



# School Improvement Plan

School Year: 2008-2009  
School District: West Ottawa Public Schools  
School Name: North Holland Elementary  
Grades Served: K-5  
Principal: Karen Abraham

District Code: 70070  
Building Code: 02732  
Intermediate School District Code:

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

**School Vision Statement:** Our vision for North Holland includes: a safe place with clear behavioral expectations for students so teachers can have fun teaching and students are motivated to learn; students educated holistically so they become responsible, creative thinkers and problem solvers with fine character; parents who are intimately and willingly involved; a place where literacy is primary and other disciplines are secondary; an outside appearance that is a reflection of our inside strengths; a place where educators are guided by best practices and work collaboratively to implement new instructional strategies; a place with a full size gym and separate lunch room; a staggered start and ending to school days to accommodate students and families; in-house counselors, social workers, social services, and a nurse for students and families.

**School Mission Statement:** The North Holland community will work together to create an environment where students demonstrate respect, responsibility, and are ready to learn.

**School Belief Statements:** Every student can learn. Effective education meets the individual needs of a diverse student population.

# State of Michigan School Improvement Planning

School: North Holland	School Year: 2008-2009
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## Section I: Comprehensive Analysis Report on Student Achievement

Content Area: <b>Math</b>	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal
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**Student Goal Statement: All students will increase their math proficiency.**

**Statement of gap in student achievement (Need Statement):**  
 The percentage of 3<sup>rd</sup> grade economically disadvantaged students achieving proficiency declined 10%, Hispanics 7%, and females 6%. 5<sup>th</sup> grade Hispanics students achieving proficiency declined 8%.

- 3<sup>rd</sup> grade scores have gone up and down over the last 3 years
- 4<sup>th</sup> grade scores have consistently gone up over the last 3 years with a minimum 5% increase each year
- 5<sup>th</sup> grade scores have gone up and down over the last 3 years with an 8% increase in the last year

**Contributing Cause for the gap in student achievement:**

In previous years we were not actively using SIOP strategies or Ruby Payne’s strategies for low SES students.

**List the multiple sources of data used to identify the gap in student achievement:**  
 MEAP, District math assessments, unit 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)**

Strand1: Teaching for Learning	Strand 2: Leadership	Strand 3: Personnel & Professional Learning	Strand 4: School & Community Relations	Strand 5: Data & Info. Management
Student engagement	Collaborative Decision Making	Uses best practices	Diversity	Analysis
	Shared vision and mission	Job-embedded	Decision-making	

## Section III: Plan to Accomplish Student Achievement Goals

**Measurable Objective Statement to support Goal:**

**By 2012, 100% of students at North Holland will be proficient in math as measured by MEAP and District math assessments. Additionally, each subgroup will increase the percentage of students scoring proficient on MEAP and District math assessments by at least 10% each year.**

**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	Resource	Source	Amount		
<b>Math Expressions Program: Implement research-based strategies embedded in the new program</b>  <b>Examine data and discuss interventions at SMART goal/PLC meetings throughout the year.</b>	<b>K-5 teachers and administrator</b>  <b>K-5 teachers and building principal</b>	Sept. 2008	Ongoing	New math series	General Fund	NA	<b>Administrator observations via:</b> <ul style="list-style-type: none"> <li>Walk throughs</li> <li>Lesson plans</li> </ul> <b>Meeting schedule, agendas, and minutes</b>	<b>Increased District math assessment scores</b>  <b>Improved MEAP scores</b>  <b>Increased student math performance</b>
		Sept. 2009	Ongoing	Work sessions	General Fund	NA		
<b>Book Study of Ruby Payne's "A Framework for Understanding Poverty"</b>	<b>K-5 teachers and administrator</b>	<b>Sept. 2009</b>	<b>May 2010</b>	<b>Books</b>  <b>OAISD trainer</b>	<b>General Fund</b>	<b>\$400.00</b>	<b>Meeting schedule, agenda, and minutes</b>	<b>Increased student performance in classroom.</b>
<b>Implement SIOP K-5 through regular SIOP meetings and discussions at grade and building level</b>	<b>K-5 teachers and administrator</b>	<b>Sept. 2009</b>	<b>Ongoing</b>	<b>Michelle Williams, Karen Boer, Katie Elliot</b>	<b>NA</b>	<b>NA</b>	<b>Meeting schedule and agendas</b>  <b>Administrator observations via:</b> <ul style="list-style-type: none"> <li>Walk throughs</li> <li>Lesson plans</li> </ul>	<b>Increased student performance in classroom.</b>

<b>Expand RtI to include math interventions</b>	<b>K-5 teachers, core support staff, psychologist, and building administrator</b>	<b>Sept. 2009</b>	<b>Ongoing</b>	<b>Math consultant: Mike Klavon  ELAR program</b>	<b>OAISD  Title I</b>	<b>Meeting minutes, documentation of interventions provided to students, student groups, etc.</b>	<b>Observation/participation of meetings by principal  ELAR benchmarking scores and classroom assessments.  Improved MEAP math scores and District common assessments.</b>
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**Other Required Information**

**What research did you review to support the use of this strategy and action plan? SIOP, Marzano, Ruby Payne, DuFour**

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

- **Math Expressions: Grade level meetings to discuss new math strategies and review math assessments**
- **Ruby Payne Book Study: Increase teacher knowledge of strategies for low SES students**
- **SIOP: Regular staff discussions at grade and building level of SIOP strategies and implementation**
- **Math RtI /ELAR/Intervention training with Mike Klavon from the OAISD**

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

**In this area we have done very well and are using HM Math Expression resources supported through general fund dollars.**

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

**This is our first year of implementation with the HM Math Expressions program. On-line resources are available that complement the program and some teachers are using this resource. As teachers become familiar with the program and resources, we anticipate that even more teachers will use this resource. The district has also added Data Director and staff is regularly entering math scores to be used for evaluation and discussion.**

## State of Michigan School Improvement Planning

School: North Holland		School Year: 2008-2009		
<b>Section I: Comprehensive Analysis Report on Student Achievement</b>				
Content Area: <b>Science</b>	<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 science.				
Statement of gap in student achievement (Need Statement): The percentage of 5 <sup>th</sup> grade economically disadvantaged students achieving proficiency has declined (21%), Caucasian (17%), Hispanic (8%), male (13%) and female (7%).				
<ul style="list-style-type: none"> <li>• 5<sup>th</sup> grade scores have gone up and down over the last 3 years with an 11% increase and then an 8% decrease in the past year.</li> <li>• Our Asian population has significantly increased (22%) and then maintained scores</li> </ul>				
Contributing Cause for the gap in student achievement: In previous years we were not actively using SIOP strategies or Ruby Payne's strategies for low SES students.				
List the multiple sources of data used to identify the gap in student achievement: MEAP, District common assessments				
<b>Section II: Comprehensive Analysis Report on System Processes and Practices</b>				
<b>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)</b>				
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	Collaborative Decision Making	Uses best practices	Diversity	Analysis
	Shared vision and mission	Job-embedded	Decision-making	
<b>Section III: Plan to Accomplish Student Achievement Goals</b>				
Measurable Objective Statement to support Goal:				
By 2012, 100% of students at North Holland will be proficient in science as measured by MEAP and District science assessments. By 2009-2010, the percent of students scoring proficient in science as measured by the MEAP will increase by 5%. Additionally, each subgroup will increase the percentage of students scoring proficient on MEAP by at least 5% each year.				
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 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		
Battle Creek Science Kits Implementation	1-5 teachers and administrator	Sept. 2005	Ongoing	BC supplies and materials	BCMASC and local vendors	NA	Administrator observations	Increase in MEAP science scores  Improved scores on District unit assessments
Book Study of Ruby Payne's "A Framework for Understanding Poverty"	K-5 teachers and administrator	Sept. 2009	May 2010	Books	General Fund  OAISD trainer	\$400.00	Meeting schedule, agenda and minutes	Increased student performance in classroom.
Implement SIOP K-5 through regular SIOP meetings and discussions at grade and building level	K-5 teachers and administrator	Sept. 2009	Ongoing	Michelle Williams, Karen Boer, Katie Elliot	NA	NA	Meeting schedule, agendas and minutes	Increased student performance in classroom.

**Other Required Information**

**What research did you review to support the use of this strategy and action plan? SIOP, Marzano, Ruby Payne**

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

- BCMASC Kits: Teachers receive regular updates on-line and will be trained in the new kits during fall 2010
- Ruby Payne Book Study: Increase teacher knowledge of strategies for low SES students
- SIOP: Regular staff discussions at grade and building level of SIOP strategies and implementation

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

**In this area we have done very well and are using the BCMS kits resources supported through general fund dollars.**

**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 program has been added to our technology menu to allow access to current data. Staff received ceiling-mounted projectors connected to our computers that enhance instruction by allowing teachers to easily access instructional videos and content via the internet.**

## State of Michigan School Improvement Planning

School: North Holland		School Year: 2008-2009		
<b>Section I: Comprehensive Analysis Report on Student Achievement</b>				
Content Area: <b>Social Studies</b>	<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 social studies.				
Statement of gap in student achievement (Need Statement): Significant gaps (45%) exist for Special Education students. <ul style="list-style-type: none"> <li>• 6<sup>th</sup> grade scores have increased with an 18% increase in the past year.</li> </ul>				
Contributing Cause for the gap in student achievement:  In previous years, special education students have not had consistent access to the regular curriculum.				
List the multiple sources of data used to identify the gap in student achievement: MEAP, TCI assessments				
<b>Section II: Comprehensive Analysis Report on System Processes and Practices</b>				
<b>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)</b>				
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	Collaborative Decision Making	Uses best practices	Diversity	Analysis
	Shared vision and mission	Job-embedded	Decision-making	
<b>Section III: Plan to Accomplish Student Achievement Goals</b>				
Measurable Objective Statement to support Goal: By 2012, 100% of students at North Holland will be proficient in social studies as measured by MEAP and district common assessments. By 2009-2010, the percent of students scoring proficient in social studies as measured by the MEAP will increase by 5%. Additionally, each subgroup will increase the percentage of students scoring proficient on MEAP and district assessments by at least 10% each year.				
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 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		
Continue implementation of TCI program K-5	K-5 teachers and administrator	Sept. 2008	Ongoing	Textbook and supporting resources	General fund	NA	Administrator observations via: <ul style="list-style-type: none"> <li>Walk throughs</li> <li>Lesson plans</li> </ul>	Increased MEAP scores  Improved scores on TCI unit assessments
Book Study of Ruby Payne's "A Framework for Understanding Poverty"	K-5 teachers and administrator	Sept. 2009	May 2010	Books  OAISD trainer	General Fund	\$400.00	Meeting schedule and minutes	Increased student performance in classroom.
Include Special Education students in Social Studies instruction	K-5 teachers and administrator	Sept. 2009	Ongoing	Textbook and supporting resources	General fund	NA	Administrator observations via: <ul style="list-style-type: none"> <li>Walk throughs</li> <li>Lesson plans</li> </ul>	Increased MEAP and TCI unit assessment scores

**Other Required Information**

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

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

- TCI program review and discussion
- Ruby Payne Book Study: Increase teacher knowledge of strategies for low SES students
- SIOP: Regular staff discussions at grade and building level of SIOP strategies and implementation
- Teacher representative on district committee to examine new Social Studies GLCE's and share changes with staff at meetings

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

We are using General Fund resources to support these initiatives.

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

Staff received ceiling-mounted projectors connected to our computers that enhance instruction by allowing teachers to easily access instructional videos and content via the internet. The district has also purchased Data Director to provide data warehousing capabilities to support these activities.

# State of Michigan School Improvement Planning

School: North Holland	School Year: 2008-2009
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## Section I: Comprehensive Analysis Report on Student Achievement

Content Area: <b>Writing</b>	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal
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**Student Goal Statement:**  
All students will be proficient writers.

**Statement of gap in student achievement (Need Statement):**  
The percentage of economically disadvantaged, Hispanic and male students achieving proficiency has decreased in comparison to the rest of the student population. 3<sup>rd</sup> grade males and Hispanics have declined significantly (11% and 34% respectively) 4<sup>th</sup> grade males have declined 6%, Hispanic students 35%, and economically disadvantaged by 15%. 5<sup>th</sup> grade males have declined by 8%, Hispanics by 10%, and economically disadvantaged by 18%. In addition, female scores have declined in 3<sup>rd</sup> grade by 28%.

- 5<sup>th</sup> grade scores have gone up and down over the past 3 years with a 12% increase in the past year
- 4<sup>th</sup> grade scores have gone up and down over the past 3 years with a 19% increase in the past year
- 3<sup>rd</sup> grade scores have gone up and down over the past 3 years with a 6% increase in the past year

**Contributing Cause for the gap in student achievement:**  
In previous years we were not actively using SIOP strategies or Ruby Payne’s strategies for low SES students.

**List the multiple sources of data used to identify the gap in student achievement:** MEAP, District writing prompts

## 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)**

Strand1: Teaching for Learning	Strand 2: Leadership	Strand 3: Personnel & Professional Learning	Strand 4: School & Community Relations	Strand 5: Data & Info. Management
Student engagement	Collaborative Decision Making	Uses best practices	Diversity	Analysis
	Shared vision and mission	Job-embedded	Decision-making	

## Section III: Plan to Accomplish Student Achievement Goals

**Measurable Objective Statement to support Goal:**  
By 2012, 100% of students at North Holland will be proficient in writing as measured by MEAP and District common assessments. Additionally, each subgroup will increase the percentage of students scoring proficient on the MEAP and district assessments by at least 10% each year

**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 Writing Prompts**

**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		
<b>Implement research based writing strategies (Calkins'):</b>  <b>Lucy Calkins'; Writing Process;</b>  <b>Six +1 Trait integration and training in writing assessment and application of GLCE's</b>	<b>K-5 Teachers and administrator</b>  <b>One K-2 and 3-5 teacher</b>	Sept. 2008	Ongoing	Book sets for teachers	General fund	No cost (purchased last year)	<b>Administrator observations via:</b> <ul style="list-style-type: none"> <li>• Walk throughs</li> <li>• Lesson plans</li> </ul>	<b>Improved writing prompt scores</b>  <b>Improved MEAP writing scores</b>
		Sept. 2009	April 2010	OAISD training		\$800.00		
		Nov. 2009	April 2010	Kathy Gilbert and David Matteson		TBD		
<b>OAISD Literacy Framework: Use of web based resources</b>	<b>K-5 teachers</b>	<b>Summer 2008</b>	<b>Ongoing</b>	<b>Web site</b>	<b>ISD</b>	<b>No cost to district</b>	<b>Administrator observations via:</b> <ul style="list-style-type: none"> <li>• Walk throughs</li> <li>• Lesson plans</li> </ul>	<b>Improved MEAP writing scores</b>
<b>Book Study of Ruby Payne's "A Framework for Understanding Poverty"</b>	<b>K-5 teachers and administrator</b>	<b>Sept. 2009</b>	<b>May 2010</b>	<b>Books</b>  <b>OAISD trainer</b>	<b>General Fund</b>	<b>\$400.00</b>	<b>Meeting schedule and minutes</b>	<b>Increased student performance in classroom.</b>

<b>Implement SIOP K-5 through regular SIOP meetings and discussions at grade and building level</b>	<b>K-5 teachers and administrator</b>	<b>Sept. 2009</b>	<b>Ongoing</b>	<b>Michelle Williams, Katie Elliot, Karen Boer</b>	<b>NA</b>	<b>NA</b>	<b>Meeting schedule, minutes, and agendas</b>  <b>Administrator observations via:</b> <ul style="list-style-type: none"> <li>• Walk throughs Lesson plans</li> </ul>	<b>Increased student performance in classroom.</b>
<b>Examine data and discuss writing interventions and instructional strategies at regularly held SMART goal/PLC meetings</b>	<b>K-5 teachers and administrator</b>	<b>Feb. 2009</b>	<b>Ongoing</b>	<b>Guest teachers</b>	<b>General Fund</b>	<b>NA</b>	<b>Meeting agendas, minutes;</b>  <b>Administrator observations via:</b> <ul style="list-style-type: none"> <li>• Walk throughs</li> <li>• Lesson plans</li> </ul>	<b>Improved writing scores</b>

**Other Required Information**

**What research did you review to support the use of this strategy and action plan?  
SIOP, Marzano, Ruby Payne, DuFour**

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

- **Lucy Calkins' book study and peer coaching as embedded PD**
- **Ruby Payne Book Study: Increase teacher knowledge of strategies for low SES students**
- **SIOP: Regular staff discussions at grade and building level of SIOP strategies and implementation**
- **OAISD Calkins' training for a K-2 and 3-5 teacher representative to prepare for peer coaching in 2010-2011**
- **Grade level meetings with Kathy Gilbert and David Matteson to build common understanding and language with regards to the writing process and to facilitate the integration of writing assessment and instruction**

**How has the school integrated its available fiscal resources to support this strategy and action steps?  
We are using General Fund resources to support these initiatives.**

**How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps?  
Teachers will learn to use the web-based resources developed by the OAISD Literacy Framework to support reading instruction. Staff also received ceiling-mounted projectors connected to our computers that enhance instruction by allowing teachers to easily access instructional videos and content via the internet.  
The district has also purchased Data Director to provide data warehousing capabilities to support these activities.**

# State of Michigan School Improvement Planning

<b>School:</b> North Holland	<b>School Year:</b> 2008-2009			
<b>Section I: Comprehensive Analysis Report on Student Achievement</b>				
<b>Content Area:</b> Reading	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal	
<b>Student Goal Statement:</b> All students will be proficient readers.				
<p><b>Statement of gap in student achievement (Need Statement):</b> Significant gaps (5% or greater) exist across grade levels between:</p> <ul style="list-style-type: none"> <li>• Economically disadvantaged and non-economically disadvantaged</li> <li>• Hispanic and Caucasian</li> <li>• Males and females at 5<sup>th</sup> grade</li>   <li>• 3<sup>rd</sup> grade scores have gone up and down over the past 3 years with an over 10% increase over time</li> <li>• 4<sup>th</sup> grade scores have remained consistent over the past 3 years.</li> <li>• 5<sup>th</sup> grade scores have gone up and down over the past 3 years with a 5% increase in the past year.</li> </ul>				
<p><b>Contributing Cause for the gap in student achievement:</b></p> <p>In previous years we were not actively using SIOP strategies or Ruby Payne's strategies for low SES students. Possible sub-conscious gender bias may also play a role.</p>				
<p><b>List the multiple sources of data used to identify the gap in student achievement:</b> MEAP, DIBELS, Rigby Running Records</p>				
<b>Section II: Comprehensive Analysis Report on System Processes and Practices</b>				
<p><b>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)</b></p>				
<b>Strand1: Teaching for Learning</b>	<b>Strand 2: Leadership</b>	<b>Strand 3: Personnel &amp; Professional Learning</b>	<b>Strand 4: School &amp; Community Relations</b>	<b>Strand 5: Data &amp; Info. Management</b>
<b>Student engagement</b>	<b>Collaborative Decision Making</b>	<b>Uses best practices</b>	<b>Diversity</b>	<b>Analysis</b>
	<b>Shared vision and mission</b>	<b>Job-embedded</b>	<b>Decision-making</b>	
<b>Section III: Plan to Accomplish Student Achievement Goals</b>				
<p><b>Measurable Objective Statement to support Goal:</b></p> <p>By 2012, 100% of students at North Holland will be proficient in reading as measured by MEAP, Rigby Running Records, DIBELS and District common assessments. Additionally, each subgroup will increase the percentage of students scoring proficient on MEAP, Rigby Running Records, DIBELS and District common assessments by at least 10% each year.</p>				
<p><b>For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies:</b> MEAP, DIBELS, Rigby Running Records, District common assessments</p>				

**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
		Begin	End	Resource	Source	Amount		
<b>Response to Intervention (RtI)</b>  <b>Reading Interventions (K-5)</b>	<b>K-5 Core Support Staff, Teachers, Administrator, Psychologist</b>	<b>Sept. 2006</b>	<b>Ongoing</b>	<b>Menu of interventions</b>  <b>Core Support Staff</b>  <b>Time for collaborative meetings</b>  <b>Student data</b>	<b>General Fund</b>  <b>Title IA, 31A</b>  <b>General Fund</b>  <b>Data Director</b>	<b>No cost</b>     <b>\$5.90 per student</b>	<b>Meeting minutes, documentation of interventions provided to students, student groups, etc.</b>	<b>Observation/participation of meetings by principal</b>  <b>DIBELS, Running Records, and classroom assessments.</b>  <b>Improved MEAP reading ,DIBELS, Rigby Running Record and district common assessment scores</b>
<b>OAISD Literacy Framework: Use of web based resources</b>	<b>K-5 teachers</b>	<b>Summer 2008</b>	<b>Ongoing</b>	<b>Web site</b>	<b>ISD</b>	<b>No cost to district</b>	<b>Administrator observations via:</b> <ul style="list-style-type: none"> <li>• Walk throughs</li> <li>• Lesson plans</li> </ul>	<b>Improved MEAP writing scores</b>
<b>Book Study of Ruby Payne's "A Framework for Understanding Poverty"</b>	<b>K-5 teachers and administrator</b>	<b>Sept. 2009</b>	<b>May 2010</b>	<b>Books</b>	<b>General Fund</b>	<b>\$400.00</b>	<b>Meeting schedule, agenda, minutes</b>	<b>Increased student performance in classroom.</b>
<b>Implement SIOP K-5 through regular SIOP meetings and discussions at grade and building level</b>	<b>K-5 teachers and administrator</b>	<b>Sept. 2009</b>	<b>Ongoing</b>	<b>Michelle Williams, Katie Elliot, Karen Boer</b>	<b>NA</b>	<b>NA</b>	<b>Meeting schedule and agendas</b>  <b>Administrator observations via:</b> <ul style="list-style-type: none"> <li>• Walk throughs</li> <li>• Lesson plans</li> </ul>	<b>Increased student performance in classroom.</b>

<b>Book study during Reading PLC of "The CAFÉ Book: Engaging all students in daily literacy assessment and Instruction"</b>	<b>K-5 teachers and administrator</b>	<b>Nov. 2009</b>	<b>Mar. 2010</b>	<b>Books</b>  <b>Video</b>	<b>General fund</b>	<b>\$360.0</b>  <b>\$229.00</b>	<b>Meeting schedule and agendas</b>  <b>Administrator observations via:</b> <ul style="list-style-type: none"> <li>• <b>Walk throughs</b></li> <li>• <b>Lesson plans</b></li> </ul>	<b>Increased student performance in classroom.</b>
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**Other Required Information**

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

**SIOP, Marzano, Ruby Payne, Literacy Framework (researched by the OAISD), WhatWorksClearinghouse.gov**

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

- **Research interventions: Staff will research and share RtI interventions on WhatWorksClearinghouse.gov**
- **Literacy Framework: Provide time and opportunity for exploration and use of OAISD web based resources**
- **Ruby Payne Book Study: Increase teacher knowledge of strategies for low SES students**
- **SIOP: Regular staff discussions at grade and building level of SIOP strategies and implementation**
- **CAFÉ book study: Increase student involvement and ownership of assessment and reading progress**

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

**We are using General Fund resources to support these initiatives.**

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

**Staff also received ceiling-mounted projectors connected to our computers that enhance instruction by allowing teachers to easily access instructional videos and content via the internet. Our HM reading series also provides internet based applications, games, and resources for students, teachers and parents. The district has also purchased Data Director to provide data warehousing capabilities to support these activities**