



# School Improvement Plan

School Year: 2009  
School District: West Ottawa Public Schools  
School Name: Woodside  
Grades Served: Kindergarten - fifth  
Principal: Lisa Neumann

District Code: 70070  
Building Code: 04595  
Intermediate School District Code:

District Approval of Plan:

---

Authorized Official Signature and Date

Board of Education Approval of Plan:

---

Authorized Official Signature and Date

**School Vision Statement:**

Woodside Elementary School, preparing students today for their world tomorrow.

**School Mission Statement:**

Woodside Elementary School, a caring community, challenging and inspiring students to learn and succeed in a diverse world.

**School Belief Statements:**

We believe all students can learn. Our goal is to address each child's learning needs and gifts to help him/her prepare for successful participation in life.

We believe effective learning takes place when children are active participants and experience success.

We believe each student needs a positive social and emotional environment with high academic and behavioral expectations.

We believe in the importance of effective communication and cooperative support among staff, students and home.

# State of Michigan School Improvement Planning

<b>School: Woodside</b>	<b>School Year: 2009-2010</b>
-------------------------	-------------------------------

## Section I: Comprehensive Analysis Report on Student Achievement

<b>Content Area: ELA - Reading</b>	<b>(x) Active Goal</b>	<b>( ) Maintenance Goal</b>	<b>( ) Revised Goal</b>
------------------------------------	------------------------	-----------------------------	-------------------------

**Student Goal Statement:** All students will demonstrate proficiency in Reading.

**Statement of gap in student achievement (Need Statement):**  
**Special Education, economically disadvantaged, Hispanic and English Language Learner students consistently perform at levels 5% or more below Caucasian and female students.**

**Reading**  
**Students demonstrate persistent weaknesses in the comprehension strategy of making connections.**

**Grade 3**  
 MEAP data demonstrates that Woodside’s third grade students need further practice with the comprehension skill of making connections (R.CM.02.03). Less than 50% demonstrate proficiency in a three-year analysis of the MEAP assessment data. They also need further practice using text features, such as charts, graphs and headings, to make meaning from informational text. (R.IT.02.03)

**Grade 4**  
 The same data demonstrates that Woodside’s fourth grade students demonstrate a deficiency (less than 50% proficiency rate) in making connections within and across both narrative and informational texts. (R.CM.03.03) This weakness is an extension of that identified in grade three, as it is exhibited within the same strand (comprehension and meaning from text) and, in fact, on the same GLCE.

**Grade 5**  
 There is a demonstrated weakness (an average of less than 50% proficiency rate) in making connections between ideas, characters, author’s purpose, themes, and details between and across texts. This is a continuation of a trend exhibited in grades 3 and 4. (R.CM.04.03)

**Grade K – 2**  
 Although students are making gains, students continue to end the school year behind grade level expectations per running records.

**Contributing Cause for the gap in student achievement:**  
 Limited vocabulary of ELL students  
 Students with disabilities have varying needs  
 Limited vocabulary of Hispanic students

**List the multiple sources of data used to identify the gap in student achievement: MEAP 3-year analysis in grades 3-5. Running Records**

## 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
<b>I.I.B.I. Articulation about the</b>	<b>II.1.A.5 PLC's across the curriculum</b>	<b>III.1.BI PLC's across the curriculum and outside PD.</b>	<b>Iv.1.B.2 Opportunities for parent learning</b>	<b>V.2.A.2 Meaning/interpreting of data</b>

<b>curriculum</b>				
<b>I.2A.3 Reflection and refinement</b>	<b>II.2.B.4 Monitoring of the SIP</b>	<b>III.1.BI PLC's across the curriculum and outside PD.</b>		<b>V.2.B2 Data-Driven decision making</b>
<b>I.3.A.1 Assessments aligned</b>				

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

**Measurable Objective Statement to support Goal:**

**By the end of the 2011-2012 school year, at least 79% of students at each grade level will be proficient in reading, (R.CM.03.03) as measured by the MEAP test and grade level common assessments. Additionally, each subgroup falling below 79% will increase the percent of students that are proficient in reading by 5 % annually.**

**For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP Fall 2010 and Fall 2011; Rigby Running Records; Houghton Mifflin *Reading Integrated Theme tests***

**Strategy Statement: Staff will meet in collaborative teams and consistently use demographic and achievement data to inform instructional decisions regarding the implementation of best practices, instructional resources, and assessment tools.**

<b>Action Steps</b>	<b>Staff Responsible</b>	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Plan</b>	<b>Evidence of Success</b>
		<b>Begin</b>	<b>End</b>	<b>Resource</b>	<b>Source</b>	<b>Amount</b>		
1. Staff will collaboratively review assessment data by GLCE's	1. School Improvement Team assemble data for grade level teams 2. Grade level teams	Fall 2009	On-going	Assessment	State and Data Director		Collection of grade level collaboration notes especially in the area of making connections	MEAP results demonstrate an increase in reading scores.
2. Professional Development in best practices strategies for teaching comprehension strategies to at-risk learners and English Language Learners	3. SIOP teachers (2008-2009 cohort group); principal Strategies that work by Harvey, Stephanie and Goudvis.	3. begun in winter of 2009	On-going	Strategies that Work	SIOP cohort; ELL director Williams; principal Neumann; Aquinas College ESL endorsement staff		Principal walk-throughs; SIOP coaching walk-throughs; Monthly collaborative team notes	MEAP Running Records
3. Staff will collaboratively identify the key GLCE's and develop a building plan on how to address the areas across the grade levels	Grade level teams	Sept. 09	On-going	CGLE's Houghton-Mifflin manuals	Grade level teams	n/a	Team outcomes Team minutes	MEAP Running Records

<p><u>Houghton Mifflin Reading Program</u></p> <ul style="list-style-type: none"> <li>Continue implementation of research-based program</li> </ul>	<p>Elementary teachers</p> <p>Elementary administrators</p>	<p>Fall 2007</p>	<p>Ongoing</p>	<p>Textbook &amp; supporting resources</p>	<p>Houghton Mifflin</p> <p>Gen Fund</p>		<p>Administrator observations via:</p> <ul style="list-style-type: none"> <li>Walk-throughs</li> <li>Formal evaluations</li> <li>Lesson plans</li> </ul>	<p>Improved scores on district reading assessments</p> <p>Increases in reading levels as evidenced by Rigby Running Records</p> <p>Increased number of students attaining DIBELS benchmarks</p> <p>Improved performance on MEAP</p>
<p><u>Response to Intervention (RTI) (Title I Schools)</u></p> <ul style="list-style-type: none"> <li>Systematic process to provide reading interventions</li> <li>Interventions strategies include: <ul style="list-style-type: none"> <li>Road to the Code</li> <li>Early Success</li> <li>Soar to Success</li> <li>Read Naturally</li> <li>Words Their Way</li> <li>Rewards</li> <li>Phonics for Reading</li> <li>K - Pals</li> </ul> </li> </ul>	<p>Elementary teachers</p> <p>Elementary core support staff</p> <p>Elementary administrators</p> <p>Psychologists</p>	<p>Sept. 2006</p>	<p>Ongoing</p>	<p>Menu of interventions.</p> <p>Core Support Staff</p> <p>Time for collaborative meetings</p> <p>Student data</p>	<p>Gen. Fund</p> <p>Title IA, 31A</p> <p>Mi BLSI Grants</p> <p>Gen. Fund</p> <p>Data Director</p>	<p>No Cost</p> <p>\$800,000 +</p> <p>\$75,000+</p>	<ul style="list-style-type: none"> <li>Schools will maintain meeting records, document interventions provided to students, student groups, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of, and participation in RtI meetings by principal</li> <li>Ongoing collection of intervention effectiveness through DIBELS, Rigby Running Records, and classroom observations.</li> <li>Improved MEAP reading scores.</li> </ul>
<p><u>Interim Assessments</u></p> <ul style="list-style-type: none"> <li>Develop and implement district level interim assessments</li> </ul>	<p>Office for Teaching and Learning</p>	<p>Sept. 2009</p>	<p>Ongoing</p>	<p>Data Director Test Bank</p>	<p>Gen Fund</p>		<ul style="list-style-type: none"> <li>Development of assessments summer 2009</li> </ul>	<p>Collection and analysis of test results in Data Director</p>

<ul style="list-style-type: none"> <li>Administer three times per year</li> <li>Aligned to GLCE's</li> <li>Progressive level of difficulty</li> <li>Collect in Data Director for analysis</li> </ul>							<ul style="list-style-type: none"> <li>Begin implementation fall 2009</li> </ul>	<p>Use of data by schools to inform SIP goals and instruction</p> <p>Administrator evaluations – use of data to inform SIP</p> <p>Improved MEAP scores</p>
<p><u>SIOP (Sheltered Instruction Observation Protocol) K – 12</u></p> <ul style="list-style-type: none"> <li>Training for cohort groups at all levels, K – 12</li> <li>Additional cohorts added each year.</li> <li>Follow-up and support through in-class coaching</li> <li>Trained staff will present to other staff members to share strategies and build capacity over time</li> </ul>	<ul style="list-style-type: none"> <li>ELL/Migrant Coordinator</li> <li>K -12 Teachers and administrators</li> <li>Office of T &amp; L</li> </ul>	Sept. 2008	Ongoing	<p>ELL/Migrant Director</p> <p>State SIOP initiative</p>	Title III & Gen. Fund	\$36,000	<p>Training schedules</p> <p>Coaching and observation records</p> <p>Teachers reflections and evaluation</p>	<p>Improved performance on:</p> <ul style="list-style-type: none"> <li>Grades</li> <li>MEAP (gap reductions)</li> <li>MME (gap reductions)</li> <li>Subgroup graduation rates</li> </ul>
<p><u>Literacy Framework</u></p> <ul style="list-style-type: none"> <li>West Ottawa teachers at all levels will participate in the development of the OAISD Literacy Framework.</li> <li>The group will develop web-based, best practice resources for use at all grade levels in all content areas.</li> <li>The district will support the ongoing development and use of the resources.</li> </ul>	<p>Select K – 12 teachers who are participating in the development project.</p> <p>All K-12 teachers using the web-based resources to support reading instruction.</p>	Summer 2008	Ongoing	Team of teachers working under the direction of the OAISD	<p>ISD Funds</p> <p>Gen. Funds</p>	<p>No cost to the district</p> <p>Sub costs (variable)</p>	Asst. Super for T & L will attend update meetings at the ISD	<p>OAISD Web-site (product)</p> <p>Observation of applied instructional practice based on the completed model</p> <p>Improved performance on K – 12 literacy measures including:</p> <ul style="list-style-type: none"> <li>MEAP</li> <li>EXPLORE</li> <li>PLAN</li> <li>MME</li> <li>K – 12 District</li> </ul>

								Assessments • Grades
<u>Professional Learning Communities K – 12</u> <ul style="list-style-type: none"> <li>• Build a culture of collaboration</li> <li>• Provide time and parameters for collaborative interaction</li> <li>• Provide access to appropriate data and develop skills in using data to inform instruction</li> <li>• Provide embedded professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Change Leadership Team</li> <li>• K – 12 teachers &amp; administrators</li> <li>• Office for T &amp; L</li> </ul>	Sept 2009	Ongoing	TBD (Change Leadership Team is in the process of developing a plan for PD)	Gen Fund		Change Leadership Team meeting documents  School, grade level, & department collaborative team (PLC) meeting records	Administrator observation of changing instructional practices  Improved performance on: <ul style="list-style-type: none"> <li>• MEAP</li> <li>• MME</li> <li>• Interim Assessments/Common Assessments</li> <li>• Formative/Building Assessments</li> </ul>
<u>Teacher Assessment Model</u> <ul style="list-style-type: none"> <li>• The district will implement a teacher assessment model that fulfills the following: <ul style="list-style-type: none"> <li>• Establish a common instructional framework</li> <li>• Research-based (Charlotte Danielson’s work)</li> <li>• Promote consistency, professional growth, and high quality instruction K – 12</li> <li>• Provides excellent, tenured, certified staff with the opportunity to pursue</li> </ul> </li> </ul>	Asst. Supt. For T & L  Building Level Administrators	Sept 2009	June 2013	Pathwise Model  ETS Trainers  Forms and documents	Gen. fund	??	<ul style="list-style-type: none"> <li>• LOA documents between WOPS and WOE A</li> <li>• Training schedule</li> <li>• Teacher assessments employing the revised format</li> </ul>	Improved performance on: <ul style="list-style-type: none"> <li>• MEAP</li> <li>• Explore</li> <li>• PLAN</li> <li>• MME</li> </ul> Improved grades, K – 12  Improved performance on district/common assessments

<p>professional goals through a learning process agreed to by the teacher and administrator.</p> <ul style="list-style-type: none"> <li>Per LOA, model will be implemented over a three year period.</li> </ul>							
---	--	--	--	--	--	--	--

**Other Required Information**

What research did you review to support the use of this strategy and action plan?  
 Block, C.C. and Pressley, M., eds. *Comprehension Instruction: Research-based best practices*. New York: Guilford, 2001.  
 Duke, Nell K. and Pearson, P. David. "Effective Practices for Developing Reading Comprehension" in *What Research Has To Say About reading, 3<sup>rd</sup> ed.* International Reading Association, 2002.  
 Duke, Nell K. "Improving Comprehension of Informational Text," presentation at the Center for Improvement of Early Reading Achievement Summer Institute, July 2002.  
 Duke, Nell K. "Reading comprehension instruction for students who are learning to read: Challenges in curricularizing comprehension in the primary grades." Presentation at the K-12 Literacy Training Meeting, Comprehensive Regional Centers, Boston, February 2006.  
 Harvey, Stephanie and Goudvis, Ann. *Strategies That Work, 2<sup>nd</sup> edition*. Portland, ME: Stenhouse Publishers, 2007.  
 Kamil, M. et al. "Chapter 4: Comprehension," *Report of the National Reading Panel, Reports of the Subgroups*, 2000.  
 Keene, Ellin O. and Zimmerman, Susan. *Mosaic of Thought*. Portsmouth, NH: Heinemann Press, 1997.

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?  
 Professional development in the explicit teaching of comprehension strategies with fiction and nonfiction text to at-risk and ELL students and more training in Professional Learning Communities.

How has the school integrated its available fiscal resources to support this strategy and action steps?  
 Use of Title I funds to organize small group intervention time for each grade level, averaging 40 minutes each day for each grade level.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps?  
 Woodside has the largest number of hours that uses video streaming to help students with learning concepts and Data Director

# State of Michigan School Improvement Planning

<b>School: Woodside</b>	<b>School Year: 2009-2010</b>
-------------------------	-------------------------------

## Section I: Comprehensive Analysis Report on Student Achievement

<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>
---------------------------	--	--	--

**Student Goal Statement:** All students will demonstrate proficiency in math.

**Statement of gap in student achievement (Need Statement):**  
**Grade 3** - Achievement gaps of more than 5% exist in the ELL and Special Education student subgroups, between the Caucasian and Hispanic subgroups (12%), Three year trend MEAP data indicate that students have a persistent weakness with solving word problems.  
**Grade 4** - Achievement gaps persist among the economically disadvantaged, Hispanic, ELL, and Special Education subgroups. MEAP data indicates that students have the most difficulty with word problems, standard units of measure, temperatures, perimeter and area.  
**Grade 5** -While improving over time, a persistent achievement gap (10%) does remain between male and female students in this class. MEAP data indicates that more than 50% have difficulty with finding the value of an unknown in equations with one missing variable.

**Contributing Cause for the gap in student achievement:**  
 Limited math vocabulary for ELL students  
 Application of concepts to real life for all subgroups  
 Limited background knowledge for application for ELL, Special Education and Economically Disadvantaged

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

Strand1: Teaching for Learning	Strand 2: Leadership	Strand 3: Personnel & Professional Learning	Strand 4: School & Community Relations	Strand 5: Data & Info. Management
<b>I.I.B.I. Articulation about the curriculum</b>	<b>II.1.A.5 PLC's across the curriculum</b>	<b>III.1.BI PLC's across the curriculum and outside PD.</b>	<b>Iv.1.B.2 Opportunities for parent learning</b>	<b>V.2.A.2 Meaning/interpreting of data</b>
<b>I.2A.3 Reflection and refinement</b>	<b>II.2.A.4 Analyze student work across the curriculum</b>	<b>III.1.BI PLC's across the curriculum</b>		<b>V.2.B2 Data-Driven decision making</b>
	<b>II.2.B.4 Monitoring of the SIP</b>			

## Section III: Plan to Accomplish Student Achievement Goals

**Measurable Objective Statement to support Goal:** By the end of the 2011-2012 school year, at least 82% of students at each grade level will be proficient in math as measured by the MEAP test and grade level common assessments. Additionally, each subgroup falling below 82% will increase the percent of students that are proficient in solving word problems by 5 % annually.

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

**Strategy Statement:**

Staff will meet in collaborative teams and consistently use demographic and achievement data to inform instructional decisions regarding the implementation of best practices, instructional resources, and assessment tools.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Begin monthly data-driven collaborative dialogs to begin targeting students who are at risk.	Grade level teachers Principal	Jan. 10	On-going	Math expressions DATA Time	Data	n/a	Quarterly assessments Team meeting and notes	Increased scores on MEAP
Sustained, substantive professional development for all staff on strategies for the targeted, intentional teaching of problem solving strategies, such as making connections and representing data visually, to at-risk students and English Language Learners.	Classroom teachers Mike Klavon	Sept 10	June 11	Math Expressions Data Director Mike Klavon/ISD experts	Not-sure	n/a	To be determined Agenda for pd	Increase scores for ELL learners
<u>Expressions Math Program</u> Continue implementation of research-based strategies embedded in the program: <ul style="list-style-type: none"> <li>Grade level instructional strategies for building mathematical concepts</li> <li>Student Leaders</li> </ul>	K – 5 teachers and administrators.	Sept 2009	Ongoing	New math series and supporting resources	Gen. Fund	Previous Purchase	Administrator observations via: <ul style="list-style-type: none"> <li>Walk-throughs</li> <li>Formal evaluations</li> <li>Lesson plans</li> </ul>	Improved scores on: <ul style="list-style-type: none"> <li>District Interim Assessments</li> <li>MEAP</li> <li>Grades</li> </ul> Administrator observation of classroom strategies.

<ul style="list-style-type: none"> <li>• Math Talk</li> <li>• Quick Practice</li> <li>• Helping Community</li> </ul> <p>Provide teachers with support as needed</p>								
<p><u>Interim Assessments</u></p> <ul style="list-style-type: none"> <li>• Develop and implement district level interim assessments</li> <li>• Administer three times per year</li> <li>• Aligned to GLCE's</li> <li>• Progressive level of difficulty</li> </ul> <p>Collect in Data Director for analysis</p>	Office for Teaching and Learning	Sept. 2009	Ongoing	Data Director Test Bank	Gen 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> <p>Improved MEAP scores</p>
<p><u>Investigate Use of RtI in Math at Title I Schools</u></p> <ul style="list-style-type: none"> <li>• Expand pilot to additional schools</li> <li>• K – 5 programming</li> <li>• Use of OAISD assessments tools (Web-based)</li> <li>• Intervention strategies taken from Math Expressions program</li> </ul>								

<ul style="list-style-type: none"> <li>• Implementation Steps <ul style="list-style-type: none"> <li>○ Informational mtngs/overview – 30 min</li> <li>○ Logistics – How to build into school schedule</li> <li>○ Training of Trainers (60 – 90 min)</li> <li>○ Provide ISDw/Student Data – For use in ELAR system</li> </ul> </li> </ul> <p>Begin program implementation</p>								
<p><u>SIOP (Sheltered Instruction Observation Protocol) K - 12</u></p> <ul style="list-style-type: none"> <li>• Training for cohort groups at all levels, K – 12</li> <li>• Additional cohorts added each year.</li> <li>• Follow-up and support through in-class coaching</li> <li>• Trained staff will present to other staff members to share strategies and build capacity over time</li> </ul>	<ul style="list-style-type: none"> <li>• ELL/Migrant Coordinator</li> <li>• K -12 Teachers and administrators</li> <li>• Office of T &amp; L</li> </ul>	Sept. 2008	Ongoing	ELL/Migrant Director  State SIOP initiative	Title III & Gen. Fund	\$36,000	Training schedules  Coaching and observation records  Teachers reflections and evaluation	Improved performance on: <ul style="list-style-type: none"> <li>• Grades</li> <li>• MEAP (gap reductions)</li> <li>• MME (gap reductions)</li> <li>• Subgroup graduation rates</li> </ul>
<u>Common</u>	T & L Office	Sept.	Ongoing	Work	Gen.		Meeting schedules.	Curriculum documents

<u>Assessments K – 12</u> <ul style="list-style-type: none"> <li>• K-5 Interim Assessments (see above)</li> <li>• 6 – 12 common assessments.</li> <li>• Data collection in Data Director</li> </ul>	K – 12 teachers	2008		Sessions	Fund			(assessments)  Collaborative meeting (PLC) minutes  Improved performance on: <ul style="list-style-type: none"> <li>• District assessments</li> <li>• MEAP</li> <li>• MME</li> </ul>
<u>Professional Learning Communities K - 12</u> <ul style="list-style-type: none"> <li>• Build a culture of collaboration</li> <li>• Provide time and parameters for collaborative interaction</li> <li>• Provide access to appropriate data and develop skills in using data to inform instruction</li> <li>• Provide embedded professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Change Leadership Team</li> <li>• K – 12 teachers &amp; administrators</li> <li>• Office for T &amp; L</li> </ul>	Sept 2009	Ongoing	TBD (Change Leadership Team is in the process of developing a plan for PD)	Gen Fund		Change Leadership Team meeting documents  School, grade level, & department collaborative team (PLC) meeting records	Administrator observation of changing instructional practices  Improved performance on: <ul style="list-style-type: none"> <li>• MEAP</li> <li>• MME</li> <li>• Interim Assessments/Common Assessments</li> <li>• Formative/Building Assessments</li> </ul>
<u>Teacher Assessment Model</u> <ul style="list-style-type: none"> <li>• The district will implement a teacher assessment model that fulfills the following:             <ul style="list-style-type: none"> <li>• Establish a common</li> </ul> </li> </ul>	Asst. Supt. For T & L  Building Level Administrators	Sept 2009	June 2013	Pathwise Model  ETS Trainers  Forms and documents	Gen. fund		<ul style="list-style-type: none"> <li>• LOA documents between WOPS and WOE A</li> <li>• Training schedule</li> <li>• Teacher assessments employing the revised format</li> </ul>	Improved performance on: <ul style="list-style-type: none"> <li>• MEAP</li> <li>• Explore</li> <li>• PLAN</li> <li>• MME</li> </ul> Improved grades, K – 12  Improved performance on district/common

instructional framework <ul style="list-style-type: none"> <li>• Research-based (Charlotte Danielson's work)</li> <li>• Promote consistency, professional growth, and high quality instruction K – 12</li> <li>• Provide excellent, tenured, certified staff with the opportunity to pursue professional goals through a learning process agreed to by the teacher and administrator</li> <li>• Per LOA, model will be implemented over a three year period.</li> </ul>								assessments
---	--	--	--	--	--	--	--	-------------

**Other Required Information**

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

Lying, Kathryn A. "Problem Solving in the Elementary Curriculum: A curriculum unit for upper elementary grades." Original Master's research project, unpublished. Williamsburg, VA: William and Mary college, 2003. Available on-line at: [www.wm.edu/education/599/pdf/KateLyng.pdf](http://www.wm.edu/education/599/pdf/KateLyng.pdf)

Montague, M. (2003). **Solve It! A practical approach to teaching mathematical problem solving skills.** Reston, VA: Exceptional Innovations.

Mansinglia, J., Lester, F. & Raymond, A. (2002) **Mathematics for elementary teachers via problem solving: Student activity model**. Upper Saddle River, New Jersey: Prentice Hall.

**What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?  
Grade level collaboration, district math curriculum meeting, and possible ISD coach if needed.**

**How has the school integrated its available fiscal resources to support this strategy and action steps?  
Re-allocated staff and pd time for collaboration.**

**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**

# State of Michigan School Improvement Planning

<b>School: Woodside</b>	<b>School Year: 2009-2010</b>
-------------------------	-------------------------------

## Section I: Comprehensive Analysis Report on Student Achievement

<b>Content Area: Science</b>	<input checked="" type="checkbox"/> <b>Active Goal</b>	<input type="checkbox"/> <b>Maintenance Goal</b>	<input type="checkbox"/> <b>Revised Goal</b>
------------------------------	--	--	--

**Student Goal Statement:** All students will be proficient in Science.

**Statement of gap in student achievement (Need Statement):**  
 Hispanic 79.17% comparative to Caucasian  
 Special Education students 55.55% comparative to whole group  
 Males 79% compared to females  
 ELL students 78% comparative to whole  
 Overall the trend has been improvement based on the MEAP test. ELL learners have made the most growth over time from 60%-78%. Students overall struggle more with applying knowledge to interpret data, vocabulary and background knowledge.

**Contributing Cause for the gap in student achievement:**  
 Limited knowledge of best practices of building background knowledge  
 Limited knowledge in best practices to build academic vocabulary

**List the multiple sources of data used to identify the gap in student achievement:**  
 Meap, Battle Creek 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
<b>Standards Alignment</b>	II.1.A.5 PLC's across the curriculum	III.1.BI PLC's across the curriculum and outside PD.	Iv.1.B.2 Opportunities for parent learning	V.2.A.2 Meaning/interpreting of data
<b>I.I.B.I. Articulation about the curriculum</b>	II.2.A.4 Analyze student work across the curriculum	III.1.BI PLC's across the curriculum		V.2.B2 Data-Driven decision making
<b>I.2A.3 Reflection and refinement</b>	II.2.B.4 Monitoring of the SIP			

## Section III: Plan to Accomplish Student Achievement Goals

**Measurable Objective Statement to support Goal:**  
 By the end of the 2011-2012 school year, at least 90% of students at each grade level will be proficient in solving data interpretation problems as measured by the MEAP Science test and grade level common assessments. Additionally, each subgroup falling below 90% will increase the percent of students that are proficient in solving data problems by 5 % annually.

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

**Strategy Statement:**

Staff will meet in collaborative teams and consistently use demographic and achievement data to inform instructional decisions regarding the implementation of best practices, instructional resources, and assessment tools.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
1. Hold quarterly data-driven collaborative conversations to identify areas for cross-curricular application of nonfiction reading.	Teachers	Sept 10	On-going	All curriculum materials Appropriately leveled expository text GLCE's	grants		Team notes	Increased science assessment scores
2. Sustained, substantive professional development for all staff on strategies for the targeted, intentional teaching of nonfiction reading and building background knowledge	SIOP team Teachers Principal	Sept 09	On-going	Strategies that work for all students; Activities that go with book.	Unit budget grant		Walk-throughs Conversation	MEAP Battle Creek assessments
<u>Battle Creek Science Kits</u> <ul style="list-style-type: none"> <li>Implementation of inquiry-based instruction in grades 1 – 5.</li> <li></li> </ul>	Grades 1 – 5 teachers  Elementary administrators	Sept. 2005	Ongoing	BC supplies and materials	BCMAS C & local vendors	\$10,000	Kit rotation schedule. Building  Administrator observations.	Improve performance on: <ul style="list-style-type: none"> <li>District unit assessments</li> <li>Grades</li> <li>MEAP</li> </ul>
<u>Elementary Science Committee</u> <ul style="list-style-type: none"> <li>Realign curriculum to the new science GLCE's</li> <li>Science Transition Team will be formed</li> <li>Transition Team members trained and implement revised BC kits</li> <li>Transition Team</li> </ul>	Science Committee – Reps from all buildings and grade levels  Transition Team – Reps from all buildings	Sept. 2008  March 2009  Sept 2010	June 2009  June 2010	Work sessions  State Science Clarification Documents  Battle Creek	Gen. Fund  State  BCMAS C –	NA  \$30,000 (Gen Fund)	Meeting schedules and minutes.  Training schedules	Curriculum documents

<p>plans and provides training and support for full implementation</p> <ul style="list-style-type: none"> <li>Eliminate kit rotations to support curriculum integration and more appropriate seasonal timing of content delivery</li> </ul>	<p>and grade levels</p> <p>Elementary teachers</p> <p>Elementary administrators</p> <p>Office for T &amp; L</p>		June 2012	<p>Science Kits</p> <p>Battle Creek Trainers</p>	Gen, Fund	<p>\$50,000 (Gen fund)</p> <p>\$200,000 - \$400,000 (Gen Fund)</p>		<p>Improved performance on:</p> <ul style="list-style-type: none"> <li>Grades</li> <li>Unit assessments</li> <li>MEAP</li> </ul>
<p><u>Interim Assessments</u></p> <ul style="list-style-type: none"> <li>Develop and implement district level interim assessments</li> <li>Administer three or more times per year</li> <li>Aligned to GLCE's</li> <li>Progressive level of difficulty</li> <li>Collect in Data Director for analysis</li> </ul>	Office for Teaching and Learning	Sept. 2010	Ongoing	Data Director Test Bank	Gen Fund		<ul style="list-style-type: none"> <li>Development of assessments summer 2010</li> <li>Begin implementation fall 2010</li> </ul>	<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> <p>Improved performance on:</p> <ul style="list-style-type: none"> <li>Interim assessments</li> <li>Grades</li> <li>MEAP</li> </ul>
<p><u>SIOP (Sheltered Instruction Observation Protocol)</u></p> <ul style="list-style-type: none"> <li>Training for cohort groups at all levels, K – 12</li> <li>Additional cohorts added each year.</li> <li>Follow-up and support through in-class coaching</li> <li>Trained staff will present to other staff members to share strategies and build</li> </ul>	<ul style="list-style-type: none"> <li>ELL/Migrant Coordinator</li> <li>K -12 Teachers and administrators</li> <li>Office of T &amp; L</li> </ul>	Sept. 2008	Ongoing	<p>ELL/Migrant Director</p> <p>State SIOP initiative</p>	Title III & Gen. Fund	\$36,000	<p>Training schedules</p> <p>Coaching and observation records</p> <p>Teachers reflections and evaluation</p>	<p>Improved performance on:</p> <ul style="list-style-type: none"> <li>Grades</li> <li>MEAP (gap reductions)</li> <li>MME (gap reductions)</li> <li>Subgroup graduation rates</li> </ul>

capacity over time								
<u>Professional Learning Communities</u> <ul style="list-style-type: none"> <li>• Build a culture of collaboration</li> <li>• Provide time and parameters for collaborative interaction</li> <li>• Provide access to appropriate data and develop skills in using data to inform instruction</li> <li>• Provide embedded professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Change Leadership Team</li> <li>• K – 12 teachers &amp; administrators</li> <li>• Office for T &amp; L</li> </ul>	Sept 2009	Ongoing	TBD (Change Leadership Team is in the process of developing a plan for PD)	Gen Fund		<p>Change Leadership Team meeting documents</p> <p>School, grade level, &amp; department collaborative team (PLC) meeting records</p>	<p>Administrator observation of changing instructional practices</p> <p>Improved performance on:</p> <ul style="list-style-type: none"> <li>• MEAP</li> <li>• MME</li> <li>• Interim Assessments/Common Assessments</li> <li>• Formative/Building Assessments</li> </ul>
<u>Teacher Assessment Model</u> <ul style="list-style-type: none"> <li>• The district will implement a teacher assessment model that fulfills the following: <ul style="list-style-type: none"> <li>• Establish a common instructional framework</li> <li>• Research-based (Charlotte Danielson’s work)</li> <li>• Promote consistency, professional growth, and high quality instruction K – 12</li> <li>• Provides excellent, tenured, certified staff with the</li> </ul> </li> </ul>	<p>Asst. Supt. For T &amp; L</p> <p>Building Level Administrators</p>	Sept 2009	June 2013	<p>Pathwise Model</p> <p>ETS Trainers</p> <p>Forms and documents</p>	Gen. fund		<ul style="list-style-type: none"> <li>• LOA documents between WOPS and WOE A</li> <li>• Training schedule</li> <li>• Teacher assessments employing the revised format</li> </ul>	<p>Improved performance on:</p> <ul style="list-style-type: none"> <li>• MEAP</li> <li>• Explore</li> <li>• PLAN</li> <li>• MME</li> </ul> <p>Improved grades, K – 12</p> <p>Improved performance on district/common assessments</p>

<p>opportunity to pursue professional goals through a learning process agreed to by the teacher and administrator.</p> <ul style="list-style-type: none"> <li>Per LOA, model will be implemented over a three year period.</li> </ul>								
---	--	--	--	--	--	--	--	--

**Other Required Information**

**What research did you review to support the use of this strategy and action plan?**  
 Yore, L.D., Skymansky, J.A., Henriques, L., Chidsey, J.L., Lewis, J.O. (1997). **Reading-to-Learn** and **Writing-to-Learn** Science Activities for the Elementary School Classroom. AETS Conference Proceedings.

Novak, J.D. and Godwin, D.B. (1984). **Learning How to Learn**. New York: Cambridge University Press.

**What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?**  
 Time, grade level collaborative time, book study, SIOP team

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

**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, united streaming, proxima



# State of Michigan School Improvement Planning

<b>School:</b>	<b>School Year:</b>
----------------	---------------------

## Section I: Comprehensive Analysis Report on Student Achievement

<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>
------------------------------	--	--	--

**Student Goal Statement:**  
All students will demonstrate proficiency in written communication targeting specific audiences.

**Statement of gap in student achievement (Need Statement):**  
K- 67% of students were not at winter writing benchmark.  
1-92% of students were not at winter writing benchmark.  
2-54% of students were not at winter writing benchmark.

**MEAP**  
**Grade 3** - 7% fewer Woodside third graders scored at proficient levels on the writing test than the state average (61%). Students with disabilities have the most significant discrepancy comparative of the other sub groups. 24% scoring less  
**Grade 4** - Significant achievement gaps remain between male and female students (13% gap), among economically disadvantaged students (11% gap), between Hispanic and ELL learners versus Caucasian students (35% and 37%), and students with IEPs (12%).  
**Grade 5** - A 28% gap remains between male and female students, and Hispanic students demonstrated a 17% lower proficiency rate than Caucasian students.

**Contributing Cause for the gap in student achievement:**  
Limited professional development for teachers with regards to building vocabulary and background knowledge  
Limited time for writing in classroom  
Limited integration of writing "programs" 6+1 traits and Lucy Calkin's

**List the multiple sources of data used to identify the gap in student achievement:**  
MEAP, district benchmarks, grade level progress monitoring

## 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
<b>I.I.B.I. Articulation about the curriculum</b>	<b>II.2.B.4 Monitoring of the SIP</b>	<b>III.1.BI PLC's across the curriculum and outside PD.</b>	<b>Iv.1.B.2 Opportunities for parent learning</b>	<b>V.2.A.2 Meaning/interpreting of data</b>
<b>I.2A.3 Reflection and refinement</b>		<b>III.1.BI PLC's across the curriculum</b>		<b>V.2.B2 Data-Driven decision making</b>

## Section III: Plan to Accomplish Student Achievement Goals

**Measurable Objective Statement to support Goal:**  
By the end of the 2011-2012 school year, at least 79% of students at each grade level will be proficient in writing. as measured by the MEAP test and grade level benchmark common assessments. Each grade level or subgroup falling below 79% will increase the percent of students that are proficient by 5 % annually.

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

**achievement, skills, and competencies:** MEAP, common progress monitoring

**Strategy Statement:**

Staff shall utilize writing best practice instructional delivery methods, including: focused mini-lessons, conferencing, touchstone texts, explicit modeling, the gradual release of responsibility instructional model, and common analytical tools based on the 6+1 traits of writing to engage in data-driven, targeted, intentional instruction.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
1. Continue monthly data-driven collaborations to regroup students for daily, targeted, small group instruction in areas of skill deficits	Teachers Core support staff	Sept 09	On-going	Lucy Calkin's 6+1 trait writing	Data director		3x benchmarks Grade level SMART goals	Increase in MEAP and district writing scores
2. Continue implementation of Lucy Calkins' <i>Units of Study</i> Writing Workshop-style lessons (2009-2010 is year 2).	Teachers	Sept 09	On-going	Lucy Calkin's	Units of study		3x benchmarks Grade level SMART goals	Increase in MEAP and district writing scores
<p><u>Multiple Writing Strategies</u></p> <ul style="list-style-type: none"> <li>• Book study – Lucy Calkins writing process</li> <li>• Schools will implement research-based writing strategies specific to their needs based on the following models:                             <ul style="list-style-type: none"> <li>○ Lucy Calkins Writing Process</li> <li>○ Barry Lane</li> </ul> </li> <li>• The Six-Traits of Writing will be</li> </ul>	Elementary teachers	Sept. 2008	Ongoing	Book sets for teachers	Gen. Fund	No cost (purchased last yr.)	Administrator walk-throughs (observation)	Improved performance on: <ul style="list-style-type: none"> <li>• Grades</li> <li>• District writing assessments</li> <li>• MEAP</li> </ul>
	Elementary administrators	Sept. 2008	Ongoing	OAISD Lucy Calkins Training		\$18,000	School plans	
		Sept. 2009	Ongoing	Kathy Gilbert - training	PD funds (Title IIA & Gen. Fund)	\$5,000	Schedule and records of training sessions	

used to establish common language for writing. <ul style="list-style-type: none"> <li>• Training – Integration of language and processes</li> </ul>								
<u>Interim Assessments</u> <ul style="list-style-type: none"> <li>• Develop and implement district level interim assessments</li> <li>• Administer three times per year</li> <li>• Aligned to GLCE's</li> <li>• Progressive level of difficulty</li> <li>• Collect in Data Director for analysis</li> </ul>	Office for Teaching and Learning	Sept. 2009	Ongoing	Data Director Test Bank & Assess to Know Test Bank	Gen Fund		<ul style="list-style-type: none"> <li>• Development of assessments summer 2009</li> <li>• Begin implementation fall 2009</li> </ul>	<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> <p>Improved performance on:</p> <ul style="list-style-type: none"> <li>• District writing prompts</li> <li>• Grades</li> <li>• MEAP</li> </ul>
<u>SIOP (Sheltered Instruction Observation Protocol)</u> <ul style="list-style-type: none"> <li>• Training for cohort groups at all levels, K – 12</li> <li>• Additional cohorts added each year.</li> <li>• Follow-up and support through in-class coaching</li> <li>• Trained staff will present to other staff members to share strategies and build capacity over time</li> </ul>	<ul style="list-style-type: none"> <li>• ELL/Migrant Coordinator</li> <li>• K -12 Teachers and administrators</li> <li>• Office of T &amp; L</li> </ul>	Sept. 2008	Ongoing	<p>ELL/Migrant Director</p> <p>State SIOP initiative</p>	Title III & Gen. Fund	\$36,000	<p>Training schedules</p> <p>Coaching and observation records</p> <p>Teachers reflections and evaluation</p>	<p>Improved performance on:</p> <ul style="list-style-type: none"> <li>• Grades</li> <li>• MEAP (gap reductions)</li> <li>• MME (gap reductions)</li> <li>• Subgroup graduation rates</li> <li>• ACT Writing</li> </ul>

<u>Literacy Framework</u> <ul style="list-style-type: none"> <li>West Ottawa teachers at all levels will participate in the development of the OAISD Literacy Framework.</li> <li>The group will develop web-base, best practice resources for use at all grade levels in all content areas.</li> <li>The district will support the ongoing development and use of the resources.</li> </ul>	<p>Select K – 12 teachers who are participating in the development project.</p> <p>All K-12 teachers using the web-based resources to support reading instruction.</p>	<p>Summer 2008</p>	<p>Ongoing</p>	<p>Team of teachers working under the direction of the OAISD</p>	<p>ISD Funds</p> <p>Gen. Funds</p>	<p>No cost to the district</p> <p>Sub costs (variable)</p>	<p>Asst. Super for T &amp; L will attend update meetings at the ISD</p>	<p>OAISD Web-site (product)</p>
<u>Professional Learning Communities</u> <ul style="list-style-type: none"> <li>Build a culture of collaboration</li> <li>Provide time and parameters for collaborative interaction</li> <li>Provide access to appropriate data and develop skills in using data to inform instruction</li> <li>Provide embedded professional development</li> </ul>	<ul style="list-style-type: none"> <li>Change Leadership Team</li> <li>K – 12 teachers &amp; administrators</li> <li>Office for T &amp; L</li> </ul>	<p>Sept 2009</p>	<p>Ongoing</p>	<p>TBD (Change Leadership Team is in the process of developing a plan for PD)</p>	<p>Gen Fund</p>		<p>Change Leadership Team meeting documents</p> <p>School, grade level, &amp; department collaborative team (PLC) meeting records</p>	<p>Administrator observation of changing instructional practices</p> <p>Improved performance on:</p> <ul style="list-style-type: none"> <li>MEAP</li> <li>MME</li> <li>Interim Assessments/Common Assessments</li> <li>Formative/Building Assessments</li> </ul>
<u>Teacher Assessment Model</u>	<p>Asst. Supt. For T &amp; L</p>	<p>Sept 2009</p>	<p>June 2013</p>	<p>Pathwise Model</p>	<p>Gen. fund</p>		<ul style="list-style-type: none"> <li>LOA documents between WOPS</li> </ul>	<p>Improved performance on:</p>

<ul style="list-style-type: none"> <li>The district will implement a teacher assessment model that fulfills the following: <ul style="list-style-type: none"> <li>Establish a common instructional framework</li> <li>Research-based (Charlotte Danielson's work)</li> <li>Promote consistency, professional growth, and high quality instruction K – 12</li> <li>Provides excellent, tenured, certified staff with the opportunity to pursue professional goals through a learning process agreed to by the teacher and administrator.</li> </ul> </li> <li>Per LOA, model will be implemented over a three year period.</li> </ul>	<p>Building Level Administrators</p>			<p>ETS Trainers</p> <p>Forms and documents</p>		<p>and WOE</p> <ul style="list-style-type: none"> <li>Training schedule</li> <li>Teacher assessments employing the revised format</li> </ul>	<ul style="list-style-type: none"> <li>MEAP</li> <li>Explore</li> <li>PLAN</li> <li>MME</li> </ul> <p>Improved grades, K – 12</p> <p>Improved performance on district/common assessments</p>
--	--------------------------------------	--	--	--	--	--	--

**Other Required Information**

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

Calkins, L. *Units of Study for Primary Writing: A year-long curriculum, launching the writers workshop.* Portsmouth, NH: Firsthand/Heinemann, 2006.  
Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools - A report to Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education.  
Lane, B. *Reviser's Toolbox.* Shoreham, VT: Discover Writing Press, 1999.  
Lane, B. and Bernabei, G. *Why we must run with scissors: Voice lessons in persuasive writing, 3-12.* Shoreham, VT: Discover Writing Press, 2001.  
Routman, R. *Writing Essentials.* Portsmouth, NH: Heinemann, 2005.  
Zemelman, S., Daniels, H., Hyde, A. *Best Practice: New Standards for Teaching and Learning in America's Schools, 3rd edition.* Portsmouth, NH: Heinemann, 2005.

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

Time and possible release time for modeling

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

Unit 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?**

Lucy Calkin's cd's, United Streaming, Data Director



# State of Michigan School Improvement Planning

<b>School: Woodside Elementary</b>	<b>School Year: 2009-2010</b>
------------------------------------	-------------------------------

## Section I: Comprehensive Analysis Report on Student Achievement

<b>Content Area: Social Studies</b>	<input checked="" type="checkbox"/> <b>Active Goal</b>	<input type="checkbox"/> <b>Maintenance Goal</b>	<input type="checkbox"/> <b>Revised Goal</b>
-------------------------------------	--	--	--

**Student Goal Statement: All students will be proficient in Social Studies**

**Statement of gap in student achievement (Need Statement):**  
 Special Education students 44.44% comparative to whole group  
 Hispanic Students 65.79% compared to Caucasians

**Contributing Cause for the gap in student achievement:**  
 Limited knowledge best practices of building back ground knowledge  
 Limited knowledge in best practices to build academic vocabulary  
 Focus on vocabulary

**List the multiple sources of data used to identify the gap in student achievement:**  
 MEAP, History Alive 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
<b>Standards Alignment</b>	<b>II.1.A.5 PLC's across the curriculum</b>	<b>III.1.BI PLC's across the curriculum and outside PD.</b>	<b>Iv.1.B.2 Opportunities for parent learning</b>	<b>V.2.A.2 Meaning/interpreting of data</b>
<b>I.I.B.I. Articulation about the curriculum</b>	<b>II.2.A.4 Analyze student work across the curriculum</b>	<b>III.1.BI PLC's across the curriculum</b>		<b>V.2.B2 Data-Driven decision making</b>
<b>I.2A.3 Reflection and refinement</b>	<b>II.2.B.4 Monitoring of the SIP</b>			

## Section III: Plan to Accomplish Student Achievement Goals

**Measurable Objective Statement to support Goal:**  
 By the end of the 2011-2012 school year, at least 85% of students at each grade level will be proficient in identifying grade level vocabulary, using data to draw a conclusion, and making connections as measured by the MEAP Social Studies test and grade level common assessments. Additionally, each subgroup falling below 85% will increase the percent of students that are proficient by 5 % annually.

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

**Strategy Statement:**  
 Staff will meet in collaborative teams and consistently use demographic and achievement data to inform instructional decisions regarding the implementation of best practices, instructional resources, and assessment tools.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
1. Begin quarterly data-driven collaborative conversations to identify areas for cross-curricular application of nonfiction reading.	Teachers	Jan 11	On-going	GLCE's Text documents, History Alive curriculum	Data		Team Notes	Increase in MEAP and History Alive assessments
2. Opportunity For building background knowledge.	Teachers	Sept 09	On-going	GLCE's	Data		Walk-throughs Conversation	Increase in MEAP and History Alive assessments
3. Sustained, substantive professional development for all staff on strategies for the targeted, intentional teaching of nonfiction reading and building background knowledge.	SIOP team Teachers Principal	Sept 09	On-going	Strategies that work for all students; Activities that go with book.	Unit budget grant		Walk-throughs Conversation	MEAP History Alive assessments
<u>TCI Program</u> Continue implementation of TCI program at elementary level.  Continue implementation of Michigan resources at grade four.	Elementary teachers  Elementary administrators	Sept. 2008	Ongoing	Textbooks and supporting resources	Gen. Fund		Administrators through classroom observations and lesson plans	Increased MEAP scores.  Improved scores on TCI unit assessments.
<u>Social Studies Committee – Curriculum Alignment</u> • Form committee • Align curriculum to new state GLCE's	Asst. Supt. for Student Services & Elem. Ed.  Asst. Supt. for	Sept. 2009	June, 2010	State curr docs  WO curr docs	Gen fund	\$5,000	Meeting schedule  Meeting minutes  Curriculum documents	Implementation Plan

(curriculum documents, common assessments, etc.) <ul style="list-style-type: none"> <li>Review resources (if budget allows)</li> <li>Develop plan/timeline for implementation</li> <li>Develop PD plan for use of existing materials and resources (TCI)</li> </ul>	T & L  Elem WOLT							
<u>SIOP (Sheltered Instruction Observation Protocol)</u> <ul style="list-style-type: none"> <li>Training for cohort groups at all levels, K – 12</li> <li>Additional cohorts added each year.</li> <li>Follow-up and support through in-class coaching</li> <li>Trained staff will present to other staff members to share strategies and build capacity over time</li> </ul>	<ul style="list-style-type: none"> <li>ELL/Migrant Coordinator</li> <li>K -12 Teachers and administrators</li> <li>Office of T &amp; L</li> </ul>	Sept. 2008	Ongoing	ELL/Migrant Director  State SIOP initiative	Title III & Gen. Fund	\$36,000	Training schedules  Coaching and observation records  Teachers reflections and evaluation	Improved performance on: <ul style="list-style-type: none"> <li>Grades</li> <li>MEAP (gap reductions)</li> <li>MME (gap reductions)</li> <li>Subgroup graduation rates</li> </ul>
<u>Professional Learning Communities</u> <ul style="list-style-type: none"> <li>Build a culture of collaboration</li> <li>Provide time and parameters for collaborative interaction</li> <li>Provide access to appropriate data and develop skills in using data to inform instruction</li> <li>Provide embedded</li> </ul>	<ul style="list-style-type: none"> <li>Change Leadership Team</li> <li>K – 12 teachers &amp; administrators</li> <li>Office for T &amp; L</li> </ul>	Sept 2009	Ongoing	TBD (Change Leadership Team is in the process of developing a plan for PD)	Gen Fund		Change Leadership Team meeting documents  School, grade level, & department collaborative team (PLC) meeting records	Administrator observation of changing instructional practices  Improved performance on: <ul style="list-style-type: none"> <li>MEAP</li> <li>MME</li> <li>Interim Assessments/Common Assessments</li> <li>Formative/Building Assessments</li> </ul>



**Other Required Information**

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

Miller, Mel. (2005). Preparing for the social studies MEAP extended response – K-5. Michigan Council for the Social Studies. 28 (4), 5.

Vacca, R.T. and Vacca, J.L. (2002) **Vocabulary and concepts**. In content area reading: **Literacy and learning across the curriculum** (7<sup>th</sup> ed., pp.160-189) Boston: Allyn and Bacon. Copyright 2003 by Pearson Education

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

Time, grade level collaborative time, book study, SIOP team

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

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



# State of Michigan School Improvement Planning

<b>School:</b> Woodside	<b>School Year:</b> 2009-2010
-------------------------	-------------------------------

## Section I: Comprehensive Analysis Report on Student Achievement

<b>Content Area: Parent Involvement/Education</b>	<input checked="" type="checkbox"/> <b>Active Goal</b>	<input type="checkbox"/> <b>Maintenance Goal</b>	<input type="checkbox"/> <b>Revised Goal</b>
---	--	--	--

**Student Goal Statement:**  
Student achievement will increase with more parent involvement

**Statement of gap in student achievement (Need Statement):**  
Students whose parents are involved in their education, achieve at higher levels

**Contributing Cause for the gap in student achievement:**  
Transportation, work schedules and language barriers

**List the multiple sources of data used to identify the gap in student achievement:**  
MEAP, content area assessments and report card grades

## 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
			<b>iv.1.B.2 Opportunities for parent learning</b>	

## Section III: Plan to Accomplish Student Achievement Goals

**Measurable Objective Statement to support Goal:**  
By the end of the school year 2001-2012 parent involvement in Woodside will increase to 40%.

**For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies:** Volunteer hours, participation at meetings and involvement in student activities.

**Strategy Statement:**  
Staff, PTO and PR committee will meet in collaborative teams to increase parent involvement

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Staff will plan for a informational parent meeting	Teachers and PR Committee	Sept. 09	On-going	Support materials for parents	Title 1 funds	n/a	Attendance during meeting	Parent Evaluation
Planned Kindergarten and pre-school parent event	Teachers and PR Committee	Sept. 09	On-going	Support materials for parents	Title 1 funds	n/a	Attendance during event	Parent Evaluation

## Other Required Information

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

Early Literacy Instruction for the New Millennium "W. Dorsey Hammond and Taffy E Raphael  
Promoting Your School, Going Beyond PR by "Caroly Warner"

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

Teachers will identify the objectives.

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

Title 1 funds have been used.

**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 projector and Data Director

## **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).**

Woodside staff uses multiple forms of data to identify students failing to meet or at risk of failing to meet grade level benchmarks in all content areas during regular, monthly collaboration meetings. At these meetings, at risk students are identified and grouped (by common skill deficits) to receive daily, targeted, small group instruction in their areas of skill deficits in reading and writing daily for a minimum of 40 minutes. During this targeted, small group instructional block, they receive tier 2 and tier 3 interventions using methods and programs identified by the district for use during targeted interventions, such as Soar to Success, Early Success, Read Naturally, and Phonics for Reading. Targeted instruction is delivered by grade level teachers, special education teachers, and Title I and Special Education paraprofessionals with a ratio of 1 adult to no more than 12-15 students. The most at risk students are placed with the most highly qualified staff and are in groups with the smallest adult to student ratios. Students are progressed twice a month or monthly, depending on need, and their results closely monitored by the grade level team to determine whether and how much academic growth occurs. Interventions are adjusted (in intensity, focus and direction) according to student progress monitoring results and identified academic needs on a monthly basis. Additional daily support is provided within the classrooms in grades K-2, as these are the grades indicating the highest levels of need at this time according to the data (ELPA proficiency levels, writing assessments, DIBELS, Rigby Running Records).

Assessment measures used to identify children at risk are:

MEAP (grades 3-5) – ELA (reading and writing) and other subjects as warranted

District common assessments in writing – 3x per year (grades 1-5) and 2x year (K)

DIBELS, 6<sup>th</sup> edition – PSF, NWF, ISF, ORF (grades K-5) – 3x annually benchmarks and progress monitoring

Rigby Running Records – grades K-5, twice a year benchmarks

Houghton Mifflin leveled readers – informal running records (grades 1-5 as needed, at least once mid-year)

District common assessments – science, social studies

Houghton Mifflin Integrated Theme tests – 1 per unit, grades 1-5

Soar to Success/Early Success/Phonics for Reading and Read Naturally – weekly reading checks (informal running records or fluency checks)

Students may also be identified for support services if they meet two of six risk factors (see summer school nomination forms). Targeted assistance is provided to students in qualifying buildings in grades K – 5. The following measures are used to identify students most in need of service:

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

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

Response to Intervention: Extensive research base has prompted the state and federal requirements for implementation of this program.

Reading Response to Intervention – Small group and individual instruction provided to students based on prescriptive assessment of needs. The following research-based intervention programs have been identified to provide targeted instruction in reading:

- Early Success
- Soar to Success
- Road to the Code
- Read Naturally
- Words Their Way
- Rewards
- Phonics for Reading
- K - Pals

Math Response to Intervention (To be added 2009 – 2011)

- Small group and individual instruction provided to students based on prescriptive assessment of needs.
- Benchmarking and progress monitoring assessments developed and provided via web by OAISD.
- Intervention strategies have been identified by the OAISD from existing resources (Math Expressions).
- Investigate potential for both in-school and after school implementation models.

In the implementation of Title I programming, qualified core support staff and classroom teachers provide small group and individual instruction to targeted students through a combination of push-in and pull-out models. RtI is applied in reading (math being added). Identified students also receive support in science as needed.

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

*See answer for question 1*

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

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

Since a majority of Woodside students qualify for Title I, part A services and/or are considered socio-economically at risk, these students are at the heart of all we considered prior to creating the school improvement plan. We continue to improve our Professional Learning Communities to review data and make adjustments as needed. Improving the performance of all our children, particularly our most at risk students, is our goal. Specifically, we focused on implementing strategies that will target our most at risk subgroups for improvement while also enhancing the educational experience of all students.

**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.**

Paraprofessionals are invited to all our professional development opportunities. At the present time, 4 of 7 Title I paraprofessionals are also certified teachers. This allows Woodside to have highly qualified personnel with every targeted small group, particularly our most at risk students. Paraprofessionals receive training in the use of specific strategies used with students receiving Title I Part A services.

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

Title I services support the core content areas by providing targeted small group instruction or academic support to identified students both within the regular classroom (K-2) and during the small group intervention block. Title I services provide additional instruction for students at risk.

Students receive Title I Part A support based on failure to master state content expectations. These expectations represent the district adopted curriculum required for all students.

Early Childhood programming aligns pre-K skill development to state content expectations with a focus on ELA and math. Students lagging in skill development are pre-identified for Title I A support services as they enter kindergarten.

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

Parent compacts are discussed with parents at the Autumn Open House prior to the start of the school year by the teaching staff. This allows teachers to discuss directly with parents what it means to be involved in their child's education, what strategies they can use to support their children's education, and ask questions. Compacts are translated into Spanish and translators are available. Parents indicate their understanding of the compact by returning the signed agreement to their child's teacher. Compacts are collected by the office and are on file. New students receive a compacts upon enrolling.

Parents are regularly informed of the school's academic programs through weekly newsletters, the district website, weekly teacher newsletters, parent conferences (twice annually minimum), and on-going informal conversations with staff. Translation services are utilized when needed. Often, staff will discuss a child's placement into a targeted intervention directly with the parents, including sharing the assessment results indicating the child's area of need.

Report cards are sent home quarterly. MEAP reports are sent home when released from the state of Michigan. Teachers use graphs where possible to communicate growth over time (or a lack thereof) to parents in a visual manner that is easy to understand in any language. Data Director will assist in this greatly next year.

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

Personnel records are maintained by the Human Resources office. Title I paraprofessionals and teaching staff are required by the district (and federal law) to be highly qualified per NCLB requirements. HR conducts annual reviews of staff records to this effect. All of the West Ottawa Title I paraprofessionals meet the requirements as defined under NCLB. All West Ottawa teachers serving Title I students meet the highly qualified requirements as defined under NCLB.

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

See copy of district consolidated application. Woodside is a title one targeted building and those funds are used to help students.

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



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

Each grade level is divided into teams who meet regularly. Curriculum decisions are determined by the district, however grade level teams determine importance based on the GLCE's. Instructional strategies are discussed monthly during Respose To Intervention time. Assessments are determined and results are discussed during grade level meetings.

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

In the Fall of 2009 the plan will be presented to the entire staff again. Parents, during the September PTO meeting, will also be presented with the plan. The principal and members of the School Improvement Team will share this information in an understandable format.



# Statement of Non-Discrimination

Federal Office of Civil Rights

The school complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Name and Title of District Contact: **Jim Nicolette, Assistant Superintendent of Teaching and Learning**

Address: **1138 136<sup>th</sup> Avenue, Holland, MI 49424**

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

## References:

Title VI of the Civil Rights Act of 1964,

Title IX of the Education Amendments of 1972,

Section 504 of the Rehabilitation Act of 1973,

The Age Discrimination Act of 1975,

The Americans with Disabilities Act of 1990

Elliott-Larsen prohibits discrimination against religion.