

SIP 2013-14

William Beaumont Elementary School

Waterford School District

Mrs. Jan McCartan, Principal
6532 Elizabeth Lake Road
Waterford, MI 48327

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Overview

Plan Name

SIP 2013-14

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will increase constructed response proficiency by incorporating writing in mathematics.	Objectives: 2 Strategies: 1 Activities: 4	Academic	\$500
2	All students at Beaumont Elementary will improve reading proficiency.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$400
3	All students will increase writing proficiency in the area of organization.	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: All students will increase constructed response proficiency by incorporating writing in mathematics.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in the area of constructed responses. in Mathematics by 06/01/2014 as measured by Common constructed responses .

(shared) Strategy 1:

Constructing Viable Arguments and Critique Reasoning - Teachers will provide opportunities for students to hold viable arguments and allow for students to critique each other's reasoning within the content area of mathematics.

Research Cited: Common Core

Activity - Discourse	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase math discourse through think alouds, think-pair-shares, asking questions and using questioning strategies. Common anchor charts and/or rubrics will be used to determine progress.	Direct Instruction	11/07/2013	06/01/2014	\$0	No Funding Required	The Data Team at Beaumont, Principal, Teachers

Activity - Anchor Charts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create common grade level and/or building anchor charts that promote problem solving strategies.	Implementation	11/07/2013	12/19/2013	\$100	General Fund	The Data Team, Classroom Teachers, Principal

Activity - Instructional Teacher Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of similar grade levels will observe other teachers in the building in the area of mathematics and look for strategies based on problem solving, conversations, and written responses.	Direct Instruction	11/07/2013	11/07/2013	\$400	General Fund	*Funding only needed if guest teachers are required The Data Team, Principal, Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will meet in small groups to increase the level of understanding and applying problem solving strategies in a written text.	Direct Instruction	11/07/2013	06/01/2014	\$0	No Funding Required	The Data Team, Principal, Teachers
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Measurable Objective 2:

80% of Economically Disadvantaged students will demonstrate a proficiency in constructed responses in Mathematics by 06/01/2014 as measured by common rubric.

(shared) Strategy 1:

Constructing Viable Arguments and Critique Reasoning - Teachers will provide opportunities for students to hold viable arguments and allow for students to critique each other's reasoning within the content area of mathematics.

Research Cited: Common Core

Activity - Discourse	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase math discourse through think alouds, think-pair-shares, asking questions and using questioning strategies. Common anchor charts and/or rubrics will be used to determine progress.	Direct Instruction	11/07/2013	06/01/2014	\$0	No Funding Required	The Data Team at Beaumont, Principal, Teachers

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Activity - Instructional Teacher Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will meet in small groups to increase the level of understanding and applying problem solving strategies in a written text.	Direct Instruction	11/07/2013	06/01/2014	\$0	No Funding Required	The Data Team, Principal, Teachers
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Goal 2: All students at Beaumont Elementary will improve reading proficiency.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency 85% measured by DRA in English Language Arts by 06/13/2014 as measured by The DRA .

Strategy 1:

Teachers will improve core instruction by closely following the aligned district units of study. - Teachers will participate in PLC data teams to analyze data and plan instructions next steps.

Research Cited: WSD

Activity - Instructional Teacher Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will either open their classroom to other teachers in similar grade levels to model small group differentiated instruction.	Direct Instruction	11/01/2013	06/01/2014	\$400	General Fund	*The funding is if guest teachers are needed to support this activity. Reading Interventionists, Principal, Classroom Teachers

(shared) Strategy 2:

PLC - Teachers will meet in PLC teams on a weekly basis to improve core instruction by closely following the district units of study.

Research Cited: DuFours

Activity - Data Teams/PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in data teams to analyze student data and plan instructional next steps.	Implementation	09/05/2013	06/01/2014	\$0	No Funding Required	Classroom teachers, reading interventionists, principal

Measurable Objective 2:

80% of First and Second grade Male students will demonstrate a proficiency as measured by the DRA in Reading by 06/01/2014 as measured by the DRA.

(shared) Strategy 1:

PLC - Teachers will meet in PLC teams on a weekly basis to improve core instruction by closely following the district units of study.

Research Cited: DuFours

Activity - Data Teams/PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in data teams to analyze student data and plan instructional next steps.	Implementation	09/05/2013	06/01/2014	\$0	No Funding Required	Classroom teachers, reading interventionists, principal

Goal 3: All students will increase writing proficiency in the area of organization.**Measurable Objective 1:**

A 19% increase of Kindergarten, First, Second, Third and Fourth grade Male students will demonstrate a proficiency in the area of organization in Writing by 06/01/2014 as measured by a district writing rubric.

(shared) Strategy 1:

Common Graphic Organizers - Teachers will create, instruct, model, and provide opportunities for students to use common graphic organizers for supporting non-fiction writing.

Research Cited: By far the most frequently investigated learning measure in the studies we reviewed is comprehension. Of 15 studies, 7 (Boyle & Weishaar, 1997; Bulgren et al., 1988; Darch et al., 1986; Gardill & Jitendra, 1999; Idol & Croll, 1987; Sinatra, Stahl-Gemake, & Berg, 1984; Willerman & Mac Harg, 1991) reported that graphic organizer use elevated comprehension. Comprehension measures included the Stanford Diagnostic Reading Test (Boyle & Weishaar, 1997), comprehension questions (Alvermann & Boothby, 1986; Boyle & Weishaar, 1997; Darch et al. 1986; Gardill & Jitendra, 1999; Idol & Croll, 1987; Sinatra et al, 1984), a concept acquisition test (Bulgren et al., 1988), teacher-made tests (Bulgren et al., 1988; Willerman & Mac Harg, 1991), written summaries (Gallego et al., 1989), and story grammar tests (Gardill & Jitendra, 1999). The reliability of these improvements in comprehension is further supported by Moore and Readence's (1984) metaanalysis. When looking across 23 different studies they found a small but consistent effect on comprehension.

Activity - Teacher Professional Development on Graphic Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be trained at a building staff meeting in September/October how to model writing through organizers.	Direct Instruction	09/19/2013	10/24/2013	\$0	General Fund	The Data Team at Beaumont will lead the meeting.
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Activity - Evaluation and Peer Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor and evaluate students utilizing graphic organizers in their writing. Students will meet with peers and self-evaluate based off a common rubric. Students will track their growth four times a year in Leadership Notebooks and on data walls.	Direct Instruction	10/03/2013	06/01/2014	\$0	General Fund	The Data Team at Beaumont

Measurable Objective 2:

80% of Third and Fourth grade students will demonstrate a proficiency in the area of organizational writing in Writing by 06/01/2014 as measured by a common rubric.

(shared) Strategy 1:

Common Graphic Organizers - Teachers will create, instruct, model, and provide opportunities for students to use common graphic organizers for supporting non-fiction writing.

Research Cited: By far the most frequently investigated learning measure in the studies we reviewed is comprehension. Of 15 studies, 7 (Boyle & Weishaar, 1997; Bulgren et al., 1988; Darch et al., 1986; Gardill & Jitendra, 1999; Idol & Croll, 1987; Sinatra, Stahl-Gemake, & Berg, 1984; Willerman & Mac Harg, 1991) reported that graphic organizer use elevated comprehension. Comprehension measures included the Stanford Diagnostic Reading Test (Boyle & Weishaar, 1997), comprehension questions (Alvermann & Boothby, 1986; Boyle & Weishaar, 1997; Darch et al. 1986; Gardill & Jitendra, 1999; Idol & Croll, 1987; Sinatra et al, 1984), a concept acquisition test (Bulgren et al., 1988), teacher-made tests (Bulgren et al., 1988; Willerman & Mac Harg, 1991), written summaries (Gallego et al., 1989), and story grammar tests (Gardill & Jitendra, 1999). The reliability of these improvements in comprehension is further supported by Moore and Readence's (1984) metaanalysis. When looking across 23 different studies they found a small but consistent effect on comprehension.

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Teachers will monitor and evaluate students utilizing graphic organizers in their writing. Students will meet with peers and self-evaluate based off a common rubric. Students will track their growth four times a year in Leadership Notebooks and on data walls.	Direct Instruction	10/03/2013	06/01/2014	\$0	General Fund	The Data Team at Beaumont

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Evaluation and Peer Progress Monitoring	Teachers will monitor and evaluate students utilizing graphic organizers in their writing. Students will meet with peers and self-evaluate based off a common rubric. Students will track their growth four times a year in Leadership Notebooks and on data walls.	Direct Instruction	10/03/2013	06/01/2014	\$0	The Data Team at Beaumont
Instructional Teacher Labs	Teachers will either open their classroom to other teachers in similar grade levels to model small group differentiated instruction.	Direct Instruction	11/01/2013	06/01/2014	\$400	*The funding is if guest teachers are needed to support this activity. Reading Interventionists, Principal, Classroom Teachers
Instructional Teacher Labs	Teachers of similar grade levels will observe other teachers in the building in the area of mathematics and look for strategies based on problem solving, conversations, and written responses.	Direct Instruction	11/07/2013	11/07/2013	\$400	*Funding only needed if guest teachers are required. The Data Team, Principal, Teachers
Anchor Charts	Teachers will create common grade level and/or building anchor charts that promote problem solving strategies.	Implementation	11/07/2013	12/19/2013	\$100	The Data Team, Classroom Teachers, Principal
Teacher Professional Development on Graphic Organizers	Teachers will be trained at a building staff meeting in September/October how to model writing through organizers.	Direct Instruction	09/19/2013	10/24/2013	\$0	The Data Team at Beaumont will lead the meeting.
Total					\$900	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Instruction	Teachers will meet in small groups to increase the level of understanding and applying problem solving strategies in a written text.	Direct Instruction	11/07/2013	06/01/2014	\$0	The Data Team, Principal, Teachers
Data Teams/PLC	Teachers will meet weekly in data teams to analyze student data and plan instructional next steps.	Implementation	09/05/2013	06/01/2014	\$0	Classroom teachers, reading interventionists, principal
Discourse	Teachers will increase math discourse through think alouds, think-pair-shares, asking questions and using questioning strategies. Common anchor charts and/or rubrics will be used to determine progress.	Direct Instruction	11/07/2013	06/01/2014	\$0	The Data Team at Beaumont, Principal, Teachers
Total					\$0	