parent involvement information from the previous year as well as the challenges for the future. This is done by explaining the Annual Report verbally and through a PowerPoint presentation. The principal also passes out the school calendar which has the upcoming events for the year. The Title I Learning Specialist is available to help parents understand what Title I is through parent handbooks and resources. An interpretation of the Grade Level Content Expectations (GLCEs) and discussion around any questions about national and state standardized tests are given.*

*When the national, local or state results are in, parents are given the reports and opportunity to meet with the Learning Specialist to help understand them.*

*Throughout the school year, conversations with parents and teachers are held on a consistent basis either by phone, face-to-face, daily planners, weekly newsletters, or progress reports. Twice a year, teachers conduct parent/teacher conferences where parents and teachers have the opportunity to meet and review report cards in a language that parents and students can understand.*

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".

*At the beginning of the school year, we have our Annual Open House. There, the principal discusses our Parent compact (the parental involvement policy). Twice a year, teachers conduct parent/teacher conferences where parents and teachers have the opportunity to meet and discuss academics, behavior, and social concerns they might have about the child as well as review their report card and their role in achieving the goals of the Parent Compact.*

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

*We have a parent involvement plan that includes 4 goal areas, and all 6 forms of parental involvement. It is a yearly plan, so near the end of each school year the plan is evaluated and updated.*

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

*The parental involvement plan showed that what we had planned for the year was successfully implemented. We will continue to revamp and redesign any areas we feel we can do a better job at involving parents with, especially those activities that increase student achievement.*

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".

*In order to assist preschool students with the transition process into elementary school we held our annual Kindergarten Round Up in early February. During this time parents can enroll their incoming kindergartner in our school by bringing in the appropriate documents (birth certificate, proof of residency, health records, and parent identification) and filling out the enrollment packet. In order to advertise, Wick sends a flyer to the Romulus Head start program, places an article in the Romulus local newspaper, sends a flyer home in the monthly newsletter as well as separately to every student in the school. During the Kindergarten Round Up, the secretary assists the parents with completing all necessary paperwork. In May our Kindergarten Orientation was held. This is an evening for parents and students to transition to our elementary program. Families were provided with dinner then rotated through four twenty minute stations. There was a building tour where families were also introduced to the districts college readiness program. A classroom visit was provided with the kindergarten teacher that included a power point presentation on the skills their child will need when they enter kindergarten. Each child went through an essential skills checklist to test their fine motor skills. The last station was held in the Media Center. There the rules of the building, demographics, and the Title 1 program were discussed. Packets of information were passed out that included Title 1, Kdg Grade Level Content Expectations, various literacy resources, Elementary EduGuide magazine, MET: Michigan Education Trust pamphlet, activities to help their child transition, and information on health and nutrition. Questions from parents are also answered to help alleviate the anxiety of sending their child to school for the first time. Each child was given a backpack filled with books and materials for students to work on over the summer. They included six keep books to*

help with their reading, a name tag, an "I Can Print A to Z" wipe-off book and dry erase crayons to practice tracing their letters and numbers and be able to wipe it off and do it over again, educational coloring book, crayons, and pencils.

### Teacher Participation in Making Assessment Decisions

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

*In our school district decisions about assessments involve all stakeholders. At the school level during SIP, staff meetings, grade level meetings and data meetings it is further discussed as to which interventions, activities, academic assessments, and supplemental resources will be used to effectively improve the academic achievement of all students. Once those decisions are made staff receives the necessary ongoing professional development to help drive their classroom instruction.*

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

*Teachers are constantly looking at interventions and strategies to improve academic achievement. This is done by analyzing student data throughout the school year. Teachers have several opportunities to analyze data during individual data meetings held with the principal, monthly district grade level meetings that are lead by reading, math and response to intervention coaches, as well as during staff and School Improvement meetings. Teachers analyze data from standardized tests scores as well as local assessments to find areas of need that should be addressed. This ongoing process allows us to identify trends and gaps across grade levels. and/or areas of concern that the entire school may need to focus on. From here decisions are made as to which intervention, strategies, assessments or additional resources are needed to increase achievement.*

### 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.

*We have a vast array of assessments that measure students' achievements, skills, and competencies. In addition to our Measures of Academic Progress (MAP) test - through NWEA, we also have Pearson online tests in math and reading, Study Island assessments, Compass Odyssey assessments, and Math Star weekly assessments.*

### 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.

*For reading we currently use Response to Intervention (RTI). RTI is a model focused on providing more effective instruction by encouraging early intervention for students experiencing difficulty. In this model, a student with academic delays is given one or more research validated interventions. The student's academic progress is monitored frequently to see if the interventions are sufficient to help the student meet grade level content expectations. The RTI model is made up of a multi-tiered instruction of delivery. The first tier, or Tier I, is taught by the classroom teacher and is the core curriculum. Approximately 70-80% of the students should be able to meet the grade level expectations. The 20-30% that do not meet the grade level expectation are put in Tier II. The teacher, reteacher, or paraprofessional teaches this tier. In this tier the teacher provides more intense instruction by targeting the difficulties that students are having. This is usually done in a small group setting. Out of the 20-30% of students in Tier II approximately 5-10% of the students will still not meet the grade level expectations and will be out in Tier III. The teacher, reteacher, paraprofessional, or Title I Learning Specialist teach this tier. In this tier the difficulties the students are having are targeted, but it is differentiated. This is usually done in smaller groups or a 1-1 setting. The instruction at this tier is more intense and explicit. All of the tiers are monitored regularly to see if the student needs to move to a different tier.*

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

*We use the MEAP scores to help identify which content expectations our students are struggling with and plan our specific curriculum.*

### **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.

*We utilize Title I and II from the federal level, and services provided by Wayne Regional Educational Service Agency (RESA). These programs are used for professional development and to support programs that are in place to increase student achievement schoolwide.*

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

*Federal NCLB law requires schools to coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as; Even Start, Head Start, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.*

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

*The following resources under Title I, Part A will be used to implement the required Schoolwide plan*

*components:*

*A web-based program, Study Island, will be used as Supplemental technology for academic purposes. Response to Intervention will be implemented and supplemental materials and resources will be used to help students achieve grade level. The 6+1 Trait writing materials and resources i.e kits, books, posters, etc... will be used as supplemental materials to assist in helping students become proficient writers. Math games and manipulatives will be used as supplemental materials to help students with number sense. Read Naturally Program will be used as a supplemental reading program to assist with fluency and comprehension. Parent workshops and inservices i.e Reading Nights, Game Night, Science Fair, assessment workshops are workshops to assist in helping parents help their children academically. LeapFrog Letter Factory dvds, Keep Books, "Ready for School" calendars, "My Words Dictionary", Alphabet wipeoff books, backpacks, and lunch bags are all materials that will be used to assist in the transition of preschool students to kindergarten. Our Title I Learning Specialist will assist with the Title I program, providing instruction to at risk students.*

*Paraprofessionals and kindergarten aides will assist in helping students achieve grade level expectations.*

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.

*A portion of our funds are used for the climate of our building. We have implemented the No Bullying classroom program as well as the state Michigan Model program which is taught once a week during all teachers' classroom meeting time to help ensure that students are safe. We also have a monthly Character Trait program explaining how we should treat each other. At our school-wide Mission Possible assemblies, the character trait is presented, a definition is given, a skit is performed on how it might look, and staff and students are asked to portray the character trait throughout the month and year. We also have the Federal Safe and Drug Free program to help our students see the importance of saying "no" to drugs. This is implemented annually during our Red Ribbon Week. Keeping our kids aware of nutrition, the Fuel Up to Play 60 School Wellness Kits and the state Michigan Model program also addresses how to become and stay healthy for grades K-5. To support the academic portions of our school improvement plan. Title I monies have been allocated to employ our Title I learning specialist, Title I paraprofessional, supplemental materials in reference to RTI, Read Naturally Program, math games/manipulatives, and supplemental technology initiatives.*

## **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.

*In Romulus, technology is a big component throughout schools in the district. Technology integration was researched and the district saw the need for its implementation. Due to that, our school has three internet accessible Computer Assisted Instructional Curriculum (CAIC) labs each with 30 student computers and a teacher station. Each classroom has three student computers, a teacher station, as well as a television that can connect to the computer. Our Media Center houses leveled library books, computers, digital cameras, SmartBoards, and scanners all for the teachers' use to integrate technology into the classroom.*

*To specifically help support the School Improvement Plan, we have two differentiated computer programs, Compass Odyssey and Study Island, that are used on a regular basis in all K-5 classrooms to integrate*

technology with our goals of reading, writing, math problem solving, science and social studies across the curriculum. Once teachers have taught specific concepts in their classroom, Compass Odyssey and Study Island have more lessons, activities, as well as assessments to help identify the weak areas of individual students. Teachers can then give them further lessons at their success level to help increase their student learning. Students can also access these programs from home and parents can assist with lessons. This helps bridge our home-school connection. We also have secured access to the internet on the teacher and student computer stations. This is extremely beneficial when it comes to using third party software to assist with grade level content expectations, research reports, and video streaming clips that relate to our curriculum areas.

## 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.

*We look at the data that is provided by the MEAP test and other assessments (including the MAP) to see where our buildings strengths and weaknesses are. Once those have been established then we review our SIP to ensure that it includes components that are in place to improve any weak areas, while continuing to keep our stronger areas from slipping.*

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.

*Data is analyzed on a student by student basis, and additional time is given to examine students that are furthest from achieving standards.*

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.

*During school improvement team meetings data from a variety of sources is analyzed. The School Improvement Plan at Wick is considered a living and evolving document, so changes are made when needed and as needed to better ensure the continuous improvement of all students.*

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

*At Wick, there are several venues in which school and student information and progress are shared with all stakeholders in a language that they can understand.*

*At the beginning of the school year, we have our Annual Open House. There, the principal discusses our enrollment data, school improvement goals and Michigan Educational Assessment Program (MEAP) results, student activities, the Parent compact (the parental involvement policy), and our parent involvement information from the previous year as well as the challenges for the future. This is done by explaining the Annual Report verbally and through a PowerPoint presentation. The principal also passes out the school calendar which has the upcoming events for the year. The Title I Learning Specialist is available to help parents understand what Title I is through parent handbooks and resources. He helps interpret the Grade Level Content Expectations (GLCEs) and discuss any questions about national, state or local assessments.*

*We also remind our parents about the Parent Resource Room where parents can go in anytime throughout the day to find resources that would assist them with their child's education as well as information on parenting skills.*

*During the first month of the school year, the Title I Learning Specialist, as well as WPWC sponsor their annual Muffins for Moms and Donuts for Dads. These events encourage strong parental involvement and kick off the home-school connection for our staff, students, and parents. We discuss the volunteer process in our school and remind them again of the district-created Parent Compact which describes the partnership for learning between home and school and their required participation in this partnership. We also inform them of the activities and events that occur throughout the year (in conjunction with Title I) and have them sign up where they feel they could best be used. These events include Math Night, Science Fair, Reading Nights, Bingo for Books, Movie Night, Scholastic Book Fair, Santa Shop, popcorn days, Point Store, the Fifth Grade Moving Up ceremony, and others.*

*During the school year, conversations with parents and teachers are held on a consistent basis either by phone, face-to-face, daily planners, weekly newsletters, or progress reports. Twice a year, teachers conduct parent/teacher conferences where parents and teachers have the opportunity to meet and discuss academics, behavior, and social concerns they might have about the child as well as review their report card and their role in achieving the goals of the Parent Compact. When national and state standardized tests are given, stakeholders are given notice well in advance. When the results are in, parents are given the reports and opportunity to meet with the Learning Specialist to help understand them. Afterschool tutoring is also held for identified students and their progress is disseminated to all stakeholders involved. Parents are also involved with our Child Study Team meetings which are held if there are academic or behavioral concerns about a student. Additionally, Our WPWC meet once a month in the evening to discuss services related to parental involvement such as upcoming events and fundraisers. They also discuss with the administrator and staff ways they can continue to help increase student achievement. The parents of WPWC are also attend the monthly School Community meetings held at the Romulus Middle School. This forum is where parent leaders from each of the buildings in the district, Title I Learning Specialists, administrators, and community leaders discuss community issues and share ideas with school and community leaders.*

*In the beginning of February, Wick holds its Kindergarten Roundup where parents can enroll their incoming kindergartner in our school by bringing in the appropriate documents (birth certificate, proof of residency, health records, and parent identification) and filling out the enrollment packet. In order to advertise, Wick sends a flyer to the Romulus Head Start program, puts an article in the Romulus local newspaper, sends a flyer home in the monthly newsletter and separately to every student in the school, as well as post signs in Wick Families' yards and on the school grounds. During this time, the secretary assists the parents with the paperwork and the Title I Learning Specialist works with the children on tasks to prepare them for kindergarten. In May, the parents and students that are enrolled for kindergarten the following year, are invited to Kindergarten Orientation. This is an evening for the parents and students to transition to our elementary program. Dinner is served and then the parents and students are divided. The students go with the kindergarten teachers where they receive a tour of the classroom, the building, and they work on an activity to help prepare them for kindergarten. The parents go into our Media Center with the principal, Learning Specialist, and Literacy Coach. There, the rules of the building/demographics, the Title I program, and the Reading First Program are discussed. Packets of information are passed out including information on Title I and Reading First, the kindergarten grade level content expectations, activities to help their child transition, information on nutrition, information about speech and language and developing motor skills, as well as activities to complete over the summer to help prepare their child for the academic and behavioral expectations of kindergarten. Questions from parents are also answered to help alleviate the anxiety of sending their child off to school for the first time. The groups then switch and the parents spend time with the kindergarten teachers and the students spend time with the Title I Learning Specialist, Reading Coach, and principal. The kindergarten teachers provide training to the parents on the skills their child will need when they enter kindergarten. They also go over the grade level content expectations and do activities with the parents so that they can get an understanding of what is expected from their child during the*

kindergarten year. The students watch the LeapFrog Letter Factory dvd which explains the letters of the alphabet and their sounds sung to "The Farmer and The Dell." They also learn about the supplies in their backpack that they get to take home at the end of the evening. They include a lunch bag, the Letter Factory dvd to help with letters and sounds, two keep books to help with their reading, a Ready For School Activity Poster which helps them count down the last twenty days until school starts along with an activity for each day, an "I Can Print A to Z" wipe-off book and a dry erase crayon which helps them practice tracing their letters and numbers and be able to wipe it off and do it all over again, and a drawing and letter book to practice drawing pictures and writing words. At the end of the evening, parents are invited to bring their preschool child in to the kindergarten classroom at anytime to help with a smooth transition from preschool.

### 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.

*At Wick, the stakeholders involved in the planning, design, monitoring, and evaluation of the School Improvement Plan (SIP) include teachers, support staff, and parents. All of our teachers and support staff are highly qualified and our instructional paraprofessionals meet the No Child Left Behind (NCLB) requirements. Our School Improvement Plan also adheres to the Romulus Community School District's parent involvement policy which meets the No Child Left Behind (NCLB) requirements of Section 1118; please refer to pages 30-33 of the CNA to see the full No Child Left Behind, Title I Parental Involvement Policy.*

*Our previous North Central Accreditation (NCA) cycle began in 2002 and ended in 2007. During that five-year span, programs were implemented and changed to assist in increasing student achievement. Upon completion of that cycle, staff looked at the interventions and activities that were in place in the current plan as well as the data that was gathered over the period of five years, and created our documentation report. From there, several professional development days were dedicated to reviewing our goals, strategies, and activities and revising them based on data. We collectively looked at each goal individually, disaggregated the data, analyzed the results, researched best practices, and identified changes in the plan that needed to be made to continue to increase student achievement. This developed into our updated SIP.*

*To help monitor and evaluate the plan, our school continues to have a School Improvement Team (SIT) in place. This team meets once a month to discuss the concerns of staff and students as it relates to school improvement as well as to review the success of the plan as it relates to our students. Any staff member can be a part of the SIT and if they choose not to be, their input is always requested and valued along with our parent leaders. They can simply talk with the SIT facilitator or give their feedback and opinions on the agenda that is given out beforehand. Once the SIT meeting has occurred, the facilitator sends out the minutes of the meeting to all stakeholders conveying the information that was discussed and/or finalized during the meeting.*

*To further monitor the interventions in place, data is recorded on a SIP spreadsheet and consistently reviewed by the principal and SIT facilitator. Changes that need to occur are discussed with the individual teachers and/or the SIT when needed. At the end of the year, all staff members, analyzing their data, write year-end reports and changes for the following year are made accordingly. Along with staff, a parent from our Wick Parents Who Care (WPWC) group, compiles the data from the parent surveys not only to evaluate the content and effectiveness of the parental involvement plan, but the parent's view of the school's*

*component of the plan. The results are then used to design strategies for more effective parental involvement and to assist in making the necessary changes for the following 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:

### 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: *Yes*

Comments:

### Health and Safety (HSAT)

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

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Other curriculum*

Comments:

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

Response: *No*

Comments:

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

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

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: *Yes*

Comments:

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

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Access to 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
Mrs.	ShaVonna	Johnson	Principal	sljohnson@romulus.k12.mi.us
Mr.	Rob	Baty	Learning Specialist	rlbaty@romulus.k12.mi.us
Mrs.	Lisa	Leucht	4th grade teacher	ldleucht@romulus.k12.mi.us
Mrs.	Jessica	Graham	2nd grade teacher	dmsmall@romulus.k12.mi.us
Mrs.	Tavia	Redmond	5th grade teacher	tmredmond@romulus.k12.mi.us
Mrs.	Lisa	Zejeji	1st grade teacher	lazejeji@romulus.k12.mi.us
Mrs.	Cynthia	Mullin	Speech Therapist	cmbondy@romulus.k12.mi.us
Mrs.	Amy	Lowe	Psychologist	allusher@romulus.k12.mi.us
Mrs.	Laura	Blakenship	Head Custodian	lablakenship@romulus.k12.mi.us
Mrs.	Cathy	Hadyniak	Head Cook	cahadyniak@romulus.k12.mi.us
Mrs.	Brenda	Wade	Parent	bwade179499mi@comcast.net
Mrs.	Nakia	Black-Plummer	5th grade teacher	ncplummer@romulus.k12.mi.us
Mrs.	Ronda	Askew	3rd grade teacher	rnaskew@romulus.k12.mi.us
Mrs.	Kathleen	Briggs	4th grade teacher	kmbriggs@romulus.k12.mi.us
Mrs.	Jill	Devers	3rd grade teacher	jmhillis@romulus.k12.mi.us
Mrs.	Megan	Rader	4th grade teacher	merader@romulus.k12.mi.us
Mrs.	Deana	Ryznar	Kindergarten teacher	drhunter@romulus.k12.mi.us
Mrs.	Hannah	McNamee	Kindergarten teacher	hcmcnamee@romulus.k12.mi.us
Mrs.	Stephanie	Wagle	2nd grade teacher	sjwagle@romulus.k12.mi.us
Mrs.	Meghan	Pohl	PBS Coach	mrpohl@romulus.k12.mi.us
Mrs.	Jennifer	Hodge	Kindergarten teacher	jahodge@romulus.k12.mi.us
Mrs.	Laurie	James	Physical Education teacher	laberlinn@romulus.k12.mi.us

Mrs.	Donna	Small	1st grade teacher	dmsmall@romulus.k12.mi.us
Mrs.	Markara	Frazier	2nd grade teacher	mwfrazier@romulus.k12.mi.us
Mr.	Sam	Bonam	Media Tech	sobonam@romulus.k12.mi.us
Mr.	Anthony	Redmond	Social Workere	anredmond@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:	Rebecca Pek, Human Resource Director
Address:	36540 Grant Road Romulus, Michigan 48174
Telephone Number:	532-1600

## 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

# ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

(SCHOOL LEVEL, FORM G-GOALS)

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

<b>School:</b> Wick Elementary			<b>School Year:</b> 2011-12		
<b>GOAL 1-- ACADEMIC:</b> All students will improve reading comprehension across the curriculum.					
<b>Goal 1 Chair or Co-Chairs:</b> Selected Wick staff, parents					
<b>Desired result(s) for THIS goal:</b> Improved reading comprehension/achievement			<b>How will the school measure the result(s)?</b> MEAP, NWEA, Pearson assessments		
<b>Organize and schedule family and community involvement activities to support THIS goal.</b>					
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATE OF ACTIVITY	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Students will be provided with reading homework activities and reading logs	1,4	Daily/ weekly	K-5	Staff will provide students with grade level appropriate homework activities related to reading as well as reading logs as appropriate	Teaching staff
School-wide reading activities to be held during month of March (Reading Month)	2,3,6	March, 2012	K-5	School improvement team and/or staff will plan the activities	School improvement team and/or staff
2 School-wide bookfairs	1,4,6	One per semester	K-5	Book fairs will be planned in coordination with outside vendor	Media Technician, Principal, Wick Parents Who Care (WPWC)
Family Science Night / Fair	3,4,6	Second semester	4-5	Science fair with 4 <sup>th</sup> and 5 <sup>th</sup> grade students, hold in gym and invite all grade levels	Learning Specialist, 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers
School wide reading nights during first and second semester	2,3,6	First and second semester	K-5	School improvement team and/or staff will plan activites	School improvement team and/or staff
<b>Note if funds, supplies, and/or resources are needed for these activities?</b> Title I / WPWC funds as available					

**ONE-YEAR ACTION PLAN FOR PARTNERSHIPS**  
**SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS**

**GOAL 2--ACADEMIC:** All students will improve math problem solving skills across the curriculum

**Goal 2 Chair or Co-Chairs:** Selected Wick staff / parents

**Desired result(s) for THIS goal:** Improved math problem solving skills in all students

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

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

ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATE OF ACTIVITY	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Math Star program continued to reward students for basic math facts	2,3,4	Weekly	1-5	Weekly math star tests administered and scored, prizes purchased and awarded, records kept	Learning Specialist Teachers WPWC Parents
Math activities will be available to students and parents via Study Island, Pearson, and Compass Odyssey to reinforce skills at home	2,3,4	Daily	K-5	Staff will provide students and parents with the necessary usernames and passwords that are needed to access the programs	Learning Specialist Teachers Media Technician Students Parents

**Note if funds, supplies, and/or resources are needed for these activities?** Title I / WPWC funds as available

**ONE-YEAR ACTION PLAN FOR PARTNERSHIPS**  
**SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS**

**GOAL 3--BEHAVIORAL:** All students will improve their positive classroom and school behaviors

**Goal 3 Chair or Co-Chairs:** Selected Wick staff and parents

**Desired result(s) for THIS goal:** Decreased number of suspensions

**How will the school measure the result(s)?** PBS data on suspensions

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

ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATE OF ACTIVITY	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Students, teachers, parents who exhibit appropriate behavior will be recognized at Mission Possible monthly school-wide meetings	2,3,6	Monthly	K-5	School improvement team and/or staff members will plan monthly activities	Principal, Learning Specialist, Students, Teachers
Monthly Wick Wolverine "Caught Acting Terrific" ticket drawings held at Mission Possible meetings	2,6	Monthly	K-5	Awards / prizes will be selected and awarded monthly	Principal Brenda Wade Student Council Rep
Students will participate in service projects for Wick as part of the Student Council	5	Ongoing	K-5	League activities / Learning to Give lessons and units can be accessed to plan for projects	Student Council Teachers

**Note if funds, supplies, and/or resources are needed for these activities?** Title I / WPWC / PBS funds as available

**ONE-YEAR ACTION PLAN FOR PARTNERSHIPS**  
 SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

<b>GOAL 4--CLIMATE OF PARTNERSHIP (Required goal):</b> Strengthen the six types of family and community involvement					
Goal 4 Chair or Co-Chairs: Selected Wick staff and parents					
Desired result(s) for THIS goal: Increased involvement in partnership activities			How will you measure the result(s)? Attendance/sign-in sheets/logs		
<b>Organize and schedule family and community involvement activities to support THIS goal.</b>					
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATE OF ACTIVITY	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Wick Parents Who Care Committee and District School Community Meetings	2,3,5,6	Monthly	K-5	Parents will communicate through phone calls, flyers, and newsletters. They will provide agendas and minutes of meetings.	Principal Brenda Wade Learning Specialist
Compact for Achievement	3	Ongoing	K-5	Parents at Wick will be informed of the Compact for Achievement and encouraged to sign-up for and volunteer in school activities	Principal WPWC Learning Specialist School Secretary
<b>Note if funds, supplies, and/or resources are needed for these activities?</b> Title I / WPWC funds as available					



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: _____</p> <p style="text-align: right;">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: _____</p> <p style="text-align: right;">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: _____</p> <p style="text-align: right;">Date _____</p>