

IMPROVEMENT PLAN FOR: Mason Elementary School 2009-2010

DISTRICT GOAL AREA: Student Achievement in Mathematics

SCHOOL OBJECTIVE: To Increase Student Achievement in Math

Evidences of Need

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

MEAP 2008

	Students	Proficient (2)	Advanced	Level 1 & 2
Grade 3	40	25%	70%	95%
Grade 4	44	43%	50 %	93%
Grade 5	45	23%	64%	87%

3 year trend toward 100% Proficiency

MEAP 2008

Grade 5 44 students:

Level 1&2 declined from 91% to 86%.(partially proficient)

The year to year comparison with matched students

41% showed an improvement tempered over the 3 years

29% demonstrated some level of declining performance.

MEAP Item Analysis of Focus Strands:

Evidences of Success in Improvement

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

Using MEAP to benchmark the No Child Left Behind (NCLB)

Targeted Goal of 100% student proficiency in math by 2014:

MEAP Grade 3: Maintain the current high scores.

To reach NCLB, increase Level 1 & 2 performance at least 1% point per year and increase the percentage of students attaining Level 1 by 5% each year.

MEAP Grade 4: Maintain the current high scores

Goal is to increase Level 1 & 2 performance by 2% per year and increase the percentage of students attaining Level 1 by 10% each year.

MEAP Grade 5: Maintain growth to level 1

Goal is to increase Level 1 & 2 performance by a 3% points per year and increase the percentage of students attaining Level 1 by 5% each year.

MEAP Item Analysis- Core GLCE

Numbers and Operations- average 71 % accuracy
Fractions- average 67 % accuracy
Measurements-average 64 % accuracy

NWEA Testing Data

NWEA	Proficiency	Targeted Growth Rate
Grade 1		94.7%
Grade 2	94.2	74.5
Grade 3	79.5	54.1
Grade 4	91.1	78.6
Grade 5	91.1	79.1

Increase MEAP scores for each GLCE: strands
Increase to 75% accuracy in answering GLCE/strands
Numbers and Operations, Fractions, Measurements

NWEA: Increase the number of students who reach their targeted growth rate by at least 5% each year to provide a level of proficiency of math skills to enable students to reach the NCLB requirement.

Honors Math: Increase the number of math students who qualify for this high level math class by 10% each year. (number range of 4-6) by tracking progress and proficiency in NWEA .

GPPSS Math Expectations	Actions/ Strategies	Person Responsible for implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start-to-end)	Monitoring Dates and Indicators	Monitoring Indicators that point to success at end of a strategy
Background Teachers will be familiar with GP Math Curriculum, Everyday Math Program	CORE GLCE will be available for staff along with the Everyday Math Strategies Pacing Guide	Gr. K-5 teachers	H-M Math program (K) -Everyday Math program and books (1-5) -Materials & manipulatives to meet program needs (K-5)		On-going Formal and informal observations of math lessons	Appropriate unit pacing with planning /modification to meet instructional and performance benchmarks	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. K: Harcourt Math materials Everyday Math Home Links Class newsletters Family Math Night	\$200 Title 1 funds for replacement of math game kits and books for loans to families	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 day for students to practice math facts and increase fluency. Grade levels will compare scores on timed tests to sustain skills	Gr. 1 – 5 teachers	Everyday Math games, FASTT math computer lab program (2 nd 3 rd grades and students in 4 th and 5 th grade identified as needing reinforcement)	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.

GPPSS Math Expectations	Actions/ Strategies	Person Responsible for implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start-to-end)	Monitoring Dates and Indicators	Monitoring Indicators that point to success at end of a strategy
Pacing through the lessons is essential for the gradual mastery of mathematical concepts.	Teachers will post the Everyday Math pacing guide with their lesson plans to stay current and informed of their progress.	Gr. 1 – 5 teachers	Chart is provided by Everyday Math	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: Mason Elementary School 2009-2010

DISTRICT GOAL AREA: Students will improve achievement in reading.

SCHOOL OBJECTIVES: All students will improve their comprehension of narrative text.

All students will increase their comprehension of informational text.

Evidences of Need

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

MEAP TEST RESULTS 2008-2009

	Students	Proficient	Advanced	Level 1 & 2
Grade 3	40	42%	43%	85%
Grade 4	44	34%	52%	86%
Grade 5	45	42%	47%	89%

Item analysis indicates that

Grade 3 needs to focus on Narrative Text with 57.5 % proficiency

Grade 4 needs to focus on Comprehension with 52% proficiency

Grade 5 needs to focus on Informational Text with 59% proficiency

Grade 3,4,5 needs to focus on word study, with 66 % proficiency

NWEA

Reading Growth Proficiency as measured by NWEA:

Grade 1	80.6%	80.6 %
Grade 2	62.7%	82.7%
Grade 3	48.6%	82.1%
Grade 4	69 %	95.6 %
Grade 5	70.5%	89.1%

Evidences of Success in Improvement

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

All students will increase their MEAP scores by 10% or more in order to achieve NCLB proficiency by 2014.

Grade 3, 4 and 5 students will improve MEAP scores by 10% in their focus strand, based upon Item Analysis

Grade 3- Narrative Text

Grade 4- Comprehension

Grade 5- Informational Text

Grade 3,4,5 Word Study

Newly entered students will reach their targeted gain in NWEA reading and will demonstrate growth/proficiency gains in their ELA MEAP in subsequent years

There will be a 10% increase in the number of students who achieve their Growth Targets as defined by the NWEA in Reading

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
Homework Club for will support students in 3 rd , 4 th and 5 th grade	Principal, teachers Title 1	EPED for teachers	Funded by Title 1, support by GPAE	September to June	Report Cards, PTConferences	Completed homework Improved study skills Students will achieved expected gain on NWEA
FAST Reading practices will be expanded for use in supporting students in K-2 grades as part of daily instruction	FAST Reading Teacher, classroom teachers	Training in FAST for K-2 grade teachers Purchase of FAST Reading Materials and magnetic letter boards for students.	Reviews of FAST training for all K-2 teachers- EPED \$300 for materials for 6 classroom teachers	Year long	Spring reading testing	Increase in the number of students who qualify for exiting the reading support. Decrease in the number of students who continue past grade 3 in reading support.
Teachers will be familiar with best practices in teaching reading to build strong comprehension,	Teachers Principal Curriculum Specialist Language Arts Specialist-Anne Marie MacGillis	Houghton Mifflin Mich. Genre Project S3QR, QAR K-W-L charts Leveled readers and DRA training DRA test materials for upper grades	\$200- registration MRA- 2 teachers to share materials at staff mtg.	October- June	December- June NWEA increase in reading scores	Houghton Mifflin assessments, Fountas and Pennel Comprehension activities-student portfolios DRA/ running records Report Cards K-3

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 use DRA as a means of tracking student progress to inform instruction	Classroom teachers, Language Arts Specialist	Purchase of additional DRA Kits Training by Language Arts Specialist	Reading budget \$600 DRA Kits	Year long	Three times per year at end of each marking period	All students, except those with IEP's will attain expected growth on the DRA continuum.
Teachers will allocate 45 minutes daily for focused guided reading instruction using best practices; whole group, small group, individual and independent reading activities	Teachers	Houghton Mifflin Differentiated strategies Four blocks, Guided reading activities, leveled readers	\$250 Additional Professional Books- Building Reading Comprehension	November- June	Posting of daily schedule Observation of student reading lessons	Lesson Plans Scholastic reading counts NWEA Report Cards K-3 Report Card 4-5
Teachers will work on area of word study using a variety of appropriate materials, linked to spelling and vocabulary	Grade 2-5 teachers	Wordly Wise, Words Their Way, School purchased materials	\$200 Teacher text for Words Their Way	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 Language Arts Specialist	ELA grade level content leaders Curriculum and instructional materials	None	Year Long	End of Year	MEAP pass rate in this area, expected growth in NWEA

IMPROVEMENT PLAN FOR: Mason Elementary School 2009-2010

DISTRICT GOAL AREA: Increase Student Achievement in Writing

SCHOOL OBJECTIVES: All students will increase their proficiency in writing.

All students will increase their ability to convey ideas concisely with supporting details.

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.

MEAP Writing Scores

	students	2007-2008 Proficient	2008-2009 Proficient
Grade 3	40	68%	58%
Grade 4	44	55%	64%
Grade 5	45	71%	84%

MEAP Comment Codes

Code 3- Needs examples and details from texts

Code 4- Used details from only 1 of the 2 texts

Code 5- Needs richer development with 1 central idea, relevant details and examples

	Comment Code 3	Comment Code 4	Comment Code 5
Grade			
3	66%	50%	--
4	50%	12%	33%
5	33%	2%	43%

By 2014, The No Child Left Behind (NCLB) goal is for all students to attain proficiency in writing. To achieve that goal there will be a 10 % increase each year in the percentage of students who performed at the grade level expectation or advanced level of the Grade 4 writing MEAP.

MEAP Writing will only be administered in Grade 4 starting this fall

Comment codes help to explain a score for a writing paper and identify ways in which the student could have improved his/her writing score.

These comment codes indicate a need for students to include supporting details in their writing.

There will be a 15% decrease in the number of students who receive comment codes accompanying their MEAP writing scores

The Percentage of Students Passing the Grosse Pointe Writing test:

	2007-2008	2008-2009	
Grade 1	98%	100%	
Grade 2	97.6%	98.1%	
Grade 3	58.5%	59%	
Grade 4	44.7%	53.3%	
Grade 5	46.7%	85.2%	

Gender differences have appeared in our writing scores at grades 3,4,5

Grosse Pointe Writing Assessment Gender Gap Analysis

	2007-2008		2008-2009	
	Boys	Girls	Boys	Girls
Grade 1	100%	95%	100%	100%
Grade 2	95%	100%	96.7%	100%
Grade 3	58.3%	58.8%	47.1%	68.2%
Grade 4	22.2%	58.6%	50.0%	57.9%
Grade 5	40.7%	55.6%	63.2%	85.2%

There will be a 20% increase in the percentage of students performing at the grade level expectation or advanced level of the Grosse Pointe Writing test at grades 3 & 4

Decrease the gender gap in performance on the Grosse Pointe Writing Test by raising the scores of boys by 40% by grade 5.

New elementary students take a Grosse Pointe Writing Test when they enter the district. By the end of the year, the new students will increase their score at their grade level on the GP Writing assessment from fall to spring to satisfactory or by 1 performance level (grade 3-5)

Mason Elementary School

Goal: All students will increase their proficiency 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
Background: Teachers will review the GP Curriculum and the Michigan Genre Project	Teachers will access the curriculum maps and unit lessons generated by Kelly Sexton and Pam Liagre.	Michigan Genre Project Elementary Curriculum Specialists, grade level content leaders	\$50 Teacher notebooks for materials	September- June	Grade level checks September December February May	Teachers use the curriculum maps pacing suggestions and Michigan Genre Project in their lesson plan books
Using DATA: Teachers will review GPWA rubric and get current student progress and scores from last spring-conference with at risk writers	Teachers will review the GPWA scores of their students Review individual papers with at risk students- clear examples for target goals	Scores and copies of students' GPWA papers	None	September staff meeting for scores then the Oct. staff mtg. for sharing papers and identifying areas of need of at risk writers	Last week in October	Teachers will have GPWA papers with rubrics and scores in each student folder
Using DATA: Grade 2-3-4-5 Teachers will have their students take the NWEA Language Arts Assessment to help pinpoint areas for instruction	Grade 3-4-5 teachers Marisa Collins will provide support in the computer lab	None	\$350 3 guest teachers to provide cross grade level discussion of NWEA/GPW and MEAP scores	MEAP- October Language Arts be done in the NWEA test windows GPW- 2 classroom generated samples	Oct/Feb/ June	Student scores will be available for each teacher during each testing window

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>
<p>Instruction: Teachers will allocate 45 minutes daily for focused mini-lessons Teachers model concepts during mini-lessons with the use of explicit examples. Students will increase their sustained writing time</p>	Teachers Jessica DeWitt & Stephanie Erhard will lead work with 6 +1 traits, writers workshop, development of common terminology definitions, rubrics, word walls, frameworks for explicit characteristics for each genre	6 +1 District Notebook Resource Books Scholastic Trait Crates Mason Library Trait Crates Houghton Mifflin Resource Teacher created lessons Calkins Video series,K-2,3-5 units Consultant support	\$750 for Mentor Text for grade level writing units \$250 Additional Professional Books for staff check out	September- June Following district curriculum maps	Posting of daily writing on the schedule. Walk through before report cards, PT conferences Formal and Informal observation of student writing lessons	Lesson Plans and activities with modeled writing samples by the teacher Writing samples in student portfolios and displayed in the classroom. Teacher samples available for reviewing
<p>Feedback: Teachers will provide students with specific and meaningful feedback and <u>address individual writing needs through guided writing groups</u>, individual students conferences, shared writing Focus on foundation for writing traits</p>	Teachers	Dr. McCaig-Learning to Write Amazing Stories Curriculum Specialists Grade K-5 Language Arts Content Leaders Rubrics for traits Student notebooks Class created books Overhead/ computer lab	\$300- Purchase 2 copies 100 trait specific comments for student writing R. Culham, <u>Daily Trait Warm Ups – Revision and Editing Activities</u> V. Spandel- <u>Creating Writers through 6 Trait Writing Assessment and Instruction</u>	September- June	Observation of student writing lessons Teachers will use the 6 +1 rubric consistently for student writing and feedback throughout the school year	Student Portfolios Report Cards Class created books

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>
Monitor: Teachers will monitor all students- 3 scheduled times to practice writing for the GPW assessment-	Teachers	Accurate Assessment Follow the GP Writing format (provide 3 topics, allow students to choose the topic and write for the period).	Schedule grade level collaboration to score all papers Schedule cross grade level discussion about results	Dates set to match each marking period	Student Writing samples scored according to rubrics in Roger McCaig's Learning to Write	Turned into principal- tracking of student progress Improvement of student scores
Identify students not meeting grade level expectations- minimize gender differences in writing proficiency	Teachers, ERC teacher, Title1 teacher, staff,	Dr. Roger McCaig Grade level ELA content leaders MEAP and GPW writing samples to share with students	Ralph Fletcher- <u>Boy Writers</u> Gender comparison by trait Title1 funds for materials, K-2, 3-5 units of study	November- June	February grade level discussion of informal writing scores, by gender	GPW practice papers- samples at each score range Comparison of scores by gender
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	\$100 for laminating, posters, extra materials	September - June	On-going	Lesson plans, writing assignments for each unit for each grade level
	Grade K <u>Narrative:</u> Write a brief personal narrative <u>Informational</u> Contribute to a class book or project (Field trip book, science, s.s. class book)	Grade 1 <u>Narrative:</u> Write a personal narrative <u>Informational:</u> Write and answer one research question, informational piece that addresses a focus question	Grade 2 <u>Narrative:</u> Realistic fiction, fantasy, personal narrative <u>Informational:</u> Magazine feature article Write 2 research questions, answers	Grade 3 <u>Narrative:</u> fable, folk tale, or fairy tale, realistic fiction <u>Informational:</u> report, research project, biography and summary	Grade 4 <u>Narrative:</u> myth, legend, fantasy, adventure <u>Informational:</u> Directions, opinion piece, letter, research, comparative piece	Grade 5 <u>Narrative:</u> mystery, tall tale, historical fiction <u>Informational:</u> Position paper, research project- collect/ use expert testimony, anecdotal information

Focus Strategy:	St. will produce developmentally appropriate writing matched to the topic	St. will produce a "How To Book", complete a science research project <u>with a key concept and supporting facts</u> Organization as a key trait for writing	St. will compare news articles, informational pieces Research topics will be in science and social studies. <u>Facts /3 supporting details-</u> Organization Trait	St. will use proper conventions and key details in writing St. will use <u>2 or more sources for informational writing</u> Report and projects Paragraphs to Essays strategies- Sentence Structure	St will write a <u>comparative piece using supporting details from multiple sources</u> Paragraphs to Essays with Complex sentence structure & Word Choice traits	St. will write diary entries in 1 st person with historical view point <u>Persuasive position piece w/ details</u> Use multiple sources to compare, contrast, analyze Voice Trait
Display student work around school Author Sharing Stress presentation (Neat, complete and on time)	All teachers- all students	Planned author sharing activities between grade levels Parents attend "author tea"	\$100- Duplicate/Laminate "best" student work for grade level activities	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