



School Improvement Plan

School Year: 2008-09
School District: West Ottawa Public Schools
School Name: Glerum Elementary
Grades Served: K-5
Principal: Michael Maloney

District Code:
Building Code:
Intermediate School District Code:

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Vision Statement:

School Mission Statement: GIVE opportunities
LEAD students to acquire knowledge
ENCOURAGE creative writing
RESPECT our world, others, and ourselves
UNDERSTAND the needs of a changing world
MOTIVATE to do our best

State of Michigan School Improvement Planning

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| School: Glerum | | School Year: 2008-09 | | | | | | | | | | |
| Section I: Comprehensive Analysis Report on Student Achievement | | | | | | | | | | | | |
| Content Area: Math | | <input checked="" type="checkbox"/> Active Goal | | <input type="checkbox"/> Maintenance Goal | | <input type="checkbox"/> Revised Goal | | | | | | |
| Student Goal Statement: All students will increase their ability to solve math problems in a variety of real world contexts. | | | | | | | | | | | | |
| Statement of gap in student achievement (Need Statement): Caucasian subgroup outcores Hispanic subgroup by more than 10 percentage points. Caucasian subgroup outcores ELL subgroup by 5 or more percentage points, with a gap of 35 percentage points in one year. The gap between Caucasian and Economically Disadvantaged ranges from 2 to 22 percentage points. Over the past 4 years, males have outscored females by more than 5 percentage points with the exception of one class, in which females outscored males each year. Overall MEAP Math scores decrease from grade 3-5. Over 90% of third graders have scored proficient in 2 of the last 3 years. Grade 4 scores decrease by over 10 percentage points, while fifth grade scores show no consistent pattern, but do not rise to 3 rd grade levels. | | | | | | | | | | | | |
| Contributing Cause for the gap in student achievement: Limited instruction in vocabulary, and building background knowledge through experiences. Lower reading scores among subgroups. No RTI/Core Support in place for math screening and intervention. Lack of experience with MEAP-like Math assessments. Lack of real-life math experiences outside of school. Unintentional messages being given to students about boys and girls in math. | | | | | | | | | | | | |
| List the multiple sources of data used to identify the gap in student achievement: MEAP, District Math Assessment | | | | | | | | | | | | |
| Section II: Comprehensive Analysis Report on System Processes and Practices | | | | | | | | | | | | |
| Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III) | | | | | | | | | | | | |
| Strand 1: Teaching for Learning | | Strand 2: Leadership | | Strand 3: Personnel & Professional Learning | | Strand 4: School & Community Relations | | Strand 5: Data & Info. Management | | | | |
| Student Engagement | | Collaboration Decision Making | | Best Practices | | Diversity | | Analysis | | | | |
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| Section III: Plan to Accomplish Student Achievement Goals | | | | | | | | | | | | |
| Measurable Objective Statement to support Goal: 83% of Glerum students will be proficient in math as measured by MEAP and district math assessments by Spring 2011. Additionally, each subgroup will either be 83% proficient or will increase their scores by 10%. | | | | | | | | | | | | |
| For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP, District Math Assessments | | | | | | | | | | | | |
| Strategy Statement: Collaborative grade level and school teams will consistently use demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources, and assessment tools for use in math K-5. | | | | | | | | | | | | |
| Action Steps | | Staff Responsible | | Timeline for Activity | | Resources Needed | | | Monitoring Plan | | Evidence of Success | |
| | | | | Begin | End | | | | | | | |
| Math Expressions | | K-5 teachers | | Sept. | Ongoing | New math | General | NA | Administrator | | District math | |

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| Program: Implement research-based strategies embedded in the new math program <ul style="list-style-type: none"> Grade level instructional strategies for building mathematical concepts Student Leaders Math Talk Quick Practice | and administrators | 2009 | | series | Fund | | observations (Lesson plans and walk-throughs) | assessments Improve MEAP math scores Grades Administrator observation of classroom strategies. |
| Provide grade level meetings throughout the school year. (Professional Learning Communities) <ul style="list-style-type: none"> Build a culture of collaboration Provide time and parameters for collaborative interaction Provide access to appropriate data and develop skills in using data to inform instruction Provide embedded professional development | Building administrator, Math Academy Participants, K-5 teachers | Sept. 2009 | Ongoing | Sessions | General Funds | NA | School/grade level collaborative team (PLC) meeting records | Administrator observation of changing instructional practices Improved performance on: <ul style="list-style-type: none"> MEAP Interim Assessments/Comm on Assessments Formative/Building Assessments |
| Implement SIOP K-5 at staff meetings/professional development/grade level meetings | K-5 teachers and administration | Sept. 2009 | Ongoing | Michelle Williams | General Fund and Title III | NA | Training schedules Coaching and observation records Teachers reflections and evaluation | Improved performance on: <ul style="list-style-type: none"> Grades MEAP (gap reductions) Increased demonstration of language proficiency <ul style="list-style-type: none"> ELPA |
| Expand RTI approach to include math | K-5 teachers and | Sept. 2009 | Ongoing | OAISD | | | RTI Meeting notes and | Improved MEAP, district math scores |

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| screening and intervention <ul style="list-style-type: none"> • K – 5 programming • Use of OAISD assessments tools (Web-based) • Intervention strategies taken from Math Expressions program • Implementation Steps <ul style="list-style-type: none"> ◦ Informational mtngs/overview ◦ Logistics – How to build into school schedule • Design program implementation | administration | | Fully implemented by June 2011 | Teachers RTI team | | | agendas | and grades |
| Interim Assessments <ul style="list-style-type: none"> • Implement district level interim assessments • Administer three times per year • Aligned to GLCE's • Progressive level of difficulty • Collect in Data Director for analysis | K-5 Teachers T & L Office | Sept. 2009 | Ongoing | Work Sessions Data Director | Gen. Fund | NA | Meeting Schedules, Data Input | Curriculum documents and common assessments Collection and analysis of test results in Data Director Use of data by schools to inform SIP goals and instruction Improved MEAP scores |
| Teacher Assessment Model <ul style="list-style-type: none"> • Teachers will have the opportunity to elect this teacher assessment model. It fulfills the following: <ul style="list-style-type: none"> • Establish a common instructional framework • Research-based (Charlotte | Building Level Administrators | Sept 2009 | June 2013 | Pathwise Model Forms and documents | Gen. fund | | Teacher assessments employing the revised format | Improved performance on: <ul style="list-style-type: none"> • MEAP Improved grades, K – 5 Improved performance on district/common assessments |

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| <p>Danielson's work)</p> <ul style="list-style-type: none"> Promote consistency, professional growth, and high quality instruction K – 12 Provides excellent, tenured, certified staff with the opportunity to pursue professional goals through a learning process agreed to by the teacher and administrator. <p>Per LOA, model will be implemented over a three year period.</p> | | | | | | | | |
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Other Required Information

✓ **What research did you review to support the use of this strategy and action plan? SIOP, Math Expressions, Gersten and Clark, Teacher Assessment Model – Based on the extensive research of Charlotte Danielson (Enhancing Professional Practice: A Framework for Teaching)**

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?

- Math Expressions: Staff/Grade Level meetings to discuss Math Expressions implementation, strand development, and best practice research in mathematics (Gersten and Clark), Mike Klavon from the OAISD will provide training and support for implementation of Math RtI.**
- Professional Learning Communities**
- SIOP: Training, Coaching, Staff/Grade level meetings to discuss implementation and strategies**
- RTI: Staff subgroup to research math RTI and plan to begin implementation**
- GLCE's – Provide professional development to develop a deeper understanding of the Grade Level Content Expectations**

How has the school integrated its available fiscal resources to support this strategy and action steps?
Use of general funds to support Houghton-Mifflin Math Expressions program, representative at OAISD Math Academy

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? Data Director
This is the first full year of implementation for the Math Expression program. On-line services are available to staff to use throughout the school year.

State of Michigan School Improvement Planning

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| School: Glerum Elementary | | School Year: 2008-09 | | | | | | |
| Section I: Comprehensive Analysis Report on Student Achievement | | | | | | | | |
| Content Area: Science | | <input checked="" type="checkbox"/> Active Goal | <input type="checkbox"/> Maintenance Goal | <input type="checkbox"/> Revised Goal | | | | |
| Student Goal Statement: All students will increase the ability to which they are able to apply scientific knowledge and strategies to answer real-world questions. | | | | | | | | |
| Statement of gap in student achievement (Need Statement): Caucasian groups outscore Economically Disadvantaged and Hispanic subgroups by about 10 percent each year. Males outscore females (by 8% in each of the last three years). Overall science scores have increased from 84 to 88% over last three years. | | | | | | | | |
| Contributing Cause for the gap in student achievement: No science instruction in kindergarten. Limited instruction in vocabulary, and building background knowledge through experiences. Lower reading scores among subgroups. Limited exposure to MEAP-like Science assessments. Limited real-life science experiences outside of school. | | | | | | | | |
| List the multiple sources of data used to identify the gap in student achievement: MEAP and District Science assessments. | | | | | | | | |
| Section II: Comprehensive Analysis Report on System Processes and Practices | | | | | | | | |
| Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III) | | | | | | | | |
| Strand 1: Teaching for Learning | Strand 2: Leadership | Strand 3: Personnel & Professional Learning | Strand 4: School & Community Relations | Strand 5: Data & Info. Management | | | | |
| Student engagement | Collaboration | Uses best practices | Diversity | Analysis | | | | |
| | Shared Vision and mission | | | | | | | |
| Section III: Plan to Accomplish Student Achievement Goals | | | | | | | | |
| Measurable Objective Statement to support Goal: 85% of Glerum student will be proficient in science as measured by MEAP scores and district science tests by Spring of 2011. Additionally, each subgroup will either be 85% proficient or increase their scores by 10% on the same measures. | | | | | | | | |
| For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP and District common science assessments | | | | | | | | |
| Strategy Statement: Collaborative grade level and school teams will consistently use demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources, and assessment tools for use in science K-5. | | | | | | | | |
| Action Steps | Staff Responsible | Timeline for Activity | | Resources Needed | | | Monitoring Plan | Evidence of Success |
| | | Begin | End | Resource | Source | Amount | | |

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| Continue implementation of Battle Creek Science Kits | 1-5 teachers and administrators | Sept. 2005 | Ongoing | BC supplies and materials | BCAMASC and local vendors | NA | Administrator observation | Increase in MEAP scores |
| Science committee/Begin training and piloting of newly aligned Battle Creek kits. Plan for K-5 district implementation in 2010-2011. | Science Committee | May 2009 | June 2010 | Work sessions Battle Creek Science Kits | General Fund | NA | Meeting minutes | Curriculum documents Improved performance on: • Grades • Unit assessments MEAP |
| Book study of <i>Mosaic of Thought</i> by Zimmerman and Keene | K-5 teachers and administration | Sept. 2009 | May 2010 | Books | General Fund | \$400.00 | Meeting schedule | Student performance on science assessments and comprehension lessons in science curriculum. |
| Implement SIOP K-5 at staff meetings/professional development/grade level meetings | K-5 teachers and administration | Sept. 2009 | Ongoing | Michelle Williams | General Fund and Title III | NA | Training schedules Coaching and observation records Teachers reflections and evaluation | Improved performance on: • Grades • MEAP (gap reductions) Increased demonstration of language proficiency • ELPA |
| <u>Interim Assessments</u> • Implement district level interim assessments • Administer three times per year • Aligned to GLCE's • Progressive level of difficulty • Collect in Data Director for analysis | K-5 Teachers T & L Office | Sept. 2009 | Ongoing | Work Sessions Data Director | Gen. Fund | NA | Meeting Schedules, Data Input | Curriculum documents and common assessments Collection and analysis of test results in Data Director Use of data by schools to inform SIP goals and instruction Improved MEAP scores |

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|--|--|--------------------------|-------------------------|--|-----------------------------|------------------|---|--|
| <p>Teacher Assessment Model</p> <ul style="list-style-type: none"> Teachers will have the opportunity to elect this teacher assessment model. It fulfills the following: <ul style="list-style-type: none"> Establish a common instructional framework Research-based (Charlotte Danielson's work) Promote consistency, professional growth, and high quality instruction K – 12 Provides excellent, tenured, certified staff with the opportunity to pursue professional goals through a learning process agreed to by the teacher and administrator. <p>Per LOA, model will be implemented over a three year period.</p> | <p>Building Level Administrators</p> | <p>Sept 2009</p> | <p>June 2013</p> | <p>Pathwise Model</p> <p>Forms and documents</p> | <p>Gen. fund</p> | | <p>Teacher assessments employing the revised format</p> | <p>Improved performance on:</p> <ul style="list-style-type: none"> MEAP <p>Improved grades, K – 5</p> <p>Improved performance on district/common assessments</p> |
| <p>Provide grade level meetings throughout the school year. (Professional Learning Communities)</p> <ul style="list-style-type: none"> Build a culture of collaboration Provide time and parameters for collaborative interaction | <p>Building administrator, K-5 teachers</p> | <p>Sept. 2009</p> | <p>Ongoing</p> | <p>Sessions</p> | <p>General Funds</p> | <p>NA</p> | <p>School/grade level collaborative team (PLC) meeting records</p> | <p>Administrator observation of changing instructional practices</p> <p>Improved performance on:</p> <ul style="list-style-type: none"> MEAP Interim |

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| <ul style="list-style-type: none"> • Provide access to appropriate data and develop skills in using data to inform instruction • Provide embedded professional development | | | | | | | | Assessments/Comm on Assessments Formative/Building Assessments |
| Develop professional business partnerships to help provide common educational experiences beyond the classroom | K-5 teachers and administration | Sept. 2009 | May 2011 | NA | NA | NA | Educational experience records | Increased scores on MEAP science, district assessments |
| Other Required Information | | | | | | | | |
| What research did you review to support the use of this strategy and action plan? SIOP, Marzano, Battle Creek MEAP/Program correlations, Zimmerman and Keene, Kovalik | | | | | | | | |
| What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? <ul style="list-style-type: none"> • BCAMS Kits: Pilot teachers will begin training June 2009, implement new kits 2009-2010, finalize implementation plan by June 2010 • SIOP: Training, Coaching, Staff/Grade level meetings to discuss implementation and strategies • <i>Mosaic of Thought</i> Book Study: Staff meeting time to discuss and plan for implementation of strategies to improve reading comprehension • Professional Learning Communities • Formation of subcommittee to establish extended learning opportunities. Subcommittee to include staff, parent, and community members | | | | | | | | |
| How has the school integrated its available fiscal resources to support this strategy and action steps? Continued support for BCAMS kits through general funds. | | | | | | | | |
| How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? Integration between science topics and technology instruction, Discovery Streaming, Data Director, Battle Creek on-line support | | | | | | | | |

State of Michigan School Improvement Planning

| School: Glerum | | School Year: 2008-2009 | | | | | | |
|---|---------------------------------|---|---------|---|-----------------------------------|---------------------------------------|--|--|
| Section I: Comprehensive Analysis Report on Student Achievement | | | | | | | | |
| Content Area: Writing | | <input checked="" type="checkbox"/> Active Goal | | <input type="checkbox"/> Maintenance Goal | | <input type="checkbox"/> Revised Goal | | |
| Student Goal Statement: All students will increase their writing skills across the curriculum. | | | | | | | | |
| Statement of gap in student achievement (Need Statement): Caucasian groups consistently outscore Hispanic and Economically Disadvantaged subgroups by 5 or more percentage points. The gap is smaller in 5 th grade when compared to third and fourth grades. Data for ELL subgroups show no consistent pattern at this time. 4 th grade MEAP writing scores are lower than 3 rd and 5 th grades. 4 th and 5 th writing scores are below criteria for proficiency set by state. | | | | | | | | |
| Contributing Cause for the gap in student achievement: Limited instruction in vocabulary, and building background knowledge through experiences. Inconsistent application of verbiage and/or limited connection to the academic language used from one grade level to the next. Lack of familiarity with prompt structure/text features. | | | | | | | | |
| List the multiple sources of data used to identify the gap in student achievement: MEAP and district writing assessments | | | | | | | | |
| Section II: Comprehensive Analysis Report on System Processes and Practices | | | | | | | | |
| Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III) | | | | | | | | |
| Strand 1: Teaching for Learning | Strand 2: Leadership | Strand 3: Personnel & Professional Learning | | Strand 4: School & Community Relations | Strand 5: Data & Info. Management | | | |
| Student engagement | Collaboration | Uses best practices | | Diversity | Analysis | | | |
| | Shared Vision and mission | | | | | | | |
| Section III: Plan to Accomplish Student Achievement Goals | | | | | | | | |
| Measurable Objective Statement to support Goal: 80% of Glerum students will be proficient writers as measured by MEAP and district writing prompts by Spring 2011. Additionally, each subgroup will either be 80% proficient or will increase their scores by 10% on the same measures. | | | | | | | | |
| For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP tests, District Writing Prompts, Writing Samples graded by common rubric | | | | | | | | |
| Strategy Statement: Collaborative grade level and school teams will consistently use demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources, and assessment tools for use in writing K-5. | | | | | | | | |
| Action Steps | Staff Responsible | Timeline for Activity | | Resources Needed | | | Monitoring Plan | Evidence of Success |
| | | Begin | End | Resource | Source | Amount | | |
| Provide grade level meetings throughout the school year with focus on writing instruction | K-5 teachers and administration | Sept. 2009 | Ongoing | Sessions | General Funds | NA | Administration will review minutes of grade level meetings, writing lesson plans | Schedule of grade level meetings and attendance records, Student work Increase in student writing scores |

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| Implement SIOP K-5 at staff meetings/professional development/grade level meetings | K-5 teachers and administration | Sept. 2009 | Ongoing | Michelle Williams | General Fund and Title III | NA | Training schedules Coaching and observation records Teachers reflections and evaluation | Improved performance on: • Grades • MEAP (gap reductions) Increased demonstration of language proficiency • ELPA |
| Book study of <i>Mosaic of Thought</i> by Zimmerman and Keene | K-5 teachers and administration | Sept. 2009 | May 2010 | Books | General Fund | \$400.00 | Meeting schedule | Improved writing scores |
| Continue implementation of Lucy Calkins, Integrate with 6+1 strategies • Book study – Lucy Calkins writing process • Schools will implement research-based writing strategies specific to their needs based on the following models: ○ Lucy Calkins Writing Process ○ Barry Lane • The Six-Traits of Writing will be used to establish common language for writing. Training – Integration of language and processes | K-5 teachers and administration | Sept. 2009 | Ongoing | Sessions, Books, Videotapes OAISD Lucy Calkins Training Kathy Gilbert - training | General Funds | NA | Administration through classroom observations, meeting notes Schedule and records of training sessions | Schedule of grade level meetings and attendance records, Increase student writing assessment scores Improved performance on: • Grades • District writing assessments MEAP |

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| Development of OAISD Literacy Framework | Select K-5 Teachers | Summer 2008 | Ongoing | Team of teachers directed by OAISD | ISD Funds Gen. Fund | Sub Costs | Jim Nicolette will attend update meetings at OAISD | OAISD Website (Product) |
| <u>Interim Assessments</u> <ul style="list-style-type: none"> • Implement district level interim assessments • Administer three times per year • Aligned to GLCE's • Progressive level of difficulty • Collect in Data Director for analysis | K-5 Teachers T & L Office | Sept. 2009 | Ongoing | Work Sessions Data Director | Gen. Fund | NA | Meeting Schedules, Data Input | Curriculum documents and common assessments Collection and analysis of test results in Data Director Use of data by schools to inform SIP goals and instruction Improved MEAP scores |
| <u>Teacher Assessment Model</u> <ul style="list-style-type: none"> • Teachers will have the opportunity to elect this teacher assessment model. It fulfills the following: <ul style="list-style-type: none"> • Establish a common instructional framework • Research-based (Charlotte Danielson's work) • Promote consistency, professional growth, and high quality instruction | Building Level Administrators | Sept 2009 | June 2013 | Pathwise Model Forms and documents | Gen. fund | | Teacher assessments employing the revised format | Improved performance on: <ul style="list-style-type: none"> • MEAP Improved grades, K – 5 Improved performance on district/common assessments |

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| <p>K - 12</p> <ul style="list-style-type: none"> Provides excellent, tenured, certified staff with the opportunity to pursue professional goals through a learning process agreed to by the teacher and administrator. <p>Per LOA, model will be implemented over a three year period.</p> | | | | | | | | |
| <p>Provide grade level meetings throughout the school year. (Professional Learning Communities)</p> <ul style="list-style-type: none"> Build a culture of collaboration Provide time and parameters for collaborative interaction Provide access to appropriate data and develop skills in using data to inform instruction Provide embedded professional development | <p>Building administrator, K-5 teachers</p> | <p>Sept. 2009</p> | <p>Ongoing</p> | <p>Sessions</p> | <p>General Funds</p> | <p>NA</p> | <p>School/grade level collaborative team (PLC) meeting records</p> | <p>Administrator observation of changing instructional practices</p> <p>Improved performance on:</p> <ul style="list-style-type: none"> MEAP Interim Assessments/Comm on Assessments Formative/Building Assessments |
| <p>Other Required Information</p> | | | | | | | | |
| <p>What research did you review to support the use of this strategy and action plan? SIOP, Marzano, Caulkins, Zimmerman and Keene, 6+1 Writing</p> | | | | | | | | |
| <p>What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?</p> <ul style="list-style-type: none"> Focused collaborative time to coordinate instruction, assessment, and vocabulary of writing throughout the grades SIOP: Training, Coaching, Staff/Grade level meetings to discuss implementation and strategies Professional Learning Communities <i>Mosaic of Thought</i> Book Study: Staff meeting time to discuss and plan for implementation of strategies to improve reading comprehension | | | | | | | | |
| <p>How has the school integrated its available fiscal resources to support this strategy and action steps? Purchase of Lucy Caulkins/6 + 1 materials for all teachers, allocating general funds for <i>Mosaic of Thought</i></p> | | | | | | | | |
| <p>How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? Integration of technology usage with curriculum for publication, editing, Data Director</p> | | | | | | | | |

State of Michigan School Improvement Planning

School: Glerum

School Year: 2008-09

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Reading (X) Active Goal () Maintenance Goal () Revised Goal

Student Goal Statement: All students will be proficient in reading, comprehending, and analyzing text across the by curriculum.

Statement of gap in student achievement (Need Statement): Caucasian subgroups outscore Hispanic subgroups by 10-30 percentage points. Caucasian subgroups outscore Economically Disadvantaged subgroups by 2-40 percentage points with no discernible trend. This gap generally decreases from 3rd-5th grade. 3rd grade MEAP reading scores are below criteria for proficiency as established by the state. High percentage of incoming kindergarteners score not proficient on pre-reading screening measures. Percentages of students at each grade level scoring intensive or strategic on RTI measures is remaining stable rather than decreasing. Overall reading scores decrease from 3rd to 4th grade, with no consistent pattern between 4th and 5th grade. Overall reading scores in 5th grade are consistently in the 70 percent proficient range.

Contributing Cause for the gap in student achievement: High proportion of incoming kindergarteners start school without prerequisite skills. Adequate time for this gap to be bridged is not built into our programs (full day kindergarten, after school or summer programs) Limited academic vocabulary among ELL, Hispanic, and Economically Disadvantaged subgroups and the limited emphasis on teaching academic language across the grade levels. RTI/Core Support assessments and interventions focus heavily on fluency and decoding, while MEAP reading assessments measure reading comprehension and 3-5 grade GLCE's focus on comprehension.

List the multiple sources of data used to identify the gap in student achievement: MEAP and district reading assessments, DIBELS, kindergarten screening

Section II: Comprehensive Analysis Report on System Processes and Practices

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

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|--------------------------------|---------------------------|---|--|-----------------------------------|
| Strand1: Teaching for Learning | Strand 2: Leadership | Strand 3: Personnel & Professional Learning | Strand 4: School & Community Relations | Strand 5: Data & Info. Management |
| Student engagement | Collaboration | Uses best practices | Diversity | Analysis |
| | Shared Vision and mission | | | |

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: 80% of Glerum students will be proficient readers as measured by MEAP and district reading assessments by Spring 2011. Additionally, each subgroup will either be 80% proficient or will increase their scores by 10% on the same measures.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP and district common reading assessments, DIBELS, Rigby running records

Strategy Statement: Collaborative grade level and school teams will consistently use demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources, and assessment tools for use in reading K-5.

| Action Steps | Staff Responsible | Timeline for Activity | | Resources Needed | | | Monitoring Plan | Evidence of Success |
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| | | Begin | End | Resource | Source | Amount | | |
| <u>Houghton Mifflin Reading Program</u> Continue implementation of research-based | Classroom teachers Adminstrator | Fall 2007 | Ongoing | Textbook & supporting resources | Houghton Mifflin Gen Fund | | Administrator observations via: • Walk-throughs | Improved scores on district reading assessments Increases in reading |

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| program | | | | | | | <ul style="list-style-type: none"> • Formal evaluations • Lesson plans | <p>levels as evidenced by Rigby Running Records</p> <p>Increased number of students attaining DIBELS benchmarks</p> <p>Improved performance on MEAP</p> |
| <p>Response to Intervention (RTI), Reading intervention</p> <ul style="list-style-type: none"> • Systematic process to provide reading interventions • Interventions strategies include: <ul style="list-style-type: none"> ○ Road to the Code ○ Early Success ○ Soar to Success ○ Read Naturally ○ Words Their Way ○ Rewards ○ Phonics for Reading ○ K - Pals | K-5 Teachers, Core Support Staff, Administrators, Psychologists | Sept. 2009 | Ongoing | <p>Menu of interventions</p> <p>Core Support Staff</p> <p>Time for collaborative meetings</p> <p>Student data</p> | <p>General Fund Title IA, 31A</p> <p>Mi BLSI Grants</p> <p>Gen. Fund</p> <p>Data Director</p> | NA | <p>Meeting records, intervention and assessment documentation</p> | <ul style="list-style-type: none"> • Improved scores on DIBELS, Running Records, district assessments • Improved MEAP Reading scores • Observation of, and participation in RtI meetings by principal |
| Implement SIOP K-5 at staff meetings/professional development/grade level meetings | K-5 teachers and administration | Sept. 2009 | Ongoing | Michelle Williams | General Fund and Title III | NA | <p>Training schedules</p> <p>Coaching and observation records</p> <p>Teachers reflections and evaluation</p> | <p>Improved performance on:</p> <ul style="list-style-type: none"> • Grades • MEAP (gap reductions) <p>Increased demonstration of language proficiency</p> <ul style="list-style-type: none"> • ELPA |
| Book study of <i>Mosaic of Thought</i> by Zimmerman and Keene | K-5 teachers and administration | Sept. 2009 | May 2010 | Books | General Fund | \$400.00 | Meeting schedule | <ul style="list-style-type: none"> • Improved scores on Running Records, district assessments |

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| Expand RTI focus to include more comprehension intervention, 2-5 | K-5 teachers and administration, psychologist | Sept. 2009 | Ongoing | Psychologist, OAISD | | | RTI Meeting schedules | Improved MEAP reading scores, Improved Running Records, district assessments |
| <u>Teacher Assessment Model</u> <ul style="list-style-type: none"> Teachers will have the opportunity to elect this teacher assessment model. It fulfills the following: <ul style="list-style-type: none"> Establish a common instructional framework Research-based (Charlotte Danielson's work) Promote consistency, professional growth, and high quality instruction K – 12 Provides excellent, tenured, certified staff with the opportunity to pursue professional goals through a learning process agreed to by the teacher and administrator. Per LOA, model will be implemented over a three year period. | Building Level Administrators | Sept 2009 | June 2013 | Pathwise Model Forms and documents | Gen. fund | | Teacher assessments employing the revised format | Improved performance on: <ul style="list-style-type: none"> MEAP Improved grades, K – 5 Improved performance on district/common assessments |
| <u>Development of OAISD Literacy Framework</u> | Select K-5 Teachers | Summer 2008 | Ongoing | Team of teachers directed by OAISD | ISD Funds Gen. Fund | Sub Costs | Jim Nicolette will attend update meetings at OAISD | OAISD Website (Product) |
| <u>Provide grade level meetings throughout the school year. (Professional Learning Communities)</u> <ul style="list-style-type: none"> Build a culture of collaboration Provide time and parameters for collaborative interaction Provide access to appropriate data and | Building administrator, K-5 teachers | Sept. 2009 | Ongoing | Sessions | General Funds | NA | School/grade level collaborative team (PLC) meeting records | Administrator observation of changing instructional practices Improved performance on: <ul style="list-style-type: none"> MEAP Interim Assessments/Comm on Assessments |

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| develop skills in using data to inform instruction <ul style="list-style-type: none"> • Provide embedded professional development | | | | | | | | Formative/Building Assessments |
| Interim Assessments <ul style="list-style-type: none"> • Implement district level interim assessments • Administer three times per year • Aligned to GLCE's • Progressive level of difficulty • Collect in Data Director for analysis | K-5 Teachers T & L Office | Sept. 2009 | Ongoing | Work Sessions Data Director | Gen. Fund | NA | Meeting Schedules, Data Input | Curriculum documents and common assessments Collection and analysis of test results in Data Director Use of data by schools to inform SIP goals and instruction Improved MEAP scores |

Other Required Information

✓ **What research did you review to support the use of this strategy and action plan?** *SIOP, Marzano, Zimmerman and Keane, RTI, Professional Learning Communities: Extensive research including Senge's & DuFour's work supports the use of PLC's to increase student achievement, Teacher Assessment Model*
Based on the extensive research of Charlotte Danielson (Enhancing Professional Practice: A Framework for Teaching)

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?

- RTI – continue streamlining RTI meetings and interventions to increase student growth, form subcommittee to research RTI approach to comprehension, vocabulary development
- SIOP: Training, Coaching, Staff/Grade level meetings to discuss implementation and strategies
- *Mosaic of Thought* Book Study: Staff meeting time to discuss and plan for implementation of strategies to improve reading comprehension
- GLCE's – Provide professional development to develop a deeper understanding of the Grade Level Content Expectations

How has the school integrated its available fiscal resources to support this strategy and action steps? Continued time for RTI meetings and training of Core Support staff, purchase of books for book study

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? Use of technology to quickly access student data to inform instruction, Data Director

State of Michigan School Improvement Planning

| School: Glerum | | | School Year: 2008-09 | | | | | | |
|--|---------------------------------|--|-----------------------------|--|----------------------------|---|--|---|--|
| Section I: Comprehensive Analysis Report on Student Achievement | | | | | | | | | |
| Content Area: Social Studies | | <input checked="" type="checkbox"/> Active Goal | | <input type="checkbox"/> Maintenance Goal | | <input type="checkbox"/> Revised Goal | | | |
| Student Goal Statement: All students will be proficient in comprehending, organizing, and analyzing informational text in the social sciences. | | | | | | | | | |
| Statement of gap in student achievement (Need Statement): Student scores on the MEAP social studies test have decreased from 85% proficient in 2005 to 65% in 2007 and 75% in 2008. Less than 50% of students are proficient in Economics and Discourse and Decision Making Strands. | | | | | | | | | |
| <ul style="list-style-type: none"> Contributing Cause for the gap in student achievement: Difficulty comprehending informational text Limited instruction in vocabulary, and building background knowledge through experiences, curricular misalignment, Special Education students have not had consistent access to the regular curriculum | | | | | | | | | |
| Students may be pulled from social studies instruction to receive supplemental services. | | | | | | | | | |
| List the multiple sources of data used to identify the gap in student achievement: MEAP Social Studies, District common assessments for social studies | | | | | | | | | |
| Section II: Comprehensive Analysis Report on System Processes and Practices | | | | | | | | | |
| Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III) | | | | | | | | | |
| Strand 1: Teaching for Learning | | Strand 2: Leadership | | Strand 3: Personnel & Professional Learning | | Strand 4: School & Community Relations | | Strand 5: Data & Info. Management | |
| Student engagement | | Collaboration | | Uses best practices | | Diversity | | Analysis | |
| | | Shared Vision and mission | | | | | | | |
| Section III: Plan to Accomplish Student Achievement Goals | | | | | | | | | |
| Measurable Objective Statement to support Goal: : 80% of Glerum students will be proficient in social studies as measured by MEAP and district social studies assessments by Spring 2011. Additionally, each subgroup will either be 80% proficient or will increase their scores by 10% on the same measures. | | | | | | | | | |
| For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP social studies scores, District common assessments | | | | | | | | | |
| Strategy Statement: Collaborative grade level and school teams will consistently use demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources, and assessment tools for use in social studies K-5. | | | | | | | | | |
| Action Steps | Staff Responsible | Timeline for Activity | | Resources Needed | | | Monitoring Plan | Evidence of Success | |
| | | Begin | End | Resource | Source | Amount | | | |
| Implement SIOP K-5 at staff meetings/professional development/grade level meetings | K-5 teachers and administration | Sept. 2009 | Ongoing | Michelle Williams | General Fund and Title III | NA | Training schedules Coaching and observation records | Improved performance on: <ul style="list-style-type: none"> Grades MEAP (gap reductions) Increased demonstration of | |

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| | | | | | | | Teachers reflections and evaluation | language proficiency • ELPA |
| Book study of <i>Mosaic of Thought</i> by Zimmerman and Keene | K-5 teachers and administration | Sept. 2009 | May 2010 | Books | General Fund | \$400.00 | Meeting schedule | Student performance on social studies reading assessments |
| Develop professional business partnerships to help provide common educational experiences beyond the classroom | K-5 teachers and administration | Sept. 2009 | May 2011 | NA | NA | NA | Educational experience records | Increased scores on MEAP and district social studies assessments |
| Continue implementation of TCI program. Continue implementation of Michigan resources at grade four. | K-5 teachers and administrators | Sept. 2009 | Ongoing | Textbooks and supporting resources | Gen. fund | NA | Administrators through classroom observations and lesson plans | Increased MEAP scores. Increased scores on TCI unit assessments. |
| <u>Social Studies Committee – Curriculum Alignment</u> • Implement curriculum • Participate in district PD for implementation of curriculum documents, use of existing materials and resources (TCI) | K-5 teachers and administrators | As indicated in implementation plan | June, 2010 | State curr docs WO curr docs | Gen fund | | Meeting schedule Meeting minutes Curriculum documents | Implementation Plan |
| <u>Provide grade level meetings throughout the school year.</u> (Professional Learning Communities) • Build a culture of collaboration • Provide time and parameters for collaborative interaction • Provide access to appropriate data and develop skills in using data to inform instruction • Provide embedded professional development | Building administrator, Math Academy Participants, K-5 teachers | Sept. 2009 | Ongoing | Sessions | General Funds | NA | School/grade level collaborative team (PLC) meeting records | Administrator observation of changing instructional practices Improved performance on: • MEAP • Interim Assessments/Comm on Assessments Formative/Building Assessments |
| <u>Teacher Assessment Model</u> • Teachers will have the | Building Level Administrators | Sept 2009 | June 2013 | Pathwise Model | Gen. fund | | Teacher assessments employing | Improved performance on: • MEAP |

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| <p>opportunity to elect this teacher assessment model. It fulfills the following:</p> <ul style="list-style-type: none"> • Establish a common instructional framework • Research-based (Charlotte Danielson's work) • Promote consistency, professional growth, and high quality instruction K – 12 • Provides excellent, tenured, certified staff with the opportunity to pursue professional goals through a learning process agreed to by the teacher and administrator. <p>Per LOA, model will be implemented over a three year period.</p> | | | | <p>Forms and documents</p> | | | <p>the revised format</p> | <p>Improved grades, K – 5</p> <p>Improved performance on district/common assessments</p> |
| <p>Review MEAP Economics and Discourse and Decision Making Strands to identify strategies for improvement</p> | <p>K-5 Teachers and administrators</p> | <p>Sept. 2009</p> | <p>Ongoing</p> | <p>Textbooks, Grade Level Objectives, MEAP released items</p> | <p>Gen. Fund</p> | <p>NA</p> | <p>Meeting agendas, schedules, and minutes</p> | <p>Improved scores on Economic and Discourse and Decision Making strands on MEAP.</p> |

Other Required Information

What research did you review to support the use of this strategy and action plan? SIOP, Kovalik, Marzano, PLC

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?

- **SIOP: Training, Coaching, Staff/Grade level meetings to discuss implementation and strategies**
- ***Mosaic of Thought* Book Study: Staff meeting time to discuss and plan for implementation of strategies to improve reading comprehension**
- **Professional Learning Communities**
- **Formation of subcommittee to establish extended learning opportunities. Subcommittee to include staff, parent, and community members**

How has the school integrated its available fiscal resources to support this strategy and action steps? Continued use of general funds to provide *Social Studies Alive* materials and materials necessary to insure alignment with new state curriculum standards

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? Technology skill instruction is integrated with curricular topics at each grade level. Students use computer lab for research and publication.

Targeted Assistance (Title I) Required Additions to the SIP

If your building receives Federal Title I Targeted Assistance funding, you will need to ensure that your school improvement plan includes strategies or action steps that describe what your school will do to address the following statements. You can provide the description in the text box provided here, or you can indicate the page number within your school improvement plan with the item is described.

1. Describe the needs assessment process in place to identify children who are failing or most at risk of failing to meet the district's core curriculum standards for Title I, Part A services. Describe the multiple, educationally related, objective criteria established for this process. Make sure to include a description of each grade level, if they are different (e.g., K-2 may be different than grades 3-5).

DIBELS, writing prompts, running records, MEAP scores (grades 3-5), and Houghton-Mifflin integrated theme tests are used to identify students who may need intervention. All students are given benchmark reading assessments three times a year, and students who are receiving interventions are assessed more frequently. Multidisciplinary RTI meetings are held monthly to discuss student progress and needs, to evaluate the effectiveness of ongoing interventions, and to plan for continuing intervention strategies.

2. Describe in detail the supplemental Title I, Part A program including any extended time opportunities, the instructional strategies that will be utilized and reference the scientific research that supports the use of the strategies/methods included.

Strategies used with students who are identified at-risk through the RTI process are taken from a pre-researched, pre-determined menu of interventions established through the district department of student services.

3. Describe the review, on an ongoing basis, of the progress of participating Title I, Part A children. Describe the systemic monitoring process, including the assessment tools, and how the data will be utilized to inform instruction and/or revise the targeted assistance program.

We monitor students through the RTI process, using DIBELS for an assessment tool. We schedule core support according to students' needs.

4. Describe how planning for Title I, Part A students is incorporated into the existing school improvement planning process.

The school improvement team uses RTI data in establishing needs, goals, and strategies for the ELA portion of the school improvement plan. Next year, we will place more of an emphasis on comprehension at all levels. We will also implement math into the RTI process.

5. Describe if applicable additional professional development provided to Title I, Part A staff working with identified children that is not addressed in your school improvement plan. i.e. Professional development designed specifically for paraprofessionals.

Training in RTI-approved programs and practices is provided through the OAISD.

6. Describe how the Title I, Part A program coordinates with and supports the regular education program. This description may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State of Michigan-run preschool programs to elementary school programs.

RTI interventions support general education curricula. Soar to Success and Early Success are part of the building-wide Language Arts program. Additional interventions are aligned with the GLCE's.

7. Describe in detail each of the following requirements: the strategies to increase parental involvement; the process of

parent involvement in the design, implementation and evaluation of the Title I, Part A program; the creation process and use of the parent compact; how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand. Provide an assurance statement that the compact is used annually at elementary-level parent teacher conference. Provide an assurance that a school-level parent involvement policy exists. Provide an assurance that a Title I, Part A parent meeting is held annually.

Parent Involvement: Family story night, Celebration of Learning, Weekly newsletters
Parent compacts are signed and discussed annually to reach 100% participation.
School provides assessment results and intervention reports to parents.
Translators are provided at conferences and other meetings as needed.

Parents were not involved in the design, implementation, and evaluation of our school improvement plan. Next year, we will add a parent to our school improvement team.

8. Provide an assurance statement that all Title I paraprofessionals meet the NCLB requirements and/or that all teachers are Highly Qualified.

All Glerum staff meets NCLB requirements as Highly Qualified.

9. Describe the coordination and integration of Federal, State and local programs and services to support the eligible Title I, Part A students and their respective learning needs. Include, if applicable, programs such as violence prevention, nutrition, housing, Head Start, adult, vocational & technical education and any other programs that help support the Title I eligible students in your school.

Positive Behavior System (PBS), Project Charlie, Splash program for health and nutrition, individual staff member trained in Crisis Prevention strategies

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

Curriculum and assessment are primarily determined at the district level by committees that include teacher representatives from all buildings and levels. Instructional decisions are made by individual teachers and teacher teams based on on-going, formative assessments.

Describe how school and student information and progress will be shared with all stakeholders in a language they can understand. 🌸

Translators are provided at conferences, and written communications are available in Spanish. Report cards are evaluated by district parent-staff committees to assure that they are clear and understandable. MEAP reports are written in parent friendly language. Teachers provide opportunities for parents to ask questions and get clarifications about student progress and test results.

Statement of Non-Discrimination

Federal Office of Civil Rights

The school 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.

Name and Title of District Contact: **Jim Nicolette, Assistant Superintendent of Human Resources**

Address: **1138 136th Avenue, Holland, MI 49424**

Telephone Number: **(616) 738-5700**

References:

Title VI of the Civil Rights Act of 1964,

Title IX of the Education Amendments of 1972,

Section 504 of the Rehabilitation Act of 1973,

The Age Discrimination Act of 1975,

The Americans with Disabilities Act of 1990

Elliott-Larsen prohibits discrimination against religion.