



School Improvement Plan

School Year: 2008-2009

School District: West Ottawa

School Name: Waukazoo

Grades Served: K-5

Principal: Michael Kesterke

District Code:

Building Code:

Intermediate School District Code:

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Mission Statement: We are a caring community, challenging and inspiring students to learn
and succeed in a diverse world

School Belief Statements: Deliver Quality and Challenging Programs
Motivate Students to Succeed
Honor Diversity
Inspire Change
Ensure a Safe and Secure Learning Environment

State of Michigan School Improvement Planning

School: Waukazoo

School Year: 2008-2009

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Mathematics Active Goal Maintenance Goal Revised Goal

Student Goal Statement: All students will be proficient in math.

Statement of gap in student achievement (Need Statement): Waukazoo School currently has no achievement gaps within the subgroups of male / female in grades 3, 4, and 5 of greater than 5 %. However, a gap does exist with the following groups:

- In grade 4:
- There is an achievement gap between economically disadvantaged students (scoring 81%) and non-economically disadvantaged students (scoring 93%) of more than 5%.
 - There is an achievement gap of more than 5% between multiracial students (scoring 100%) and white, non-Hispanic students (scoring 93%).

In grade 5: There is an achievement gap between economically disadvantaged students (scoring 81%) and non-economically disadvantaged students (scoring 96%) of more than 5 %.

Contributing Cause for the gap in student achievement:

- 1) limited use of the MEAP demographic data to inform instructional decisions and lesson design,
- 2) limited use of teaching strategies geared toward varying learning styles of our students

List the multiple sources of data used to identify the gap in student achievement: MEAP, district math assessments, classroom assessments

Section II: Comprehensive Analysis Report on System Processes and Practices

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

Strand 1: Teaching for Learning	Strand 2: Leadership	Strand 3: Personnel & Professional Learning	Strand 4: School & Community Relations	Strand 5: Data & Info. Management
			involve parents in the planning and decision making process in regard to academics. (two members added 4/09)	

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: By 2012-2013 school year, 100% of our students will score in the proficient categories in math as measured by MEAP and local assessments.

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

Strategy Statement: Teachers will focus upon teaching and assessing the GLCE's of the grade level in mathematics for all students. Teachers will consistently use the data to design instructional lessons for re-teaching GLCE's when students do not reach mastery. Teachers will discuss strategies during collaborative planning time (PLC approach) and staff meetings.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
<p>The use of: Math Expressions resource, continued focus upon thematic teaching of the GLCE's, using the building-developed "What kids need to know" schematic, which will provide multiple learning experiences in varying subject contexts.</p> <p>PLC strategies during staff meetings when math issues need to be addressed.</p> <p>Use assessments and data to drive instruction—use data director tool more extensively to determine individual students' needs, as well as GLCE's that need reteaching.</p>	All teachers of math, K-5	Sept. 09	June 2013	District resources		Gen. fund	<p>District wide assessments, classroom assessments.</p> <p>Discussions at rti meetings.</p> <p>Grade level / PLC meetings during collaborative planning time.</p>	<p>Continued increase in achievement, as designated by classroom, district, and MEAP.</p> <p>Administrator / teacher discussions of strategies used in the classroom.</p>
							<p>Teacher Assessment Model</p> <p>Lesson plans</p>	<p>Successful implementation of focused lessons develop and shared at PLC mtgs. for the staff.</p>

Other Required Information

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

Math Expressions: research-based lessons that make a positive difference in the achievement of all students in mathematics,
Professional Learning Communities: research from Senge's & DuFour's work.
Thematic Instruction and brain-based learning.
Best Practices by Zemelman, Daniels, and Hyde

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?
Continued study of the Math Expressions resource used to teach mathematics. Incorporate more discussion regarding math achievement of our students in monthly RTI meetings, continued staff focus on teaching of the grade level content objectives by modeling lessons during staff and grade level meetings. (PLC approach)

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

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? Use of Data Director. Teacher use of available technology in the classroom to support instruction.

State of Michigan School Improvement Planning

School: Waukazoo School Year: 2008-2009

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Science Active Goal Maintenance Goal Revised Goal

Student Goal Statement: All Students will be proficient in Science.

Statement of gap in student achievement (Need Statement):

According to the results of Fall 2008 MEAP Science, there is currently an achievement gap of greater than 5% between economically disadvantaged students (scoring 81% proficient with an average scaled score of 527) and non-economically disadvantaged students (scoring 96% proficient with an average scaled score of 543).

Contributing Cause for the gap in student achievement:

- 1) The need for more consistent and targeted instruction relating to the GLCE's in Science
- 2) The need to target the area of physical science, where our kids demonstrated less mastery of the concepts.

List the multiple sources of data used to identify the gap in student achievement: MEAP results and the demographic report, district assessments.

Section II: Comprehensive Analysis Report on System Processes and Practices

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

Strand 1: Teaching	Strand 2: Leadership	Strand 3: Personnel & Professional Learning	Strand 4: School & Community Relations	Strand 5: Data & Info. Management
			Parents added to SI team, 4/09	

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: By 2012-2013, 100% of the Waukazoo students will score proficient in science as measured by MEAP and district common assessments.

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

classroom assessments, unit tests, assessments to measure GLCE's, experiments, investigations, and research projects produced by children as related to the grade level content expectations in each grade level.

Strategy Statement:

PLC discussions within each grade level and staff meetings pertaining to the Science GLCE's, the use of the thematic teaching approach which will allow students to receive a variety of exposures to Science related topics in other content areas. Teachers will need to focus on and help the students achieve mastery on the grade level content expectations.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Teach GLCE's, within each grade level's theme / school theme-- the thematic approach to instruction, Battle Creek Science Program PLC strategies during staff and grade level meetings.	All certified staff	Sept. 09	June 13	Battle Creek Kits	Gen. fund		Grade level assessments, daily assignments. PLC grade level and staff meetings. Teacher assessment model.	Continued improvement on district assessments. Continued improvement on the Science MEAP

Other Required Information

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

Battle Creek kits which were based upon extensive research into inquiry based science instruction.
 Professional Learning Communities
 Thematic Approach to Instruction and Brain-Based Learning
 Best Practices by Zemelman, Daniels, and Hyde

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

PLC approach to model techniques / strategies to teach the GLCE'S, using thematic approach.
 Training to use data in a more efficient manner to inform instruction.

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

Funds allotted to the building through the district.

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 which will allow us to inform our instruction, Internet used for research, wireless keyboards/mice/data projector hardware for lesson presentation

State of Michigan School Improvement Planning

School: Waukazoo

School Year: 2008-2009

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Social Studies

Active Goal

Maintenance Goal

Revised Goal

Student Goal Statement: All students will be proficient in the grade level GLCE's for Social Studies in each grade level.

Statement of gap in student achievement (Need Statement): As of October, 2008, 90% of Waukazoo students achieved proficiency on the MEAP Social Studies assessment, 10% short of the required 100% for 2014.

Contributing Cause for the gap in student achievement:

The topics that appear to be in need of work, based upon MEAP scores in Social Studies appear to be in the areas of Civics and Economics. The need for a more focused approach in teaching the social studies content objectives is apparent.

List the multiple sources of data used to identify the gap in student achievement: The 2008 Social Studies MEAP scores and unit tests.

Section II: Comprehensive Analysis Report on System Processes and Practices

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

Strand 1: Teaching for Learning	Strand 2: Leadership	Strand 3: Personnel & Professional Learning	Strand 4: School & Community Relations	Strand 5: Data & Info. Management
			Parents added to SI Team, 4/09	

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal:

By 2012-2013, 100% of Waukazoo students will score in the proficient category in social studies as measured by MEAP and common assessments, scores increasing at least 5% per year.

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

Unit tests derived from current district instructional materials, projects, and research assignments.

Strategy Statement:

The Waukazoo team of teachers will use achievement data, provided within Data Director, to help teachers assess student progress toward achieving mastery of the grade level content expectations.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Teaching the GLCE's through a thematic approach at each grade level. Use of the Social Studies Alive district resource. Structured inquiry opportunities. PLC strategies – teachers teaching teachers--during staff and grade level meetings on social studies related instruction.	teachers	Aug. 2008	June '10				Monitoring of student progress by the classroom teacher. Teacher evaluation process. Monitoring teacher effectiveness through classroom observations.	Continued increase of Social Studies MEAP scores. Continued increase in student performance on district assessments / classroom unit tests.

Other Required Information

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

Professional Learning Communities based upon Senge's and DuFour's work supporting PLC's to increase student achievement.
 Marzano's work related to the power of an aligned curriculum.
 Research in the area of Brain Based Learning in the classroom, and the power of a thematic approach to instruction.
 Research regarding teaching to the Multiple Intelligences

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? District training opportunities on the use of available data to inform / design instructional activities. Professional learning community opportunities to develop lessons and activities to address the GLCE's, especially in the area of civics and economics—teachers helping teachers—schoolwide and within each grade level.

How has the school integrated its available fiscal resources to support this strategy and action steps? District resources have been provided for the purchase of the necessary learning tools needed to implement the program and address the GLCE's in social studies.

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

Purchase of Data Director program to help us inform instruction,
 opportunities for students to use the computer lab to produce topic-related projects and presentations,
 use of the wireless keyboards & data projectors for lessons and presentations.

School Improvement Planning

School: Waukazoo

School Year: 2008-2009

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Reading Active Goal Maintenance Goal Revised Goal
 Student Goal Statement: All students at Waukazoo School will improve their reading skills across the curriculum and in a variety of contexts.

Statement of gap in student achievement (Need Statement):

There is currently an achievement gap at 4th grade, as our economically disadvantaged students scored 81% proficient in reading as measured by MEAP and our non-economically disadvantaged students scored 98% in reading as measured by MEAP.

There is currently an achievement gap at 5th grade, as our economically disadvantaged students scored 75% proficient in reading as measured by MEAP and our non-economically disadvantaged students scored 99% in reading as measured by MEAP.

Contributing Cause for the gap in student achievement: There needs to be an improvement in our teaching of word study skills, vocabulary instruction, the reading of informational text, and in reading of narrative text, as determined by MEAP.

List the multiple sources of data used to identify the gap in student achievement: MEAP data analysis, teacher's running record scores, dibels data.

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYESI 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
			Parents involved with School Improvement, two added 4/09	

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: Currently, 94-97% of students at Waukazoo School have achieved proficiency in reading at grades 3-5. By October, 2009, Waukazoo students in gr. 3-5 will increase their achievement by another 5% in each grade, respectively on the 2009 MEAP test in reading.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: running records, dibels scores, theme tests in Houghton Mifflin

Strategy Statement: Teachers will focus upon the GLCE's in each grade level, and assess student progress toward achieving each of them on a frequent basis. Teachers will meet monthly to discuss students' needs in reading and develop interventions to eliminate deficiencies.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Teach grade level GLCE's, promote thematic instruction. Houghton-Mifflin series, PLC strategies in grade level and staff meetings Teaching research based comprehension strategies using the research and activities from "Strategies That Work" and "Reading with Meaning" texts.	All classroom teachers	Sept. 09	June 10				Daily assessments, report cards, dibels scores, running records will monitor student progress. Lesson plans Teacher observations	Continued forward progress for each student over time in the areas of MEAP, running records, dibels fluency monitoring.
Other Required Information								
What research did you review to support the use of this strategy and action plan? Research-based texts in teaching reading comprehension, such as, "Strategies that Work" and "Reading With Meaning."								
What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Continued use of the PLC model during grade level meetings and staff meetings.								
How has the school integrated its available fiscal resources to support this strategy and action steps? Through the building budget provided by WO Public Schools.								
How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? We need to be trained further in the proper use of data director as tool for diagnosing learning needs of students, as well as to monitor the effectiveness of our progress toward having the students master the grade level content expectations.								

State of Michigan School Improvement Planning

School: Waukazoo

School Year: 2008-2009

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Writing Active Goal Maintenance Goal Revised Goal

Student Goal Statement: All students at Waukazoo will improve their writing skills across the curriculum and in a variety of contexts.

Statement of gap in student achievement (Need Statement): The achievement gap in the area of writing is as follows:

3rd grade economically disadvantaged students scored 47% proficient on the 2008 Meap writing assessment, compared to non-economically disadvantaged students who scored 83% proficient on the MEAP writing assessment.

4th grade economically disadvantaged students scored 81% proficient on the 2008 MEAP writing assessment, compared to non-economically disadvantaged students who scored 98% proficient on the MEAP writing assessment.

5th grade economically disadvantaged students scored 75% proficient on the 2008 MEAP writing assessment, compared to non-economically disadvantaged students who scored 99% proficient on the MEAP writing assessment.

Contributing Cause for the gap in student achievement:

The use of details (or lack of) appears to be a contributing factor to the achievement gap.

In addition, the Waukazoo Writing Plan was not in full swing when the MEAP was taken in October of 08.

The vocabulary of the prompts given to students has proven to challenge students' understanding of what is expected of them

List the multiple sources of data used to identify the gap in student achievement: MEAP, district writing prompt scores, classroom writing assessments.

Section II: Comprehensive Analysis Report on System Processes and Practices

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

Strand I: Teaching for Learning	Strand 2: Leadership	Strand 3: Personnel & Professional Learning	Strand 4: School & Community Relations	Strand 5: Data & Info. Management
			Parents added to SI team on 4/09	

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: Currently, students at Waukazoo are achieving in the range of 60-80% proficient on the MEAP assessment for writing. In October, 2009, students in grades 3, 4, and 5 will increase writing scores by a 15% proficiency rate increase on the 2009 MEAP.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: District writing prompts given in October, January, and May. MEAP assessment, daily writing activities and assignments.

Strategy Statement: Our strategy is to use the teacher-developed Waukazo writing plan, which is based upon longitudinal data from the State MEAP test in writing and the district writing assessments. In addition, teachers have reinforced character trait words (vocabulary terms) that are commonly used within writing prompt questions so that students can better understand the concept and scope of the question. Finally, teachers have continually focused on the use of common language throughout the building when it comes to writing instruction.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
<p>Follow the WZ Building Writing Plan which is based upon the MEAP condition codes, 1) "Magnify the Seed" 2) "Thought Shots" 3) Word Choice 4) Bold beginnings, Marvelous Middles, Excellent Endings, (5) Conventions</p> <p>use of district resources to support writing instruction, incorporate writing across the curriculum, 6 Traits, Organizational components of Power Writing</p> <p>strategies from the Lucy Calkins series, works of Barry Lane,</p> <p>continued use of our PLC process (teachers teaching teachers)</p>	All teachers	Sept. 09	June 10				<p>Monthly RTI</p> <p>PLC meetings at each grade level</p> <p>PLC meetings at each staff meeting.</p> <p>Teacher observations and district evaluation process.</p>	<p>Continued increase in students' writing proficiency on the district writing prompts.</p> <p>Continued increase in students' writing proficiency on the MEAP writing test.</p>

Other Required Information

What research did you review to support the use of this strategy and action plan? Theories specified in the Calkins series, Barry Lane activities, along with disaggregating MEAP data longitudinally—plan is based upon areas of need for our students. Comment codes as specified by the people who assessed our kids over the last 5 years.

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

-----Continue to provide opportunities to do the following: PLC meetings during staff time. Staff analyzed the areas of need for our students, which include 1) using details in writing, 2) developing ideas in writing, 3) writing conventions 4) developing word choice 5) making a piece of writing be "connected." Staff developed a plan to use to address these areas by using strategies and resources contained within 6+1 Traits, Lucy Calkins writing resources, ideas and strategies from the works of Barry Lane, and some organization ideas from the Power Writing series. Staff has modeled specific lessons addressing these areas to the staff as a whole throughout the year. Staff will continue to use this process, ie. teachers teaching teachers,--sharing and modeling lessons to be used / adapted in our classrooms. Each lesson needs to focus on one of our target areas, listed above.

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

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? We have a need to learn more about the practical uses of data director to inform our instruction in writing and all of the content areas. Our staff uses data director at the present time to enter data. We need to use it to focus our practices.