

# IMPROVEMENT PLAN FOR: Maire Elementary School 2009-10

DISTRICT GOAL AREA: Student Achievement/Math

SCHOOL OBJECTIVE: Continue to Increase Student Achievement in Math

<p style="text-align: center;"><b>Evidences of Need</b></p> <p style="text-align: center;">Key Performance Indicators that show a need to spend time, Energy, and resources on this particular objective.</p>	<p style="text-align: center;"><b>Evidences of Success in Improvement</b></p> <p style="text-align: center;">Key Performance Indicators/Performance Targets that point to success at year-end review.</p>																														
<p><b>The % of 5<sup>th</sup> graders qualifying for honors math in middle school is increasing (from 10% - 34% during the last 3 years)</b></p> <p><b>MEAP Pass Rates are high:</b></p> <table border="0" style="margin-left: 40px;"> <thead> <tr> <th></th> <th style="text-align: center;"><b>2007-08</b></th> <th style="text-align: center;"><b>2008-2009</b></th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td style="text-align: center;">98%</td> <td style="text-align: center;">98%</td> </tr> <tr> <td>Grade 4</td> <td style="text-align: center;">96%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Grade 5</td> <td style="text-align: center;">91%</td> <td style="text-align: center;">86%</td> </tr> </tbody> </table> <p><b>The % of students who “Met Growth Target” in NWEA improved. All grades met their growth targets</b></p> <table border="0" style="margin-left: 40px;"> <thead> <tr> <th></th> <th style="text-align: center;"><b>2007-2008</b></th> <th style="text-align: center;"><b>2008-2009</b></th> </tr> </thead> <tbody> <tr> <td>Grade 1</td> <td style="text-align: center;">78%</td> <td style="text-align: center;">81.4%</td> </tr> <tr> <td>Grade 2</td> <td style="text-align: center;">45%*</td> <td style="text-align: center;">78.4</td> </tr> <tr> <td>Grade 3</td> <td style="text-align: center;">65%</td> <td style="text-align: center;">61%</td> </tr> <tr> <td>Grade 4</td> <td style="text-align: center;">40%*</td> <td style="text-align: center;">72.7</td> </tr> <tr> <td>Grade 5</td> <td style="text-align: center;">52%*</td> <td style="text-align: center;">67.3</td> </tr> </tbody> </table> <p>*indicates that these grade levels did not meet mean growth targets</p>		<b>2007-08</b>	<b>2008-2009</b>	Grade 3	98%	98%	Grade 4	96%	100%	Grade 5	91%	86%		<b>2007-2008</b>	<b>2008-2009</b>	Grade 1	78%	81.4%	Grade 2	45%*	78.4	Grade 3	65%	61%	Grade 4	40%*	72.7	Grade 5	52%*	67.3	<p>Maintain high percentage of students who Meet or Exceed the Michigan Standards on the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade MEAP</p> <p>Increase % of students who meet their growth targets</p> <p>Students will demonstrate math fact fluency as measured by FASST software</p>
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<b>GPPSS Math Expectations</b>	<b>Actions/ Strategies</b>	<b>Person Responsible to implement Strategy</b>	<b>Resources Needed to Complete Task</b>	<b>Budget Implications</b>	<b>Dates of Activity (start-to-end)</b>	<b>Monitoring Dates and Indicators</b>	<b>Monitoring Indicators that point to success at end of a strategy</b>
Frequency and duration are crucial to mathematical success. A range of sixty to ninety minutes should be devoted to math curriculum each day.	This time may be divided throughout the day. For example, there may be fifteen minutes of review/problem-solving at the beginning of the day and the scheduled math lesson may be taught at a later time.	Gr. 1 – 5 teachers  Gr. K: in proportion to the full day or 1/2 day.	Everyday Math program and books	Programs adopted by district.	Sept. June	Daily record keeping.	Assessment activities included in math program.  NWEA results  MEAP tests
Parent communication regarding current math topics and concepts is frequent and timely.	Parent letters will be sent home at the beginning of each chapter and frequent supplementary communication will be sent as necessary.	Gr. K – 5 teachers	Gr. 1 – 5: Everyday Math Home Links Gr. K: Harcourt Math materials Class newsletters Family Math Night	Programs adopted by district.	Sept. – June	At the beginning of each new chapter.  Ongoing.	Assessment activities included in math program.  NWEA results  MEAP tests
Fluency and automaticity are necessary for success in mathematics. Students will increase fact mastery appropriate to the current grade level.	Teachers will provide time each week for students to practice math facts and increase fluency.	Gr. 1 – 5 teachers	Everyday Math games, Fact triangles, flashcards, FASTT math computer lab program (2 <sup>nd</sup> . 3rd grades and students in 4 <sup>th</sup> and 5 <sup>th</sup> grade identified as needing reinforcement)	Games included in program adopted by district. Additional FASST licenses to be purchased by district with GPFAE funds	Sept. - June	Weekly	Record keeping identifying mastered facts and needed instruction  Comparison of scores on timed tests from Sept. – June.

Pacing through the lessons is essential for the gradual mastery of mathematical concepts.	Teachers will post the pacing guide (below) to stay current and informed of the progress.	Gr. 1 – 5 teachers	Chart (below)	No cost	Sept. – June	Monthly	Assessment activities included in math program.  NWEA results  MEAP tests
Students vary in their learning styles and readiness in the area of mathematics. Differentiation strategies are crucial to accommodate these differences.	Teachers will use assessments for the math program, MEAP test results, and NWEA test scores to monitor placement of students and to provide appropriate challenge activities. Flexible grouping and/or different grade level core materials can be used.	Gr. K-5 teachers	Materials provided and available supplements.	No additional cost.	Sept. - June	Ongoing	Teachers are surveyed on differentiation strategies used throughout the year.

	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May/ June
1	1♦1 - 2♦3	2♦4 - 3♦4	3♦5 - 4♦3	4♦4 - 5♦3	5♦4 - 6♦3	6♦4 - 7♦2	7♦3 - 8♦2	8♦3 - 9♦4	9♦5 - 10♦8
2	1♦1 - 2♦3	2♦4 - 3♦4	3♦5 - 4♦8	4♦9 - 5♦9	6♦1 - 7♦2	7♦3 - 8♦5	8♦6 - 9♦10	10♦1 - 11♦3	11♦4 - 12♦8
3	1♦1 - 1♦13	2♦1 - 3♦3	3♦4 - 4♦6	4♦7 - 5♦8	5♦9 - 6♦8	6♦9 - 7♦9	8♦1 - 9♦4	9♦5 - 10♦3	10♦4 - 11♦5
4	1♦1 - 2♦4	2♦5 - 3♦8	3♦9 - 4♦9	4♦10 - 5♦12	6♦1 - 7♦2	7♦3 - 8♦4	8♦5 - 9♦8	9♦9 - 11♦3	11♦4 - 12♦7
5	1♦1 - 2♦4	2♦5 - 3♦7	3♦8 - 4♦7	4♦8 - 5♦13	6♦1 - 7♦3	7♦4 - 8♦7	8♦8 - 9♦11	10♦1 - 11♦2	11♦3 - 12♦9
6	1♦1 - 2♦1	2♦2 - 3♦2	3♦3 - 4♦4	4♦5 - 4♦12	5♦1 - 6♦3	6♦4 - 7♦3	7♦4 - 8♦8	8♦9 - 9♦5	9♦6 - 10♦6

**IMPROVEMENT PLAN FOR: Maire Elementary School 2009-10**

**DISTRICT GOAL AREA:** Improve Reading Skills

**SCHOOL OBJECTIVES:** Students will improve word study skills

Students will improve comprehension of narrative text

Achievement gap for newly entering students will decrease

**Evidences of Need**

Key Performance Indicators that show a need to spend time, Energy, and resources on this particular objective.

**Evidences of Success in Improvement**

Key Performance Indicators/Performance Targets that point to success at year-end review.

Although the MEAP reading pass rate is high (Grade 3-92%, Grade 4 -97%; Grade 5-96%), an analysis of the data indicates that grades 3 and 4 need focus in the areas of word study and narrative text.

Achievement gap between newly entering student scores on MEAP's and NWEA

Second Grade % growth was 49%; other grades' growth was well above 60% as measured by the NWEA

Grade 3 and 4 students will improve MEAP scores in word study and narrative text strands

Newly entered students will make expected gain on NWEA in reading and will pass the ELA MEAP in subsequent years

Second Grade will meet Growth Targets as defined by the NWEA in Reading

Maire Elementary School  
 Goal: Improve Reading Skills

Action Strategies (Tasks)	Person Responsible for Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start-to-end)	Monitoring Dates	Monitoring Indicators <small>Indicators that point to success at end of a strategy</small>
Homework Club for new students in 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade	Principal, teachers	EPED for teachers	Funded by GPAE	Year long	End of year	Completed homework Improved study skills Students will achieved expected gain on NWEA
FAST Reading practices will be expanded for use in all first grades as part of daily instruction	FAST Reading Teacher, classroom teachers	Training in FAST for 2 of the 3 first grade teachers	Professional Development budget Sub costs (200 per day of training per teachers)	Year long	End of year	Students will achieve expected gain on NWEA Increased % of students identified as eligible for FAST will exit the program
First grade teachers will use DRA's in first grade to inform instruction	Classroom teachers, FAST reading teacher	Purchase of additional DRA Kits	Reading budget	Year long	Three times per year at end of each marking period	All students, except those with IEP's will attain level 16 in reading

5 <sup>th</sup> Grade will continue to work on area of word study with materials purchased in prior school year; 5 <sup>th</sup> grade students made excellent progress in this strand last year	Fifth grade teachers	School purchased materials	None	Year long	End of Year	MEAP pass rate in this area; expected growth in NWEA
Classroom teachers will examine curriculum focus to identify ways to renew focus on narrative text, especially at second and third grade levels	Classroom teachers	Curriculum and instructional materials	None	Year Long	End of Year	MEAP pass rate in this area, expected growth in NWEA

# IMPROVEMENT PLAN: Maire Elementary School 2009-10

DISTRICT GOAL AREA: Student Achievement/Writing

SCHOOL OBJECTIVE: Improve Achievement in Writing Skills

<p style="text-align: center;"><b>Evidences of Need</b></p> <p style="text-align: center;">Key Performance Indicators that show a need to spend time, Energy and resources on this particular objective.</p>	<p style="text-align: center;"><b>Evidences of Success in Improvement</b></p> <p style="text-align: center;">Key Performance Indicators/Performance Targets that point to success at year-end review.</p>																																																		
<p>Increase in MEAP Writing Pass Rate from 2006-07 school year to 2007-08 school year for grades 3 and 5:</p> <table border="0" style="margin-left: 40px;"> <thead> <tr> <th></th> <th style="text-align: center;">2007-08</th> <th style="text-align: center;">2008-2009</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td style="text-align: center;">78%</td> <td style="text-align: center;">85%</td> </tr> <tr> <td>Grade 4</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">67%</td> </tr> <tr> <td>Grade 5</td> <td style="text-align: center;">77%</td> <td style="text-align: center;">86%</td> </tr> </tbody> </table> <p>The percentage of students passed the Grosse Pointe Writing test:</p> <table border="0" style="margin-left: 40px;"> <thead> <tr> <th></th> <th style="text-align: center;">2007-08</th> <th style="text-align: center;">2008-2009</th> </tr> </thead> <tbody> <tr> <td>Grade 1</td> <td style="text-align: center;">96%</td> <td style="text-align: center;">96%</td> </tr> <tr> <td>Grade 2</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">98.1%</td> </tr> <tr> <td>Grade 3</td> <td style="text-align: center;">69%</td> <td style="text-align: center;">52%*</td> </tr> <tr> <td>Grade 4</td> <td style="text-align: center;">58%</td> <td style="text-align: center;">84%</td> </tr> <tr> <td>Grade 5</td> <td style="text-align: center;">68%</td> <td style="text-align: center;">78%</td> </tr> </tbody> </table> <p>*Indicates a need for an increased focus on conventions</p> <p>Gender Achievement Gap marked at Grades 4 and 5:</p> <table border="0" style="margin-left: 40px;"> <thead> <tr> <th></th> <th colspan="2" style="text-align: center;">2007-08</th> <th colspan="2" style="text-align: center;">2008-09</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td style="text-align: center;">69%</td> <td style="text-align: center;">(F: 64%) (M: 74%)</td> <td style="text-align: center;">(F: 53%)</td> <td style="text-align: center;">(M: 52%)</td> </tr> <tr> <td>Grade 4</td> <td style="text-align: center;">58%</td> <td style="text-align: center;">(F: 65%) (M: 53%)</td> <td style="text-align: center;">(F: 92%)</td> <td style="text-align: center;">(M: 84%)</td> </tr> <tr> <td>Grade 5</td> <td style="text-align: center;">68%</td> <td style="text-align: center;">(F: 83%) (M: 51%)</td> <td style="text-align: center;">(F: 86%)</td> <td style="text-align: center;">(M: 78%)</td> </tr> </tbody> </table>		2007-08	2008-2009	Grade 3	78%	85%	Grade 4	75%	67%	Grade 5	77%	86%		2007-08	2008-2009	Grade 1	96%	96%	Grade 2	100%	98.1%	Grade 3	69%	52%*	Grade 4	58%	84%	Grade 5	68%	78%		2007-08		2008-09		Grade 3	69%	(F: 64%) (M: 74%)	(F: 53%)	(M: 52%)	Grade 4	58%	(F: 65%) (M: 53%)	(F: 92%)	(M: 84%)	Grade 5	68%	(F: 83%) (M: 51%)	(F: 86%)	(M: 78%)	<p>Continue to increase the percentage of students who performed at the grade level expectation or advanced level of the Grade 4 writing MEAP (State will be testing for Writing only in Grade 4 starting this fall)</p> <p>An increase in the percentage of students performing at the grade level expectation or advanced level of the Grosse Pointe Writing test</p> <p>Decrease the % gap between male and female students in all grades on both the MEAP Writing Tests and the GP Writing assessment.</p> <p>New students will score at grade level on the GP Writing assessment</p>
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School: Maire Elementary School

Goal: **Improve Student Achievement in Writing**

Action Strategies (Tasks)	Person Responsible for Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start-to-end)	Monitoring Dates	Monitoring Indicators Indicators that point to success at end of a strategy
Teachers will review the GP Curriculum with a focus on the GLCES	Teachers will pace instruction using district and school developed curriculum maps and unit lessons.	Contact with Curriculum Specialists and Grade level content specialists as needed	none	September- June	Grade level checks September December February May	Teachers will make use of the curriculum maps and pacing suggestions
Teachers will review GPWA rubric and test products and conference with students	Classroom and ERC Teachers	Spring GPW scores and copies of students' GPWA papers	none	September	Last week in October	Teachers will have developed goals for each student (collaboratively with grade 4 and 5 students)
Teachers will review the growth rates from their prior year data and last year's papers to assess areas for reflection and goal setting for instructional improvement	Classroom and ERC Teachers	Assessment data and student work samples	none	September	October meetings with Principal	Spring Grosse Pointe Writing scores
Teachers will expand their knowledge of Writing Workshop	Classroom and ERC Teachers	RESA Workshop and consultant as needed	\$1000 from school budget; other resources to be determined	March	April Staff Meeting	
Primary teachers will work together to improve student mastery of spelling and conventions which affect Grade	Grades 1 – 3 Classroom and ERC Teachers	“Learning to Write” by Roger McCaig, study of best practices and materials	None	Year long	Mid Year	Improvement in 3 <sup>rd</sup> Grade Grosse Pointe Writing scores; more 4-7 scores

3 Grosse Pointe Writing scores						
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Action Strategies (Tasks)	Person Responsible for Implementing	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start-to-end)	Monitoring Dates	Monitoring Indicators <small>Indicators that point to success at end of a strategy</small>
Teachers will monitor all students- 3 scheduled times to practice writing for the GPW assessment-	Classroom and ERC Teachers	Prompts for Writing  Scheduled grade level collaboration to score all papers  Schedule cross grade level discussion about results		At end of each marking period; PLC meetings	Student Writing samples scored according to rubrics in Roger McCaig's "Learning to Write"	Turned into principal-discussion of student progress  Improvement of student scores
Identify students not meeting grade level expectations-minimize gender differences in writing proficiency	Classroom and ERC Teachers	Dr. Roger McCaig as a consultant to help staff and students	As available through district resources	November- June PLC Meetings	February grade level discussion of informal writing samples by gender	GPW practice papers Comparison of scores by gender
Identify resources that will engage boys' interests in language arts activities	Classroom teachers, FAST Reading Support teacher, media specialist	Media specialist	As available through district resources	Year long		
Provide writing activities for a variety of purposes-following the GP curriculum	Teachers-	Narrative and Informational writing units defined by each grade level Grade Level Content Leaders		September - June	On-going	Lesson plans, writing assignments for each unit

	<p><u>Grade K Narrative:</u> Write a brief personal narrative</p> <p><u>Informational</u> Contribute to a class book or project (Field trip book, science, s.s. class book)</p>	<p><u>Grade 1 Narrative:</u> Write a personal narrative</p> <p><u>Informational:</u> Write and answer one research question, informational piece that addresses a focus question</p>	<p><u>Grade 2 Narrative:</u> Realistic fiction, fantasy, personal narrative</p> <p><u>Informational:</u> Magazine feature article</p> <p>Write 2 research questions, answers</p>	<p><u>Grade 3 Narrative:</u> fable, folk tale, or fairy tale, realistic fiction</p> <p><u>Informational:</u> report, research project, biography and summary</p>	<p><u>Grade 4 Narrative:</u> myth, legend, fantasy, adventure</p> <p><u>Informational:</u> Directions, opinion piece, letter, research, comparative piece</p>	<p><u>Grade 5 Narrative:</u> mystery, tall tale, historical fiction</p> <p><u>Informational:</u> Position paper, research project- collect/ use expert testimony, anecdotal information</p>
	Students will produce developmentally appropriate writing matched to the topic	Students will produce a "How To Book", complete a science research project with a key concept and supporting facts  Organization as a key trait for writing	Students will compare news articles, informational pieces Research topics will be in science and social studies. Facts /3 supporting details- Organization Trait	Students will use proper conventions and key details in writing St. will use 2 or more sources for informational writing Report and projects Paragraphs to Essays Paragraphs to Essays strategies- Sentence Structure	Students will write a comparative piece using supporting details from multiple sources Paragraphs to Essays with Complex sentence structure & Word Choice traits	Students will write diary entries in 1 <sup>st</sup> person with historical view point Persuasive position piece Use multiple sources to compare, contrast, analyze Voice Trait
Display student work Author Sharing Stress presentation  (Neat, complete and on time)	All teachers- all students	Planned author sharing activities between grade levels		Ongoing display of student work on walls  Display work during conferences  Author sharing w. parents, etc. in spring	November- June  March conferences  May, June	Student displays of written work meet or exceed standards for quality writing  Students will share writing samples with families