



# School Improvement Plan

School Year: 2008 – 2009  
School District: West Ottawa Public Schools  
School Name: Pine Creek Elementary  
Grades Served: Preschool, ECSE, GSRP, Y-K, K, 1, 2, 3, 4, 5  
Principal:

District Code: 70070

Building Code: 07519

Intermediate School District Code: West Ottawa Public Schools

District Approval of Plan: \_\_\_\_\_  
Authorized Official Signature and Date

Board of Education Approval of Plan: \_\_\_\_\_  
Authorized Official Signature and Date

**School Vision Statement:**

It is our vision to foster inquisitive minds, healthy bodies and citizens who are respectful, responsible and engaged in learning.

**School Mission Statement:**

Parents, students, and the educational team will share responsibility to ensure the success of students and build a community where potential becomes reality.

**School Belief Statements:**

We the educators of Pine Creek Elementary School believe:

- All students have the potential to develop academically, socially, physically and emotionally through a well-developed and implemented curriculum by following state guidelines.
- It is the shared responsibility of parents, students, and educators to promote and support educational opportunities and nurture life-long learners.
- The provision of a safe learning environment where everyone practices responsible behavior, is treated with respect and is ready to learn is essential.
- As life-long learners, students need diverse learning in preparation for becoming citizens of a global community.

# State of Michigan School Improvement Planning

<b>School: Pine Creek Elementary</b>		<b>School Year: 2008 - 2009</b>			
<b>Section I: Comprehensive Analysis Report on Student Achievement</b>					
<b>Content Area: Social Studies</b>		<b>(x) Active Goal</b>	<b>( ) Maintenance Goal</b>	<b>( ) Revised Goal</b>	
<b>Student Goal Statement:</b>					
<ul style="list-style-type: none"> <li>• All students will be proficient in Social Studies</li> </ul>					
<b>Statement of gap in student achievement:</b>					
<ul style="list-style-type: none"> <li>• MEAP scores on the social studies subtest indicate that 27% of our students are performing below the "proficient" standard level on the test.</li> <li>• Gap analysis shows the following percentage point differences between the indicated subgroups based upon Middle School MEAP scores:</li> <li>• Hispanic to Caucasian: 29% points above the average on levels 1 &amp; 2 on the MEAP</li> <li>• Low SES to Non Low SES: 28 pints ELL to Non ELL: 4% points above the average on levels 1 &amp; 2 on the MEAP</li> <li>• Special Ed. To Non Special Ed: &lt; 10%</li> </ul>					
<b>Contributing Cause for the gap in student achievement:</b>					
<ul style="list-style-type: none"> <li>• Language</li> <li>• Oral Language for all students</li> <li>• Vocabulary</li> <li>• Special Education students have not had consistent access to the regular curriculum.</li> <li>• Parent involvement is not consistent for all students</li> <li>• At-risk students pulled-out for RTI</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, DIBELS, Rigby Running Records</li> </ul>					
<b>Section II: Comprehensive Analysis Report on System Processes and Practices</b>					
<b>Strand 1: 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>	
S2 – Instruction: Best practice	Shared Leadership – Collaborative Inquiry	S2 – Professional Learning: Staff participates in Learning Teams	S1 – Parent / Family Involvement: diversity (Communication)	S1 – Data Management: Systematic	
S3 – Assessment: Multiple Measures	Shared Leadership – Data Driven Culture				
<b>Section III: Plan to Accomplish Student Achievement Goals</b>					
<b>Measurable Objective Statement to support Goal:</b>					
<ul style="list-style-type: none"> <li>• By 2009 – 2010 School Year, the percent of students scoring proficient in Social Studies as measured by MEAP, Common Assessments will increase by 5%. Additionally, each subgroup will increase the percent of students scoring proficient on the same measures by 10%.</li> <li>•</li> </ul>					
<b>Strategy Statement:</b>					
<ul style="list-style-type: none"> <li>• Collaborative district 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-12.</li> <li>• All Special Education students have access to the general education curriculum</li> <li>• Increased opportunities for parent involvement – encouraging parents to participate at various times throughout the year and throughout the day.</li> </ul>					

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Continuous implementation of TCI program at elementary level Continue implementation of Michigan resources at Grade Four	K – 5 teachers and administrator	Sept. 2008	Ongoing	Textbook and supporting resources.	General fund	NA	Administrator through classroom observations.	- Increased MEAP scores. - Improved scores on TCI unit assessments.
Social Studies Committee – Curriculum Alignment <ul style="list-style-type: none"> <li>Form Committee</li> <li>Align curriculum to new state GLCE's</li> <li>Review resources (if budget allows)</li> <li>Develop plan / timeline for implementation.</li> </ul>	Assistant Superintendent for Student Services & Elementary Education  Asst. Supt. For T&L Elem. WOLT	Sept. 2009	June 2009	State Curric doc  WO Curric doc	Gen. fund	\$5,000	Meeting schedule Meeting minutes Curriculum documents	Implementation plan.
Development of Vocabulary lists K-5	Young K – 5 <sup>th</sup> teachers at PC	Sept. 2009	Ongoing	Marzano, SIOP	N/A	N/A	Teacher observation	Using words appropriately
Technology	Tech. instructor; classroom teachers	Sept. 2007	Ongoing	Tech. research			Technological measures based upon GLCEs	Students are computer literate
<b>SIOP (Sheltered Instruction Observation Protocol)</b> Training for cohort groups at all levels, K-12	Michelle Williams K-12 Teachers and administrators	Sept 2008	Ongoing	Michelle Williams	Title III & Gen. Fund		Training schedules coaching and observation records teachers reflections and evaluations	Teacher observations of impact on student performance in the classroom
<b>Professional Learning communities:</b> <ul style="list-style-type: none"> <li>Build a culture of collaboration</li> <li>Provide time and parameters for collaborative interaction</li> <li>Provide time &amp; parameters for collaborative interaction</li> <li>Provide access to appropriate data and develop skills ;in using</li> </ul>	Change leadership team  K-12 teachers & administrators  Office for T&L	Sept. 2008	Ongoing	ELL/Migrant director  State SIOP initiative	Title II and General fund	\$36,000	Training schedules  Coaching and observation records  Teachers reflections and evaluation	Improved performance on: Grades MEAP (gap reductions)

data to inform instruction <ul style="list-style-type: none"> <li>Provide embedded professional development</li> </ul>								
<b>Teacher Assessment Models</b> <ul style="list-style-type: none"> <li>The district will implement a teacher assessment model to establish common instructional framework, research-based; promote consistency professional growth and high quality instruction K-12; provide excellent tenured, certified staff with the opportunity to pursue professional goals through a learning process agreed to by the teacher and administrator.</li> </ul>	Asst. supt for T&L  Building Level Admin.	Sept. 2009	June 2013	Pathwise model  ETS trainers	General Fund	Training schedule	Training schedule  Teacher assessments employing the revised format	Improved grades K-12  Improved performance on district / common assessments.

**Other Required Information**

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

- Marzano's research on the positive impact of aligned curriculum

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

- Collaborative learning communities
- Peer coaching

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

- 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?**

- District has purchased Data Director to provide data warehousing capabilities to support these activities.

# State of Michigan School Improvement Planning

<b>School: Pine Creek Elementary</b>		<b>School Year: 2008 - 2009</b>					
<b>Section I: Comprehensive Analysis Report on Student Achievement</b>							
<b>Content Area: Math</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>							
<ul style="list-style-type: none"> <li>• All students will be proficient in Math</li> </ul>							
<b>Statement of gap in student achievement:</b>							
<ul style="list-style-type: none"> <li>• Significant gaps (5% or greater) exist across grade levels between:</li> <li>• Students with disabilities and students without disabilities</li> <li>• Economically disadvantaged and non-economically disadvantaged</li> <li>• ELL and non-ELL students</li> <li>• Males and females at most grades</li> <li>• Results of the MEAP for 2008 - 2009               <table style="margin-left: 20px; border: none;"> <tr> <td style="padding-right: 20px;">92% of all 3<sup>rd</sup> grade students scored on Levels 1 &amp; 2</td> </tr> <tr> <td style="padding-right: 20px;">66% of all 4<sup>th</sup> grade students scored on Levels 1 &amp; 2</td> </tr> <tr> <td>73% of all 5<sup>th</sup> grade student scored on Levels 1 &amp; 2</td> </tr> </table> </li> </ul>					92% of all 3 <sup>rd</sup> grade students scored on Levels 1 & 2	66% of all 4 <sup>th</sup> grade students scored on Levels 1 & 2	73% of all 5 <sup>th</sup> grade student scored on Levels 1 & 2
92% of all 3 <sup>rd</sup> grade students scored on Levels 1 & 2							
66% of all 4 <sup>th</sup> grade students scored on Levels 1 & 2							
73% of all 5 <sup>th</sup> grade student scored on Levels 1 & 2							
<b>Contributing Cause for the gap in student achievement:</b>							
<ul style="list-style-type: none"> <li>• Language</li> <li>• Oral Language for all students</li> <li>• Vocabulary</li> <li>• Special Education students have not had consistent access to the regular curriculum.</li> <li>• Parent involvement is not consistent for all students</li> <li>• At-risk students are pulled-out for RtI</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>• Houghton Mifflin tests</li> <li>• MEAP</li> <li>• Math Expressions Assessments</li> </ul>							
<b>Section II: Comprehensive Analysis Report on System Processes and Practices</b>							
<b>Strand 1: 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>			
S2 - Instruction - Best Practice	Shared Leadership - Collaborative Inquiry	S-2 - Professional Learning Staff Participates in Learning	S1 - Parent / Family Involvement: Diversity (Communication)	S-1 - Date Management: Systematic			
S3 - Assessment: Multiple Measures	Shared Leadership - Data Driven Culture			S2 - Information Management: Dialogue About Meaning			
<b>Section III: Plan to Accomplish Student Achievement Goals</b>							
<b>Measurable Objective Statement to support Goal:</b>							
<ul style="list-style-type: none"> <li>• By 2012-2013 School Year, the percent of students scoring proficient in Math as measured by MEAP, Common Assessments will increase by 5%. Additionally, each subgroup will increase the percent of students scoring proficient on the same measures by 10% annually.</li> </ul>							
<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>							
<ul style="list-style-type: none"> <li>• MEAP</li> <li>• District assessments</li> </ul>							

**Strategy Statement:**

- Collaborative district and school teams will consistently use demographic and achievement data to inform decisions regarding implementation of best practices, research-based instructional resources and assessment tools for use in math K-12.
- All Special Education students have access to the general education curriculum
- Increased opportunities for parent involvement – encouraging parents to participate at various times throughout the year and throughout the day.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
<p><b>Math Expressions program Implemented</b> research-based strategies embedded in the new math program.</p>	K-5 teachers and administrators	Sept. 2008	Ongoing	New math series and supporting resources	General fund	\$200,000	Administrator observations	<p>- District math assessments</p> <p>- Improved MEAP math scores.</p>
<p><b>Provide for grade level meetings</b> throughout the school year lead by math team members who have been trained in the use of the strategies. Math Team</p>	Math Team Jim Nicolette	Sept. 2008	May 2009	Same	Same	Same	MSAE	Schedule of grade level meetings and attendance records.
<p><b>Interim assessments</b> Develop and implement district level interim assessments.</p>	Office for T&L	Sept. 2009	Ongoing	Data director test bank	General fund		<p>Development of assessments summer 2009</p> <p>Begin implementation fall 2009</p>	<p>Collection and analysis of test results in Data Director</p> <p>Use of data by schools to inform SIP goals and instruction</p> <p>Administrator evaluations – use of data to inform SIP</p>

<b>Investigate use of RtI in Math at Title I schools</b>	School administrators and teachers Office for teaching and learning	Sept. 2009	Ongoing Fully implemented by June 2011	OAISD math screening assessments			Program implementation in selected buildings Staff schedules Student service logs	Math screening assessments Improved scores on: MEAP & district assessments
<b>Common Assessments K-12</b>	Teaching and Learning Office K-12 Teachers	Sept. 2008	Ongoing	Work Sessions	General Fund		Meeting schedules	Curriculum document
SIOP (Sheltered Instruction Observation Protocol) Training for cohort groups at all levels, K-12	Michelle Williams K-12 Teachers and administrators	Sept 2008	Ongoing	Michelle Williams	Title III & Gen. Fund		Training schedules coaching and observation records teachers reflections and evaluations	Teacher observations of impact on student performance in the classroom

**Other Required Information**

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

- Math Expressions: Instructional strategies embedded in the program are based on the most recent work of Dr. Karen Fuson of Northwestern University.
- Small focused groups for re-teaching: 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.

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

- Math Expressions: Grade level meetings conducted throughout the year by Math Team members who have received in-depth training in the program a year prior to full implementation.
  - SIOP: Michelle Williams will provide ongoing training to cohort groups from each level throughout the 2008 school year and continuing for the next several years.
  - Mike Klavon (OAISD Math Consultant)
  - Some teachers attending Math Academy
- Teaching vocabulary for common "talk" and increased word usage.

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

- Using a combination of grant funds and general funds 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?**

- District has purchased Data Director to provide data warehousing capabilities to support these activities.

# State of Michigan School Improvement Planning

<b>School: Pine Creek Elementary</b>	<b>School Year: 2008 - 2009</b>
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## Section I: Comprehensive Analysis Report on Student Achievement

<b>Content Area: Science</b>	<b>(x) Active Goal</b>	<b>( ) Maintenance Goal</b>	<b>( ) Revised Goal</b>
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**Student Goal Statement:**

- All students will be proficient in Science

**Statement of gap in student achievement:**

- Significant gaps (5% or greater) exist across grade levels between:
- Students with disabilities and students without disabilities
- Economically disadvantaged and non-economically disadvantaged
- ELL and non-ELL students
- Males and females at most grades
- Results of the MEAP for 2008 - 76% of all 5<sup>th</sup> grade student scored on Levels 1 & 2

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

- Language
- Oral Language for all students
- Vocabulary
- Special Education students have not had consistent access to the regular curriculum
- Parent involvement is not consistent for all students
- At-risk students haven't had regular access to the daily curriculum

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

- MEAP
- Common District Assessments

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

<b>Strand 1: 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>
S2 – Instruction – best practice	Shared leadership – Collaborative inquiry	S2 – professional learning: Staff participates in learning teams.	S1 – parent/family involvement: Diversity (Communication)	S1 – Data management - systematic
S3 – Assessment: Multiple Measures	Shared Leadership – data driven culture	Piloting new BC Science curriculum	Unit parent letters	S2 – information management: Dialogue about meaning.

## Section III: Plan to Accomplish Student Achievement Goals

**Measurable Objective Statement to support Goal:**

- By 2009 – 2010 School Year, the percent of students scoring proficient in Science as measured by MEAP, Common Assessments will increase by 5%. Additionally, each subgroup will increase the percent of students scoring proficient on the same measures by 10%.
- New Science kits currently being aligned to state standards.

**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
- Full implementation K-5 is 2010 - 2011

**Strategy Statement:**

- Use of Science companion on line at MEAP.gov
- Collaborative district and school teams will consistently use demographic and achievement data to inform decisions regarding implementation of best practices, research-based instructional resources and assessment tools for use in Science K-12
- Books that explain MEAP targets along with GLCEs
- All Special Education students have access to the general education curriculum
- Increased opportunities for parent involvement – encouraging parents to participate at various times throughout the year and throughout the day.
- Use of BCMASC kits

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Battle Creek Science Kits implementation of inquiry-based instruction in grades 1-5	1-5 teachers and administrators	Sept 2005	Ongoing	BC supplies and materials	BCMASC & local vendors	\$10,000	Kit rotation schedule Building administrator observations	Increase in MEAP science scores  Improved scores on BC unit assessments
Use of "Ranger Rick" magazine for all K-5 <sup>th</sup> teachers	K-5 teachers	Sept. 2009	Ongoing	Ranger Rick magazine			One classroom set of magazines per pair of grade-level teachers – to be used weekly as stated in lesson plans	Increased use of scientific vocabulary and improvement in MEAP scores
Use of "Time for Kids" for all K-5 <sup>th</sup> grade teachers	K-5 teachers	Sept. 2009	Ongoing	"Time for Kids"			One classroom set of magazines per pair of grade-level teachers – to be used weekly as stated in lesson plans	Increased use of vocabulary  Improved MEAP Science scores
Elementary Science Committee	Jim Nicolette Science Committee	Sept. 2008	June 2009	Work sessions State Science clarification documents  Battle Creek Science Kits	General Fund  State BCMAS  general Fund	NA   \$50,000	Meeting scheduled and minutes	Curriculum documents

Realign the curriculum to the new science GLCEs and develop a plan for implementation of the realigned BCSKs	Science Committee teachers	Sept. 2008	June 2009	Battle Creek Math & Science Center	General Fund		Unit assessments	Increased understanding of Scientific concepts  Improved MEAP scores Increased use of scientific vocabulary
Purchase of new BCS kits for Piloting purposes	Teachers chosen to pilot	Sept. 2009	June 2010	Battle Creek Science Kits	General Fund		Teacher monitoring their own kits	Seasonal units will be more appropriately taught
SIOP (Sheltered Instruction Observation Protocol) Training for cohort groups at all levels, K-12	Michelle Williams K-12 Teachers and administrators	Sept 2008	Ongoing	Michelle Williams	Title III & Gen. Fund		Training schedules coaching and observation records teachers reflections and evaluations	Teacher observations of impact on student performance in the classroom

**Other Required Information**

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

- BCMASC Kits: Based upon extensive research into effective inquiry-based instructional strategies.
- Marzano's research on the positive impact of aligned curriculum.

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

- BCMASC Kits: Teachers received professional development when the kits were first introduced. Develop a plan for update training as we make the revision transition.

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

- Using a combination of grant funds and general funds 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?**

- District has purchased Data Director to provide data warehousing capabilities to support these activities.

# State of Michigan School Improvement Planning

<b>School: Pine Creek Elementary</b>		<b>School Year: 2008 - 2009</b>		
<b>Section I: Comprehensive Analysis Report on Student Achievement</b>				
<b>Content Area: Writing</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> All students will be proficient writers.				
<b>Statement of gap in student achievement:</b> <ul style="list-style-type: none"> <li>Significant gaps (5% or greater) exist across grade levels between:               <ul style="list-style-type: none"> <li>Students with disabilities and students without disabilities</li> <li>Economically disadvantaged and non-economically disadvantaged</li> <li>ELL and non-ELL students</li> <li>Males and females at most grades</li> </ul> </li> <li>Results of the MEAP for 2008 - 80% of all 3<sup>rd</sup> grade students scored on Levels 1 &amp; 2 46% of all 4<sup>th</sup> grade students scored on Levels 1 &amp; 2 73% of all 5<sup>th</sup> grade student scored on Levels 1 &amp; 2</li> </ul>				
<b>Contributing Cause for the gap in student achievement:</b> <ul style="list-style-type: none"> <li>Language</li> <li>Oral Language for all students</li> <li>Vocabulary</li> <li>Special Education students have not had consistent access to the regular curriculum</li> <li>Parent involvement is not consistent for all students</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>2008-09 MEAP scores in Writing</li> <li>District Writing Prompts</li> <li>ELPA</li> </ul>				
<b>Section II: Comprehensive Analysis Report on System Processes and Practices</b>				
<b>Strand 1: 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>
S2 – Instruction: Best practices, modeling, scaffolding, questioning, compensating, solid beginning, middle, ending	Collaborative inquiry, team meetings, Peer coaching, Book study	S2 – Professional Learning Staff participates in Learning Teams; Book Study; PD plan for 2009 – 2010; Collaborative and cross district meetings	S1 – Parent / Family Involvement: diversity (Communication)	S1 – Data Management: Systematic
S2 – Assessment – Multiple Measures	Shared leadership – Data Driven Culture	Cross District meetings Collaborative Learning		
<b>Section III: Plan to Accomplish Student Achievement Goals</b>				
<b>Measurable Objective Statement to support Goal:</b> <ul style="list-style-type: none"> <li>By 2009 – 2010 School Year, the percent of students scoring proficient in Writing as measured by MEAP, Common Assessments will increase by 5%, as developmentally appropriate. Additionally, each subgroup will increase the percent of students scoring proficient on the same measures by 10%.</li> </ul>				

**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 and assessments

**Strategy Statement:**

- Collaborative district and school teams will consistently use demographic and achievement data to inform decisions regarding implementation of best practices, research-based instructional resources and assessment tools for use in Science K-12
- All Special Education students have access to the general education curriculum
- Increased opportunities for parent involvement – encouraging parents to participate at various times throughout the year and throughout the day.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
<p><b>Multiple Writing Strategies</b> – Lucy Calkins Writing process Barry Lane Six + 1 Traits  Integration of language and processes.</p>	<p>K-5 teachers &amp; administrator</p> <p>One K and One 4/5 loop teacher</p>	<p>Sept. 2008</p> <p>Sept. 09</p>	<p>Ongoing</p> <p>April 2010</p>	<p>training, Lucy Calkins book sets,</p> <p>OAISD training</p> <p>Kathy Gilbert – 2-5 Dave Matteson – Y-K, K, 1</p>	<p>General fund</p>	<p>Purchased in 2007 – 2008</p> <p>\$800.00</p>	<p>Teacher corrections of writings; administrator walk-through</p>	<p>Improved MEAP writing scores.</p> <p>Improved Writing prompt scores</p>
<p><b>Interim Assessments</b> – Develop and implement district</p> <p>level interim assessments. Admin. 3x's yr. Aligned to GLCEs Progressive level of difficulty. Collect in data director for</p>	<p>Office for T&amp;L</p>	<p>Sept. 2009</p>	<p>Ongoing</p>	<p>Data director test bank &amp; assess</p> <p>to know test bank</p>	<p>Gen. fund</p>	<p>Development of assessments – summer 2009</p> <p>Implementation – fall 2009</p>	<p>Collection and analysis of test results in data director</p> <p>Use of data by schools to inform SIP goals and instruction</p> <p>Administrator evals – use of data to inform SIP</p>	

analysis								Improved performance on: District writing assessments, Grades MEAP
<b>MiBLSI</b>	All Staff Leaders: Shelly Craig, Todd Tracy, Heather Cobb, Nancy Law, Rita Nowling	Sept. 2009	June 2012	Training and Terry Metcalf at OAISD	Grant-funded	\$3,000 + per year	PC Team, Administrator	Improved MEAP scores, DIBLES scores, behavior, etc
<b>SIOP</b>	Michelle Williams	Sept. 2008	Ongoing	General Fund – PD			Classroom visits by Ms. Williams, peer coaching, peer observations	An improved understanding of solid instructional methods.
<b>Fine Motor Activities</b>	Specialist teachers	Sept. 2008	Ongoing	“Motor Mom’s & Dad’s” program	n/a	N/a	Teacher observation and data	Increased improvement of writing techniques
<b>Connect GLCEs across the curriculum</b>	All teachers and principal	2009	Ongoing	GLCEs	n/a	n/a	Teacher assessments and MEAP scores	Improved MEAP scores and understanding
<b>Literacy Framework</b> West Ottawa teachers at all levels will participate in the development of the OAISD Literacy Framework. The group will develop web-base, best practice resources  for use at all grade levels and in all content areas. The district will support the ongoing	Select K-12 teachers who are participating in the development project  All K-12 teachers using the web-based resources to support reading instruction.	Summer 2008	Ongoing	Team of teachers working under the direction of the OAISD	ISD funds  General Funds	No cost to the district  Sub costs (variable)	Jim Nicolette will attend update meetings at the ISD	OAISD Web-site (product)

development and use of the resources								
<b>Development and implementation of common assessments</b> K-12 to inform instruction	K-12 teachers and administrators	Sept. 2008	Ongoing	Work sessions  MLPP MCF / GLCEs MMC-HS CEs	General Fund		Elementary – Collection of writing data three times per year	Increased writing prompt scores. Increased MEAP writing scores at elementary and middle school.  Grades – increase in student success.

**Other Required Information**

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

- Lucy Calkins: Process is based on extensive research in developing the writing process.
- SIOP: Extensive research base prompted state and federal support for this school – staff members participate in this
- Marzano’s research on positive impact of aligned curriculum
- Barry Lane
- Six Traits
- Early childhood development for fine motor skills
- Ruby Payne

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

- Lucy Calkins: Book studies conducted at each of the elementary buildings by principals.
- SIOP – Michelle Williams will provide ongoing training to cohort groups from each level throughout the 2008 – 2009 school year. Develop plan for broader implementation as the materials are developed.
- District will provide opportunities on the use of data to inform instruction (Erika Bolig)
- Re-read the Ruby Payne *Framework* book as a team.

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

- Using a combination of grant funds and general funds 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?**

- District has purchased Data Director to provide data warehousing capabilities to support these activities.
- Web-based access to OAISD Literacy framework.
- NEA Learning and Leadership Grant: book study and peer coaching
- 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



- MEAP
- DIBELS
- Rigby Running Records
- ELPA

**Strategy Statement:**

- Collaborative district and school teams will consistently use demographic and achievement data to inform decisions regarding implementation of best practices, research-based instructional resources and assessment tools for use in Reading K-12
- All Special Education students have access to the general education curriculum
- Increased opportunities for parent involvement – encouraging parents to participate at various times throughout the year and throughout the day.

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> Road to the Code Early Success Soar to Success Read Naturally	K-5 Core Support Staff, Teachers, Administrators, Psychologists Sept 2006 Ongoing	Sept. 2006	Ongoing	Menu of interventions  Core support  Time for collaborative meetings  Student data	General fund  Title IA, 31A  General fund  Data Director	No cost  \$800,000+  \$75,000+  \$5.90/student	Schools will maintain meeting records, document interventions provided to students, student groups, etc.	Observation / participation of meetings by principal.  Ongoing collection of intervention effectiveness through DIBELS, Rigby Running Records, classroom observations Improved MEAP reading scores.
<b>Review of assessments: DIBLES &amp; RR</b>	Nancy Law Jana Hazekamp Heather Cobb Manuel Campins	Sept. 1, 2009	Ongoing	DIBELS & RR	N/A – occurring during PD		DIBELS and RR assessments consistent among teachers	Consistent results in reporting scores/consistent procedures in test taking.
<b>Houghton-Mifflin Reading program</b> Continue implementation of research-based program	Elementary teachers Elementary administrators	Fall 2007	Ongoing	Testbook & supporting resources	H/M  General fund		Admin. observations via: walk-thrus Formal evals Lesson plans	Improved scores on district reading assessments Increases in reading levels as evidenced by RRR Increases number of students attaining DIBLES benchmarks Improved performance on MEAP



- Sights for Sounds - Soar to Success								
<b>Literacy Framework West</b> Ottawa teachers at all levels will participate in the development of the OAISD Literacy Framework. The group will develop web-based, best practice resources for use at all grade levels and in all content areas. The district will support the ongoing development and use of the resources	Select K-12 teachers who are participating in the development project	Summer 2008	Ongoing	Team of teachers working under the direction of the OAISD	ISD funds  General Funds	No cost to the district  Sub costs (variable)	Jim Nicolette will attend update meetings at the ISD	OAISD Web-site (product)
<b>SIOP</b>	Michelle Williams	Sept. 2008	Ongoing	General Fund – PD			Classroom visits by Ms. Williams, peer coaching, peer observations	An improved understanding of solid instructional methods.
<b>Professional Learning communities</b> Build a culture of collaboration Provide time and parameters	Change leadership team  K-12 teachers & admin  Office for T&L	Sept 2009	Ongoing	TBD – change leadership team is in the process of planning for PD	General fund		Change leadership team meeting documents  School, grade level & dept. collaborative team (PLC) meeting	Admin. observation of changing instructional practices  Improved performance on MEAP, interim assessments, common

Provide access to appropriate data and develop skills in using data to inform instruction. Provide embedded professional dev.							records	assessments, formative / building assessments
<b>Teacher Assessment Model:</b> Establish common instructional framework Research-based Promote consistency Provide excellent, tenured, certified staff with the opportunity to pursue professional goals through a learning process agreed to by the teacher and administrator	Asst. supt for T&L  Building level admin.	Sept. 2009	June 2013	Pathwise model  ETS trainers  Forms and documents	Gen. fund	??	LOA documents between WOPS and WOE  Training schedule  Teacher assessments employing the revised format	Improved performance on MEAP  Improved performance on district / common assessments.

**Other Required Information**

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

- RtI Extensive research base has prompted the state and federal requirements for implementation of this program.
- Program research conducted by Scholastic
- Soar to Success: Program research conducted by H/M
- 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.
- Common reading assessment: We are reviewing research for various assessments. This will be a major factor in selecting an appropriate assessment for use in the district.

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

- Rti: Update training for administrators.
- Initial training August 2008. Follow-up training in Nov. 2008.
- SIOP: Michelle Williams will provide ongoing training to cohort groups from each level throughout the 2008 – 2009 school year and it will be on-going for the next several years.
- Literacy framework: Initial presentations to West Ottawa Leadership Teams (WOLT) during the 2008 – 2009 school year. Develop plan for broader implementation as the materials are developed.
- Teacher assessment Model training – through ETS for administrators and teachers

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

- Using a combination of grant funds and general funds 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?**

- District has purchased Data Director to provide data warehousing capabilities to support these activities.

## **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).
  - a. During the regularly scheduled RtI meetings (every 6-weeks), Data Director is used and assessments reports / graphs are used to plan RtI groups for strategic learners.
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.
  - a. Schedules of Core Support teachers is kept in a file in the principal's office and in the Title I Reading Consultant's office.
  - b. All research-based programs and information is kept in the Title I Reading Consultant's office.
  - c. Two of the four core support staff members are certified teachers
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.
  - a. Assessments are done at 2-3 week intervals and data entered in Data Director for Strategic learners.
  - b. DIBELS fluency and retell is used for all students
  - c. Rigby Running Records is used for 1-5<sup>th</sup> grade students
  - d. Writing assessments are used
  - e. Math assessments are used
  - f. All information is entered into Data Director, graphed and used at the 6-week interval RtI meetings.
4. Describe how planning for Title I, Part A students is incorporated into the existing school improvement planning process.
  - a. Title I is an integral part of our instructional day. We have 312 out of 427 students who are considered at risk. Reading interventions is a regular part of our total planning process. Tiered intervention programs and instruction is a regular process at Pine Creek.
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
  - a. Paraprofessionals at Pine Creek have been trained in a number of
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

7. 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.
  - a. Title I assists all programs at Pine Creek either in direct instruction or on a consulting basis.
  
8. 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.
  - a. Parent involvement is important at Pine Creek. We do have parents who volunteer however our PTA has included only 1-2 people this year. We have sent personal invitations, made phone calls, offered different times to meet, etc. Our population has a 48% of Free and Reduced Lunch. The parents of the students are working and it is not possible for most to volunteer time.
  - b. We encourage and invite parents to participate at all levels. Our Early Childhood program has a parent advisory committee that meets twice each year.
  - c. Parents are included in all Field Trips.
  - d. Parents are welcome at Open House
  - e. Parent attend the Celebration of Learning.
  - f. Parents are frequently invited to classroom activities
  
9. Provide an assurance statement that all Title I paraprofessionals meet the NCLB requirements and/or that all teachers are Highly Qualified.
  - a. All Title I paraprofessionals are Highly Qualified as recorded in the HR office at Central Administration.
  
10. 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.

# 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
Rita Nowling		Principal	<a href="mailto:nowlingr@westottawa.net">nowlingr@westottawa.net</a>
Robyn Diethart		Y-K teacher	<a href="mailto:diethartr@westottawa.net">diethartr@westottawa.net</a>
Jodi Geerlings		Y-K teacher	<a href="mailto:geerlingsj@westottawa.net">geerlingsj@westottawa.net</a>
Lee Ann Jones		Kindergarten	<a href="mailto:jonesl@westottawa.net">jonesl@westottawa.net</a>
Heather Cobb		1 <sup>st</sup> Grade	<a href="mailto:cobbh@westottawa.net">cobbh@westottawa.net</a>
Marnie O'Connell		1 <sup>st</sup> grade	<a href="mailto:oconnellm@westottawa.net">oconnellm@westottawa.net</a>
Katie O'Shea		1 <sup>st</sup> grade	<a href="mailto:osheak@westottawa.net">osheak@westottawa.net</a>
Kimberlee Fox		2 <sup>nd</sup> – 3 <sup>rd</sup> loop	<a href="mailto:foxk@westottawa.net">foxk@westottawa.net</a>
Jodi Norwood		2 <sup>nd</sup> – 3 <sup>rd</sup> loop	<a href="mailto:norwoodj@westottawa.net">norwoodj@westottawa.net</a>
Deb Sumner		2 <sup>nd</sup> – 3 <sup>rd</sup> loop	<a href="mailto:sumnerd@westottawa.net">sumnerd@westottawa.net</a>
Jana Hazekamp		3 <sup>rd</sup> – 2 <sup>nd</sup> loop	<a href="mailto:hazekampj@westottawa.net">hazekampj@westottawa.net</a>
Shelly Craig		3 <sup>rd</sup> – 2 <sup>nd</sup> loop	<a href="mailto:craigs@westottawa.net">craigs@westottawa.net</a>
Julia Maxwell		4 <sup>th</sup> – 5 <sup>th</sup> loop	<a href="mailto:maxwellj@westottawa.net">maxwellj@westottawa.net</a>
Joan Moored		4 <sup>th</sup> – 5 <sup>th</sup> loop	<a href="mailto:mooredj@westottawa.net">mooredj@westottawa.net</a>
Manuel Campins		5 <sup>th</sup> – 4 <sup>th</sup> loop	<a href="mailto:campinsm@westottawa.net">campinsm@westottawa.net</a>
Rory Zegunis		5 <sup>th</sup> – 4 <sup>th</sup> loop	<a href="mailto:zegunizr@westottawa.net">zegunizr@westottawa.net</a>
Nancy Law		Title I teacher	<a href="mailto:lawn@westottawa.net">lawn@westottawa.net</a>
Brent Jackson		Art Teacher	<a href="mailto:jacksonb@westottawa.net">jacksonb@westottawa.net</a>
Gloria Becksford		Phys. Well. teacher	<a href="mailto:becksfordg@westottawa.net">becksfordg@westottawa.net</a>
Kim Shea		Music Teacher	<a href="mailto:sheak@westottawa.net">sheak@westottawa.net</a>
Anna Marie Muirhead		Spanish teacher	<a href="mailto:muirheada@westottawa.net">muirheada@westottawa.net</a>
Diane Jarchow		Media Center	<a href="mailto:jarchowd@westottawa.net">jarchowd@westottawa.net</a>
Nancy Krout		Resource	<a href="mailto:krautn@westottawa.net">krautn@westottawa.net</a>
Deb Caserta		Resource	<a href="mailto:casertad@westottawa.net">casertad@westottawa.net</a>

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

All Stakeholders:

- Offered feedback in the process of creating this report.
- Monitor data using the district's program: Data Director
- Intervene with rigorous and best practice instruction.
- Offered research-based instruction for Tiered interventions
- Meet every 6 weeks at RtI meetings

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

All stakeholders:

- Core curriculum is research-based instruction and all team members use the following: Houghton-Mifflin Reading Series; Houghton-Mifflin Math Expressions; Battle Creek Science Kits
- Attend regularly scheduled PLC meetings (Team Meetings)
- Meet in RtI planning and review sessions to review data and create an intervention plan for each child

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

All stakeholders:

- Review progress in Writing Assessments, DIBLES, Math Assessments, and Running Records using Data Director at a meeting where we discuss results
- Those in attendance are all stakeholders in the child's progress: classroom teacher, grade level team members, principal, school psychologist, reading Core Support Teachers, Title I teacher, Resource Room Teachers

# 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**  
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.