



# School Improvement Plan

School Year: 2009-10  
School District: West Ottawa Public  
School Name: Great Lakes Elementary  
Grades Served: K – 5<sup>th</sup>  
Principal: Mr. Jerry McDowell



District Code: 70070  
Building Code: 8612  
Intermediate School District Code: 70

District Approval of Plan:

\_\_\_\_\_  
Authorized Official Signature and Date

Board of Education Approval of Plan:

\_\_\_\_\_  
Authorized Official Signature and Date

## Mission Statement

The **Great Lakes School** family believes in success for all and shares the responsibility with the community for high expectations, a positive and safe environment, respect for diversity, and the promotion of lifelong learning.

**Motto - “Working together to build a better world.”**

## School Belief Statements:



# Our Group Norms

(Established August 2006)

- Encourage the exchange of ideas in an open and free forum
- Constructively challenge ideas, not the people who present them
- Be respectful of one another
- Listen to understand all perspectives
- Keep the focus on teaching and learning

These Norms reflect basic human values and beliefs about how we all wish to be treated, and how we all will treat others as we work together.

### People

- Children come to us on the first day of Kindergarten the best they know how
- All children can and will learn
- Teachers make a difference
- Everyone wants to be better
- Collaboration is not an option
- There is a commitment to work together

### Systems

- Early intervention is essential to attaining long-term achievement targets
- Trust and Verify
- The system timing is critical
- The organization must be fluid and flexible
- Continuous adjustment is responsive, not another new thing

### Staff

- Roles are clearly defined
- Classroom teacher is ultimately responsible
- Title and Core Support teachers supplement instruction
- All teachers teach, adapt, and modify
- Responsibility is shared

### Data

- Data is a tool that informs instruction
- Data is used to adjust instruction and make best practice decisions
- Data can indicate likely outcomes and allow a chance to intervene
- Data can help build relationships
- Data must be collected accurately and in a timely manner

State of Michigan  
School Improvement Planning

<b>School: Great Lakes</b>	<b>School Year: 2009-2010</b>		
<b>Section I: Comprehensive Analysis Report on Student Achievement</b>			
<b>Content Area: Reading</b>	<input checked="" type="checkbox"/> <b>Active Goal</b>	<input type="checkbox"/> <b>Maintenance Goal</b>	<input type="checkbox"/> <b>Revised Goal</b>
<b>Student Goal Statement:</b>			
<i>All students will improve reading performance across the curriculum.</i>			
<b>Statement of gap in student achievement (Need Statement):</b> see attached document for actual gaps			
<ul style="list-style-type: none"> <li>○ Economically disadvantaged and non-economically disadvantaged</li> <li>○ ELL and non-ELL students</li> <li>○ Males and Females</li> </ul>			
<b>Contributing Cause for the gap in student achievement:</b>			
<ul style="list-style-type: none"> <li>○ Lack of student engagement</li> <li>○ Inconsistency in the 3<sup>rd</sup> grade teaching staff over the last three years</li> <li>○ Inconsistency in parent communication regarding expectations with all parents</li> <li>○ Partial use of outcome, process, perception, and demographic data to design instruction</li> <li>○ Stable enrollment overall, yet a select number of students who have not been enrolled in same school</li> </ul>			
<b>List the multiple sources of data used to identify the gap in student achievement:</b>			
<ul style="list-style-type: none"> <li>○ MEAP</li> <li>○ DIBELS</li> <li>○ Running Records</li> <li>○ ELPA</li> <li>○ District Common Assessment in Reading</li> </ul>			

<b>Section II: Comprehensive Analysis Report on System Processes and Practices</b>				
<b>Challenges</b>				
<b>Teaching and Learning</b>	<b>Leadership</b>	<b>Personnel and Professional Learning</b>	<b>School and Community Relations</b>	<b>Data and Information Management</b>
<b>Best Practices</b>	<b>Shared Leadership – Collaborative Inquiry</b>	<b>Staff Participates in Learning Teams</b>	<b>Communication</b>	<b>Application</b>
<b>Student Engagement</b>			<b>Extended Learning Opportunities</b>	<b>Data Support</b>

**Section III: Plan to Accomplish Student Achievement Goals**

**Measurable Objective Statement to support Goal:**

*By 2009 – 10 the percent of students scoring proficient in reading as measured by MEAP, Running Records, and DIBELS Benchmark will increase by 5%. Additionally, English Language Learners will increase the percent of students scoring proficient on the same measures 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 3<sup>rd</sup> – 5<sup>th</sup>
- Running Records
- DIBELS

**Strategy Statement:**

*Collaborative school teams will meet regularly to improve the instructional delivery and inform decisions regarding best practice and allocation of resources.*

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Cost		
Implement literacy block	K – 5 Core Support Staff, Teachers, Administrators	Sept. 2006	Ongoing	HM Reading Resource	Gen Fund	\$	Summary of Effectiveness, Dialogues	Students stay at benchmark or close the achievement gap
Implement RtI model schoolwide	K – 5 Core Support Staff, Teachers, Administrators	Sept. 2006	Ongoing	System, Time, Interventino Menu, Toolbox	Gen Fund, Title I and 31 A	\$	Instructional Dialogues	Observations
Deliver Research-based interventions during literacy intervention block							Instructional Group Sheets	Increase in at-risk Increase in reading scores
Increase Parent Involvement	K – 5 Core Support Staff, Teachers, Administrators	2008	Ongoing	PTO Baggy Books	PTO Funds		Timeline, Attendance	Parent Feedback, targeted program in place
Use SIOP Strategies	Certified Staff and Core Support Staff	2008	Ongoing	ELL/Migrant Director  State SIOP Initiative	Best Practice, PD, Communication		Lesson Plan, Observation	Increase in # of ELPA Proficiency
Training for cohort group								
Additional cohorts added each year								
Follow-up and support through in-class coaching								
Trained staff will present to other staff members to share strategies and build capacity over time								
Build PLC	All Staff	2006	Ongoing	Time	TBD (Change		Staff Meeting	Increase in student

<p><b>Build a culture of collaboration</b></p> <p><b>Provide time and parameters for collaborative interaction</b></p> <p><b>Provide access to appropriate data and develop skills in using data to inform instruction</b></p> <p><b>Provide embedded professional development</b></p>				<p><b>Internet, Infinite Campus, Data Director</b></p>	<p><b>Leadership Team)</b></p> <p><b>Book Study</b></p> <p><b>Technology</b></p>	<p><b>Notes</b></p> <p><b>Notes from instructional dialogues</b></p> <p><b>IB Unit Planners</b></p>	<p><b>achievement in reading</b></p> <p><b>Data entered in timely manner</b></p> <p><b>RtI Notes</b></p>
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**Other Required Information**

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

- Houghton Mifflin Reading/ELA: Program research conducted by Houghton Mifflin
- RTI Extensive research base has prompted the state and federal requirements for implementation of this program.
- Soar to Success: Program research conducted by Houghton Mifflin.
- Professional Learning Communities: Extensive research including Senge's & DuFour's work supports the use of PLC's to increase student achievement.
- SIOP: Extensive research base prompted state and federal support for this model.
- Literacy Framework: ISD conducted extensive research on best practices prior to beginning development of the regional model. Our staff members participated in this research.
- Balanced Assessment: Extensive research (Stiggins, Guskey, Bloom, Popham) on the positive affects of formative assessment on student learning.
- Pyramid of Interventions: Work/research from Alan Blankstein (Failure Is Not An Option) and the research/work of the DuFours.
- 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?**

- **PLC**
- **SIOP Training** - SIOP: Michelle Williams will provide ongoing training to cohort groups from each level throughout the 2008-09 school year. Regional "train the trainer" workshops via state initiative.
- **Intervention Training**
- **Reading best practice support and engagement**

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

*Professional development funds and staff development time is allocated to support the implementation of effective reading and writing programs. We have allocated our time to support collaboration and teamwork.*

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

*The school has worked to increase the availability of technology in the classrooms. More than 70% of the staff actively use the internet as a teaching tool and this is*

*increasing. We use technology to gain access to reading sites and to build background knowledge.*

State of Michigan  
School Improvement Planning

School: Great Lakes

School Year: 2009-2010

**Section I: Comprehensive Analysis Report on Student Achievement**

Content Area: Writing

Active Goal

Maintenance Goal

Revised Goal

Student Goal Statement:

*All students will demonstrate proficiency in writing, at all grade levels, across the curriculum.*

Statement of gap in student achievement (Need Statement): see attached document for actual gaps

1. Economically disadvantaged and non-economically disadvantaged
  1. ELL and non-ELL students
  2. Males and Females

Contributing Cause for the gap in student achievement:

1. Limited delivery of best practice in writing instruction
2. Inconsistency in the 3<sup>rd</sup> grade teaching staff over the last three years
3. Limited response to MEAP data and limited use of outcome, process, perception, and demographic data

List the multiple sources of data used to identify the gap in student achievement:

1. MEAP
2. District Writing Prompts
3. Building Writing Prompts

**Section II: Comprehensive Analysis Report on System Processes and Practices**

**Challenges**

Teaching and Learning	Leadership	Personnel and Professional Learning	School and Community Relations	Data and Information Management
Best Practices	Shared Leadership – Collaborative Inquiry	Staff Participates in Learning Teams	Communication	Application
Student Engagement			Extended Learning Opportunities	Data Support

**Section III: Plan to Accomplish Student Achievement Goals**

Measurable Objective Statement to support Goal:

*In 2009 - 2010 the overall percentage of students performing proficiently on the MEAP Writing Test, district writing assessment, and building writing assessment will increase by 10%. Additionally, each subgroup will increase the percentage of students performing proficiently on the same measures 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 Writing Prompts
- District Writing Prompts
- Building Writing Prompts

**Strategy Statement:**

*Collaborative school teams will meet regularly to plan writing instruction and to increase the interrater reliability when scoring writing to best identify student need.*

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Cost		
Implement 6 +1 Traits of Writing Effective Teaching Model K - 5	K – 5 Core Support Staff, Teachers, Administrators	Sept. 2006	Ongoing	Lucy Calkins, Barry Lane, Reggie Routman, Peer Coaching	Gen Fund	\$	Monitor implementation of writing model	Increase in writing achievement
Implement Writing Workshop Model to include:  Mini-lessons Teacher modeling Conferencing Self-Assess	K – 5 Core Support Staff, Teachers, Administrators	Sept. 2006	Ongoing	Common System, Time,	Gen Fund	\$	Lesson Plans  Formal and informal observations	Increase in writing scores
Increase one-on-one conferencing	K – 5 Core Support Staff, Teachers, Administrators	Mar. 2009	Ongoing	Core Support	Gen Fund, Title 1 and 31A	\$	Observation	On topic writing behaviors with details & examples, increase in positive comments
Implement Peer Coaching Model in targeted 3 <sup>rd</sup> grade classrooms	K – 5 Teachers, Core Support Teachers, Administrators	Mar. 2009	Ongoing	Core Support	Gen Fund, Title 1 and 31A	\$	Conversation between classroom teacher and core support	On task writing behaviors
Implement IB	All Staff	April 12 <sup>th</sup> , 2009	Ongoing	<a href="http://www.ibo.org">www.ibo.org</a>	Gen Fund		Timeline	Increase in Writing from Knowledge and Experience

								<b>Scores</b>
<b>Increase Parent Involvement</b> <b>Targeted 3<sup>rd</sup> grade summer writing project</b>	<b>K – 5 Core Support Staff, Teachers, Administrators</b>	<b>2008</b>	<b>Ongoing</b>	<b>PTO</b>	<b>Gen Fund</b>		<b>Timeline, Attendance</b>	<b>Increase in 4<sup>th</sup> grade writing achievement</b>
<b>Use SIOP Strategies</b> <b>Training for cohort group</b> <b>Additional cohorts added each year</b> <b>Follow-up and support through in-class coaching</b> <b>Trained staff will present to other staff members to share strategies and build capacity over time</b>		<b>2008</b>	<b>Ongoing</b>	<b>Staff Training</b>	<b>Best Practice, PD, Communication</b>		<b>Lesson Plan, Observation</b>	<b>Increase in writing achievement</b>
<b>Build PLC</b> <b>Build a culture of collaboration</b> <b>Provide time and parameters for collaborative interaction</b> <b>Provide access to appropriate data and develop skills in using data to inform instruction</b> <b>Provide embedded professional development</b>	<b>All Staff</b>	<b>2006</b>	<b>Ongoing</b>	<b>Time</b> <b>Internet, Infinite Campus, Data Director</b>	<b>TBD (Change Leadership Team)</b> <b>Book Study</b> <b>Technology</b>		<b>Staff Meeting Agendas</b> <b>IB Unit Planners</b>	<b>Increase in student achievement in writing</b> <b>Data entered in timely manner</b>

### Other Required Information

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

- Experimental Study on the Impact of the 6 +1 Trait Writing Model on Student Achievement in Writing (2005) Kozlow and Bellamy
- The Impact of Training Students to Be Self Assessors of Writing (1994) Arter, Spandel, Culham & Pollard
- Synthesis of Research on Teaching Writing (1987) Hillocks
- Extensive research supporting the use of Lucy Calkins, Barry Lane, and the Six-Traits writing models, processes, and strategies.
- SIOP: Extensive research base prompted state and federal support for this model.
- Professional Learning Communities: Extensive research including Senge's & DuFour's work supports the use of PLC's to increase student achievement.
- Literacy Framework: ISD conducted extensive research on best practices prior to beginning development of the regional model. Our staff members participated in this research.
- Balanced Assessment: Extensive research (Stiggins, Guskey, Bloom, Popham) on the positive affects of formative assessment on student learning.
- 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?**

- **PLC**
- **SIOP Training**
- **Teacher led staff development**
- **Writing best practice support and engagement**
- **Peer Coaching Model**
- **Book Dialogue and discussion using the Lucy Calkins set at appropriate grade levels**
- **Continued opportunity to score writing together**

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

*Professional development funds and staff development time is allocated to support the implementation of effective reading and writing programs. We have allocated our time to support collaboration and teamwork.*

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

*The school has worked to increase the availability of technology in the classrooms. More than 70% of the staff actively use the internet as a teaching tool and this is increasing. We use technology to gain access to reading sites and to build background knowledge. Specifically, wireless keyboards and tablets have led to better teacher modeling of writing.*

State of Michigan  
School Improvement Planning

School: Great Lakes	School Year: 2009-2010		
<b>Section I: Comprehensive Analysis Report on Student Achievement</b>			
Content Area: Math	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal
Student Goal Statement:  <i>All students will be proficient in math.</i>			
Statement of gap in student achievement (Need Statement): see attached document for actual gaps  <ul style="list-style-type: none"> <li>◦ Economically disadvantaged and non-economically disadvantaged</li> <li>◦ ELL and non-ELL students</li> <li>◦ Hispanic and Caucasian</li> </ul>			
Contributing Cause for the gap in student achievement:  <ul style="list-style-type: none"> <li>◦ Misunderstanding of vocabulary used in the directions or questions in assignment or task</li> <li>◦ Partial use to MEAP data and limited use of outcome, process, perception, and demographic data</li> </ul>			
List the multiple sources of data used to identify the gap in student achievement:  <ul style="list-style-type: none"> <li>◦ MEAP</li> <li>◦ Common District Assessment (replacing Math CAPS)</li> <li>◦ HM Unit Assessment</li> <li>◦ Math report card</li> </ul>			

<b>Section II: Comprehensive Analysis Report on System Processes and Practices</b>				
<b>Challenges</b>				
Teaching and Learning	Leadership	Personnel and Professional Learning	School and Community Relations	Data and Information Management
Best Practices	Shared Leadership – Collaborative Inquiry	Staff Participates in Learning Teams	Communication	Application
Student Engagement			Extended Learning Opportunities	Data Support

<b>Section III: Plan to Accomplish Student Achievement Goals</b>
Measurable Objective Statement to support Goal:  <i>In 2009 - 2010 the overall percentage of students performing proficiently in math on the MEAP and common district assessment will increase by 5%. Additionally, each</i>

*subgroup will increase the percentage of students performing proficiently on the same measures by 7%.*

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies:

- MEAP
- Common District Assessment (replacing Math CAPS)
- HM Unit Assessment
- Math report card

**Strategy Statement:**

*Collaborative district and school teams will meet regularly to discuss the implementation of the new math curriculum. This will lead to the integrity and fidelity of the implementation.*

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Cost		
Implement HM Expressions	K – 5 Core Support Staff, Teachers, Administrators	Sept. 2008	Ongoing	HM Expressions	Gen Fund	\$	Pacing, scope, and sequence Lesson Plans Observations	Observed dialogue and engagement  Increased student achievement
Identify GLCEs in lessons	Instructional Staff	Sept. 2007	Ongoing	Practice Items, Time	Gen Fund	\$	GLCE Specific progress monitoring Lesson Plans Observations	Increased achievement
Build Common Academic Math Vocabulary	K – 5 Core Support Staff, Teachers, Administrators	Sept. 2009	Ongoing	Vocabulary	Gen Fund	\$	Observations both informal and formal	Increased achievement
Deliver extended activity in Houghton Mifflin Expressions	K – 5 teachers	Sept. 2009	Ongoing	HM Expressions	Gen Fund	\$	Lesson Plans	Increased achievement
Use SIOP Strategies  Training for cohort group  Additional cohorts added each year  Follow-up and support through in-	All Instructional Staff	2008	Ongoing	Staff Training	Best Practice, PD, Communication		Lesson Plan, Observation	Increase in student achievement in math

class coaching								
Trained staff will present to other staff members to share strategies and build capacity over time								
Build PLC								
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	All Staff	2006	Ongoing	Time Internet, Infinite Campus, Data Director	TBD (Change Leadership Team) Book Study Technology		Staff Meeting Agendas Pacing	Increase in student achievement in math Data entered in timely manner
Provide embedded professional development								

### Other Required Information

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

- **Marzano – dialogue and discussion**
- Math Expressions: Instructional strategies embedded in the program are based on the most recent work of Dr. Karen Fuson of Northwestern University.
- RTI Extensive research base has prompted the state and federal requirements for implementation of this program.
- Intervention classes and tutoring: Research shows that one-on-one or small group instruction increases the achievement of at-risk students.
- SIOP: Extensive research base prompted state and federal support for this model.
- Marzano’s research on the positive impact of an aligned curriculum, dialogue and discussion
- Professional Learning Communities: Extensive research including Senge’s & DuFour’s work supports the use of PLC’s to increase student achievement.
- Pyramid of Interventions: Work/research from Alan Blankstein (Failure Is Not An Option) and the research/work of the DuFours.
- Teacher Assessment Model – Based on the extensive research of Charlotte Danielson (Enhancing Professional Practice: A Framework for Teaching)
- Balanced Assessment: Extensive research (Stiggins, Guskey, Bloom, Popham) on the positive affects of formative assessment on student learning.

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

- PLC – Math Teacher Led Training
- SIOP Training
- Grade level discussion and modeling

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

*Professional development funds and staff development time is allocated to support the implementation of the new math program. We have allocated our pd time to support collaboration and teamwork.*

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

*The school has worked to increase the availability of technology in the classrooms. More than 70% of the staff actively use the internet as a teaching tool and this is increasing. We use technology to gain access to math sites and to demo problems. Specifically, automated response systems have provided opportunities for immediate feedback at the 3<sup>rd</sup> and 5<sup>th</sup> grades. The data director should help disaggregate data and provide useful information to teachers.*

State of Michigan  
School Improvement Planning

School: Great Lakes	School Year: 2009-2010		
<b>Section I: Comprehensive Analysis Report on Student Achievement</b>			
Content Area: Science	<input type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input checked="" type="checkbox"/> Revised Goal
Student Goal Statement:  <i>All students will be proficient in science.</i>			
Statement of gap in student achievement (Need Statement): see attached supporting document  1. ELL and non-ELL students			
Contributing Cause for the gap in student achievement:  1. Misunderstanding of vocabulary used in directions and questions in assignment or task – students don't read question carefully 2. Partial use of MEAP data and limited use of outcome, process, perception, and demographic data 3. Background knowledge not presented in native language			
List the multiple sources of data used to identify the gap in student achievement:  1. MEAP 2. IB Unit Summative Assessment 3. Common District Assessments			

<b>Section II: Comprehensive Analysis Report on System Processes and Practices</b>				
<b>Challenges</b>				
Teaching and Learning	Leadership	Personnel and Professional Learning	School and Community Relations	Data and Information Management
Best Practices	Shared Leadership – Collaborative Inquiry	Staff Participates in Learning Teams	Communication	Application
Student Engagement			Extended Learning Opportunities	Data Support

**Section III: Plan to Accomplish Student Achievement Goals**

**Measurable Objective Statement to support Goal:**

*In 2009 - 2010 the overall percentage of students performing proficiently in science on the MEAP and district assessment will increase by 5%. Additionally, each subgroup will increase the percentage of students performing proficiently on the same measures by 7%.*

**For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies:**

1. MEAP
2. IB Unit Summative Assessment
3. Common District Assessment

**Strategy Statement:**

*Collaborative building teams will work together to develop units of inquiry that stimulate critical thinking in students.*

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Cost		
<b>Implement IB</b>  Increase the rigor and relevance of integrated instruction through IB Units  Inquiry Based instruction  Increase student collaboration and cooperative learning	All Staff	April 12 <sup>th</sup> , 2009	Ongoing	Battle Creek Math and Science  District Resources  <a href="http://www.ibo.org">www.ibo.org</a>  GLCEs (vocabulary)	Gen Fund		IB Unit Planners, Programme of Inquiry  Observations	Increase in science achievement
Increase Parent Involvement  Work with parents on the development of the IB POI	K – 5 Core Support Staff, Teachers, Administrators	2008	Ongoing	Parent community	No cost		Parent Meeting Agendas	Increase in science achievement
Use SIOP Strategies  Training for cohort group  Additional cohorts added each year		2008	Ongoing	Staff Training	Best Practice, PD, Communication		Lesson Plan, Observation	Increase in # of ELPA Proficiency will lead to an increase in science scores

<p><b>Follow-up and support through in-class coaching</b></p> <p><b>Trained staff will present to other staff members to share strategies and build capacity over time</b></p>								
<p><b>Build PLC</b></p> <p><b>Build a culture of collaboration</b></p> <p><b>Provide time and parameters for collaborative interaction</b></p> <p><b>Provide access to appropriate data and develop skills in using data to inform instruction</b></p> <p><b>Provide embedded professional development</b></p>	<p><b>All Staff</b></p>	<p><b>2006</b></p>	<p><b>Ongoing</b></p>	<p><b>Time</b></p>	<p><b>Effort</b></p>	<p><b>Staff Meeting Notes</b></p>	<p><b>Increase in science achievement</b></p>	

**Other Required Information**

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

- Increase in the rigor and relevance is cited in Marzano's work
- SIOP – increased dialogue and conversation

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

- PLC – Collaborative Planning
- PD in International Baccalaureate to develop a constructivist approach in science
- SIOP training
- PD in small group instruction
- PD in questioning
- PD in inquiry based learning

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

*The district has allocated funds to support the development and implementation of the IB Primary Years Programme.*

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

*The school has worked to increase the availability of technology in the classrooms. More than 70% of the staff actively use the internet as a teaching tool and this is increasing. We use technology to gain access to the world wide web. We use Moodle to engage students in the upper grades. United Streaming to build background knowledge and build understanding.*

State of Michigan  
School Improvement Planning

<b>School: Great Lakes</b>	<b>School Year: 2009-2010</b>		
<b>Section I: Comprehensive Analysis Report on Student Achievement</b>			
<b>Content Area: Social Studies</b>	<input type="checkbox"/> <b>Active Goal</b>	<input type="checkbox"/> <b>Maintenance Goal</b>	<input checked="" type="checkbox"/> <b>Revised Goal</b>
<b>Student Goal Statement:</b>			
<i>All students will be proficient in social studies..</i>			
<b>Statement of gap in student achievement (Need Statement):</b>			
<ul style="list-style-type: none"> <li>◦ ELL and non-ELL students</li> </ul>			
<b>Contributing Cause for the gap in student achievement:</b>			
<ul style="list-style-type: none"> <li>◦ Misunderstanding of vocabulary used in assignment or task</li> <li>◦ Limited response to MEAP data and limited use of outcome, process, perception, and demographic data</li> <li>◦ Background knowledge not presented in native language</li> </ul>			
<b>List the multiple sources of data used to identify the gap in student achievement:</b>			
<ul style="list-style-type: none"> <li>◦ MEAP</li> <li>◦ IB Unit Summative Assessment</li> <li>◦ Building Level Assessment</li> </ul>			

<b>Section II: Comprehensive Analysis Report on System Processes and Practices</b>				
<b>Challenges</b>				
<b>Teaching and Learning</b>	<b>Leadership</b>	<b>Personnel and Professional Learning</b>	<b>School and Community Relations</b>	<b>Data and Information Management</b>
<b>Best Practices</b>	<b>Shared Leadership – Collaborative Inquiry</b>	<b>Staff Participates in Learning Teams</b>	<b>Communication</b>	<b>Application</b>
<b>Student Engagement</b>			<b>Extended Learning Opportunities</b>	<b>Data Support</b>

<b>Section III: Plan to Accomplish Student Achievement Goals</b>
<b>Measurable Objective Statement to support Goal:</b>

*In 2009 - 2010 the overall percentage of students performing proficiently in social studies on the MEAP will increase by 5%. Additionally, each subgroup will increase the percentage of students performing proficiently on the same measures by 7%.*

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies:

- MEAP
- IB Unit Summative Assessment
- Common Grade Level Assessment

Strategy Statement:

*Collaborative building teams will work together to develop units of inquiry that stimulate critical thinking in students.*

Action Steps	Staff Responsible	Timeline for Activity			Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Cost			
Implement IB Increase the rigor and relevance of integrated instruction through IB Units Inquiry Based instruction Increase student collaboration and cooperative learning	All Staff	April 12 <sup>th</sup> , 2009	Ongoing	IB Training District Resources <a href="http://www.ibo.org">www.ibo.org</a> GLCEs (vocabulary)	Gen Fund Foundation		IB Unit Planners Programme of Inquiry Observations	Increase in social studies achievement	
Increase Parent Involvement Work with parents on the development of the IB POI	K – 5 Core Support Staff, Teachers, Administrators	2008	Ongoing	Parent community	No cost		Parent Meeting Agendas	Increase in social studies achievement	
Use SIOP Strategies Training for cohort group Additional cohorts added each year		2008	Ongoing	Staff Training	Best Practice, PD, Communication		Lesson Plan Observation	Increase in # of ELPA Proficiency will lead to an increase in social studies achievement	

<p><b>Follow-up and support through in-class coaching</b></p> <p><b>Trained staff will present to other staff members to share strategies and build capacity over time</b></p>								
<p><b>Build PLC</b></p> <p><b>Build a culture of collaboration</b></p> <p><b>Provide time and parameters for collaborative interaction</b></p> <p><b>Provide access to appropriate data and develop skills in using data to inform instruction</b></p> <p><b>Provide embedded professional development</b></p>	<p><b>All Staff</b></p>	<p><b>2006</b></p>	<p><b>Ongoing</b></p>	<p><b>Time</b></p>	<p><b>Effort</b></p>	<p><b>Staff Meeting Agenda</b></p> <p><b>IB Unit Planners</b></p>	<p><b>Increase in social studies achievement</b></p> <p><b>Increase Collaborative Meetings</b></p>	

**Other Required Information**

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

- Increase in the rigor and relevance is cited in Marzano's work
- SIOP – collaboration and substantive conversation

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

- PLC – Collaborative Planning
- PD in International Baccalaureate to develop a constructivist approach in social studies
- Integrate thematically
- SIOP
- PD in small group instruction
- PD in questioning

- PD in inquiry based learning

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

*The district has allocated funds to support the development and implementation of the IB Primary Years Programme.*

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

*The school has worked to increase the availability of technology in the classrooms. More than 70% of the staff actively use the internet as a teaching tool and this is increasing. We use technology to gain access to the world wide web. We use Moodle to engage students in the upper grades. United Streaming to build background knowledge and build understanding.*

## **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).**

- MEAP assessment results in grades 3 – 5.
- Rigby Running Record in grades 1 – 5.
- DIBELS benchmarking (three times per year) and progress monitoring (between benchmarking intervals) at grades K – 5.
- District Interim Assessments in:
  - Reading
  - Writing
  - Math
  - Science (beginning fall 2010)

**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.**

- Response to Intervention: Extensive research base has prompted the state and federal requirements for implementation of this program.
- Reading Response to Intervention – Small group and individual instruction provided to students based on prescriptive assessment of needs. The following research-based intervention programs have been identified to provide targeted instruction in reading:
  - Early Success
  - Soar to Success
  - Road to the Code
  - Read Naturally
  - Words Their Way
  - REWARDS
  - Phonics for Reading
  - K – PALS, 1<sup>st</sup> PALS
- Math Response to Intervention (To be added 2009 – 2011)
  - Small group and individual instruction provided to students based on prescriptive assessment of needs.
  - Benchmarking and progress monitoring assessments developed and provided via web by OAISD.
  - Intervention strategies have been identified by the OAISD from existing resources (Math Expressions).
  - Investigate potential for both in-school and after school implementation models.
- In the implementation of Title I programming, qualified core support staff and classroom teachers provide small group and individual instruction to targeted students through a combination of push-in and pull-out models. RtI is applied in reading (math being added). Identified students also receive support in science as needed.

**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.**

- Through the reading RtI process, students receiving Title I Part A services in reading are assessed frequently using a variety of measures. Progress Monitoring meetings are conducted every three to six weeks using this data to determine the effectiveness of intervention strategies and make adjustments if indicated.
- Through the math RtI process, students receiving Title I Part A services in math will be identified using OAISD benchmarking and screening assessments. Progress Monitoring meetings will be conducted every three to six weeks using this data to determine the effectiveness of intervention strategies and make adjustments if indicated.
- We are currently implementing a data warehousing software package (Data Director) that allows us to collect and analyze real-time data for identified students.
- We are implementing a comprehensive system of local assessments to gather student learning data continuously throughout the school year. This data is reviewed on a regular basis to determine the effectiveness of Title I Part A programming and make appropriate adjustments.

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

Our school improvement plan incorporates an RtI model and teacher collaboration to make improvements in instruction for our most at risk learners. Incorporating SIOP strategies into our plan is an important step in our aim to improve instruction.

**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.**

We continuously monitor the integrity and fidelity of the implementation of our interventions. There is a collaborative lunch period that is available for conversation regarding the delivery of intervention. All support staff are full trained in the delivery of the intervention. Paraprofessionals receive training in the use of specific strategies used with students receiving Title I Part A services.

**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.**

We share the responsibility for students success across all grade levels at Great Lakes K – 5<sup>th</sup>. Students receive Title I Part A support based on failure to master state content expectations. These expectations represent the district adopted curriculum required for all students.

**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.**

We share the parent compact at the beginning of the school year. We review this at PTO and as needed over the telephone. We have invited a representative parent group to our IB planning and implementation team. This is representative of a large number of our parent community. Our SIT has representation from our PTO and parent community. We mail our assessment results and encourage parents to ask questions about these assessments.

- Parental Involvement
- Implementation & Evaluation of Title I, Part A Programming
- Parent Compact

- Individual Student Academic Results
- School Level Policy
- Annual Parent Meeting

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

**As determined by the Office of Human Resources and confirmed by the Principal all teachers are Highly Qualified.** All of the West Ottawa Title I paraprofessionals meet the requirements as defined under NCLB. All West Ottawa teachers serving Title I students meet the highly qualified requirements as defined under NCLB.

**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.**

Much of the coordination is accomplished at the Central Administration Office. We collect information and data to provide them with information to coordinate as requested.

- The following grants are coordinated with Title I Part A to provide comprehensive services to targeted students:
  - Safe & Drug Free School – Violence prevention.
  - SPLASH grants (nutrition) at several of our targeted schools.
  - Title I C provides support for migrant students.
  - Title III provides support for ELL students.
  - 31A provides additional funding to support at risk students.
- Funds from all of these sources are coordinated to build a comprehensive program to support the learning needs of our qualifying Title I Part A students.

# Stakeholder Involvement

List the names and positions 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.

School Improvement Planning Team Members ❁			
Name	Signature	Position	E-mail
Jerry McDowell		Principal	<a href="mailto:mcdowellj@westottawa.net">mcdowellj@westottawa.net</a>
Sean Bateman		1 <sup>st</sup> Grade Teacher	<a href="mailto:batemans@westottawa.net">batemans@westottawa.net</a>
Lisa Luyk		1 <sup>st</sup> Grade Teacher	<a href="mailto:luykl@westottawa.net">luykl@westottawa.net</a>
Wendy Evans		2 <sup>nd</sup> grade teacher	<a href="mailto:evansw@westottawa.net">evansw@westottawa.net</a>
David Douglas		3 <sup>rd</sup> grade teacher	<a href="mailto:douglasd@westottawa.net">douglasd@westottawa.net</a>
Dave Stefanich		4 <sup>th</sup> grade teacher	<a href="mailto:stefanichd@westottawa.net">stefanichd@westottawa.net</a>
Shalonda Owens		4 <sup>th</sup> grade teacher	<a href="mailto:owenss@westottawa.net">owenss@westottawa.net</a>
Dan Lynn		5 <sup>th</sup> grade teacher	<a href="mailto:lynnd@westottawa.net">lynnd@westottawa.net</a>
Chris Loughrin		Music teacher	<a href="mailto:loughrinc@westottawa.net">loughrinc@westottawa.net</a>
Jennifer VerHelst		Parent Rep	
Stephanie Lehman		Parent Rep	
David Eaton		Community	
Lynda DeCan		PTO President	

**Describe how all stakeholders are involved in the planning, design, monitoring, and evaluation of this school improvement plan. ❁**

The primary team responsible for the planning, design, and implementation were the grade level representatives. Our parent representation have worked on the analysis of the plan and provided insight into their needs. Dave Eaton has met with us in previous years to discuss the needs of the workforce regarding collaboration and creativity.

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

There is a committee called WOLT that works through a lot of the decisions from the district level. We recently worked collaboratively to build consensus in our decision to pursue International Baccalaureate authorization.

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

Efforts are made to translate at conferences and report cards. Translators are available. Our secretary is bilingual, Spanish speaking, and is able to communicate with most of our bilingual parents. We have two others who are fluent in Lao and Vietnamese. We have access to a Chinese translator. We have recently looked into audiobooks that are available in multiple languages.

# 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 Teaching and Learning**

Address: **1138 136<sup>th</sup> 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.