School Improvement Plan

Henry R. Schoolcraft Elementary Sch

Waterford School District

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Waterford, MI 48329

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Henry R. Schoolcraft 2013-2014 Reading, Writing and Math School Improvement Plans

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Schoolcraft Elementary is a K-5 Elementary School of approximately 480 students located in Waterford, Michigan, a suburban city of Detroit, Michigan. The school has experienced significant changes in demographics related to the socio-economic status of the community. The community has progressed from approximately 17% poverty to approximately 47% within the last four years. The Waterford community is unique in that the changing demographic has posed implications for an increased need for support and resources related to mental health.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The Waterford School District Mission is to "Inspire, educate, and empower our students for their future."

The WSD has three Instructional Goals that are foundational to our school improvement plans:

1-We will ensure that all students successfully complete every course and every grade level and demonstrate proficiency on local, state and national assessments.

2-We will eliminiate gaps in student achievement in all demographic areas.

3-We will provide intellectually challenging learning experiences for every student every day.

Our school improvement plans address each of the three goals through high expectations for all learners and attention to differentiation for our at-risk learners.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Schoolcraft Elementary celebrates achievement scores on the annual MEAP state assessment that are above state averages in every content area. Our scores have trended upward over time in the last three years on the fall MEAP test.

Areas targeted for improvement over the last three years and in future years include:

1-Improving writing achievement across the content areas

2-Improving reading achievement with informational texts.

3-Improving math achievement on multi-step story problems.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Schoolcraft elementary has also spent considerable time in a book study how to support learners who are living in poverty. We have studied the work of Ruby Payne. Next year, we plan to further study the work of Becky Bailey. We have a committee formed to closely study how supportive our environment is for all learners.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

School Improvement Leadership Team Members were invited to lead in specific content area plans based on expertise and leadership abilities. Three committees were formed, one for each content area, and then leadership responsibilities were established in a planning meeting with the principal. Each committee worked collaboratively to draft an overview of a plan, based on data analysis. Committees then brought their drafts of plans to the staff during two staff meeting sessions for input and feedback. The principal shared school improvement plans with the PTA to obtain input and feedback. School improvement plans were then fully written by each committee with the input of the principal.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Upper and Lower Elementary and Special Education Teacher, and Principal served on Leadership Committee; All Teachers, K-5, Special Education and Itinerary Staff, PTA, and Principal gave feedback and input on data analysis and writing of plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

All Staff - Staff meeting time, PLC time and BLT time serve as forum for communicating plan and progress toward plan

Parents - Newsletters, Report Cards, Progress Notes and PTA meetings serve as forum for communicating plan and progress toward plan.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Staffing is based on an overall teacher-student ratio for the school. Central Office staff determines staffing allocations for the school.

How do student enrollment trends affect staff recruitment?

Human resources staff and Administrative staff actively seek qualified staff based on enrollment trends and implications of trends for the needs of students.

How do student enrollment trends affect budget?

Priorities are identified by Administrative staff and budget decisions are made based on district priorities. Overall, district goals are the foundation by which budget decisions are made.

How do student enrollment trends affect resource allocations?

Resource allocations are identified by Administrative staff and are made based on district priorities. Overall, district goals are the foundation by which budget decisions are made.

How do student enrollment trends affect facility planning and maintenance?

Facility planning and maintenance are determined based on enrollment trends. Periodic surveys are given by Central Office staff to assess facility usage and determine ongoing shifts in need as enrollment trends evolve.

How do student enrollment trends affect parent/guardian involvement?

Enrollment trends have affected parent/guardian involvement in that parents are in need of more support from school staff to stay connected to the educational lives of their children. Different strategies need to applied in order to ensure effective home-school connections and communications. Staff have brainstormed a variety of alternative methods for staying connected with parents of students in poverty.

How do student enrollment trends affect professional learning and/or public relations?

Enrollment trends have resulted in a staff that is more cohesive and collaborative. We are experiencing increasing student needs that imply that staff needs to work together to support students, particularly our students with the most extreme needs. Staff has written plans that move

toward alignment in language, teaching practices and assessments as a result of implications of enrollment trends. Public relations communications have also changed as a result of enrollment trends.

What are the challenges you noticed based on the student enrollment data?

Challenges noticed relative to student enrollment data involve limited resources to adequately support students and their families relative to mental health issues.

What action(s) will be taken to address these challenges?

A continued effort to refine the child study process and to provide staff development opportunities in the social-emotional domain. Research-based work of Ruby Payne, Becky Bailey, PBS initiatives and Class Meetings will be studied.

What are the challenges you noticed based on student attendance?

Student attendance concerns continue to be an area of concern for our staff. Staff received district-generated attendance letters to be used to communicate concerns with parents. Outside resources have been utilized, such as the Waterford Success program, Youth Assistance program, and Oakland Schools Truancy program.

What action(s) will be taken to address these challenges?

We will continue to work in partnership with the Waterford Success staff, Youth Assistance Staff and Oakland Schools Truancy Officers to problem-solve with families and help to connect parents with additional resources as needed.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Reading, as evidenced in district DRA scores and 2012 Fall MEAP scores.

Which content area(s) show a positive trend in performance?

Reading, Writing and Math content areas as evidenced on the Fall 2012 MEAP 3rd, 4th and 5th Grade achievement tests.

In which content area(s) is student achievement above the state targets of performance?

Reading, Writing and Math in 3rd, 4th and 5th Grade as evidenced by the Fall 2012 MEAP.

What trends do you notice among the top 30% percent of students in each content area?

We have noticed that our highest performing students in reading are fluent and have strong word-analysis skills.

We have noticed that our highest performing students in writing have organized writing with many supporting details.

We have noticed that our highest performing students in math have strong abilities when working in the symbolic mode of mathematics.

What factors or causes contributed to improved student achievement?

Structures in place for staff to work in Professional Learning Communities: Reading Building Literacy Team Meetings; Math Data Teams; Emphasis of Teacher Observations on Writing Instruction.

How do you know the factors made a positive impact on student achievement?

Artifacts that have been produced as a result of PLC collaboration, Data Teams Cycle, and cross-team and cross-grade collaboration for identification of student anchor papers in math and CORE writing.

Which content area(s) indicate the lowest levels of student achievement?

Writing Achievement on the 4th Grade MEAP continues to be an area of concern for our staff.

Which content area(s) show a negative trend in achievement?

None.

In which content area(s) is student achievement below the state targets of performance?

Science as evidenced on the Fall 2012 5th Grade MEAP.

What trends do you notice among the bottom 30% of students in each content area?

Our students need to continue to improve in their achievement on:

Reading fluency and decoding, Writing organization and detail expansion, and Math problem solving.

What factors or causes contributed to the decline in student achievement?

MEAP Science Test State Average is 13, causing concern that test is not accurately reflecting students' true scientific content knowledge. Questions are raised about test validity and reliability.

How do you know the factors made a negative impact on student achievement?

Factors of reliability and validity of Fall 2012 5th Grade Science Test appear to be a concern state-wide.

What action(s) could be taken to address achievement challenges?

Consideration of test reliability and validity.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- American Indian or Alaskan Native
- Asian
- African American or Black
- Native Hawaiian or Other Pacific Islander
- White
- Hispanic or Latino
- Multiracial
- Male
- Female
- Economically Disadvantaged
- English Language Learners (ELLs)
- Homeless
- Migrant
- Students with Disabilities

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- American Indian or Alaskan Native
- Asian
- African American or Black
- Native Hawaiian or Other Pacific Islander
- White
- Hispanic or Latino
- Multiracial
- Male
- Female
- Economically Disadvantaged
- English Language Learners (ELLs)
- Homeless
- Migrant
- Students with Disabilities

In what content areas is the achievement gap closing for these subgroups?*

Reading, Writing and Math as evidenced on the Fall 2012 MEAP tests.

How do you know the achievement gap is closing?*

MEAP scores represent increasing achievement scores for all students.

What other data support the findings?

DRA, Math Pretest and Posttest Data and Writing Prompt Data.

What factors or causes contributed to the gap closing? (Internal and External)*

Internally, staff have worked collaboratively in Professional Learning Communities to analyze student achievement data and make instructional adjustments based on the data. Externally, district professional development opportunities have provided Administration and PLC Leaders with training and resource materials for use with staff.

How do you know the factors made a positive impact on student achievement?

Fall 2012 MEAP scores indicate that student achievement has increased in Reading, Writing and Math for 3rd, 4th and 5th Grade students.

What actions could be taken to continue this positive trend?

A continued refinement toward the work of Professional Learning Communities and engaging staff in the Data Teams process. A closer monitoring of artifacts throughout the school year to assess staff understanding, implementation and student achievement periodically throughout the school year.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?
Response:

- None

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*
Response:

- None

In what content areas is the achievement gap greater for these subgroups?*

N/A

How do you know the achievement gap is becoming greater?*

N/A

What other data support the findings?*

N/A

What factors or causes contributed to the gap increasing? (Internal and External)*

N/A

How do you know the factors lead to the gap increasing?*

N/A

What actions could be taken to close the achievement gap for these students?*

N/A

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

ELL students are achieving commensurate with their peers as evidenced on the Fall 2012 MEAP.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Structures are put into place for identifying students in need of interventions and summer programming. Structures include the BLT process, the Child Study process, and the Data Teams Process utilized during weekly PLC release time.

How are students designated 'at risk of failing' identified for support services?

Structures are put into place for identifying students in need of interventions and summer programming. Structures include the BLT process, the Child Study process, and the Data Teams Cycle process implemented during weekly PLC release time.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

K-5 summer programming opportunities are discussed at spring conferences, during Child Study meetings, and through personal contacts made by classroom teachers for students identified as needing extended learning in the summer months.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	10.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

K-5 summer programming opportunities are discussed at spring conferences, during Child Study meetings, and through personal contacts made by classroom teachers for students identified as needing extended learning in the summer months.

Label	Question	Value
	What is the total FTE count of teachers in your school?	19.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	3.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	5.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	7.0

Label	Question	Value
	How many teachers have been teaching >15 years?	4.0

What impact might this data have on student achievement?

Schoolcraft Staff holds a wide range of teaching experiences. Strengths and weakness are varied. We need to capitalize on the strengths of staff and facilitate the work of professional learning communities in order to help all staff to learn and grow professionally. PLC work promotes building on the strengths of the staff and supporting staff as they help each other to learn and grow professionally.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	75.5

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	118.5

What impact might this data have on student achievement?

Teacher absences are not considered as being at the significant level for having a positive or negative effect on student achievement.

Individual cases where there are concerns are handled on a case by case basis.

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

Student survey data indicate an overall satisfaction with Staff. Teachers are mentioned manytimes over for their kindness and caring.

Which area(s) show a positive trend toward increasing student satisfaction?

Students mention the 3 Schoolcraft Promises many times: Be Safe, Be Respectful, Be Responsible. Our monthly school assemblies and weekly broadcast highlight commitment to these promises.

What area(s) indicate the lowest overall level of satisfaction among students?

Bullying is mentioned many times throughout the survey.

Which area(s) show a trend toward decreasing student satisfaction?

Bullying is an area of concern for students.

What are possible causes for the patterns you have identified in student perception data?

Bullying is a topic that is being discussed by parents, teachers and media. It is a term that students hear about often through many sources. There are many behaviors that are being associated with bullying. It has become a very broad term used to encompass many behaviors.

What actions will be taken to improve student satisfaction in the lowest areas?

We will continue to campaign for Schoolcraft Elementary to be a bully-free school zone. We will continue to promote our Schoolcraft Promises. We will work with staff on receiving training on how to structure their classroom community for success for all.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

Many times the Schoolcraft Staff was mentioned for their caring, dedication and strong instruction. Parents were very specific about their support of the school and its family-centered approach.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

We are improving in safety and security. The parents are happy to hear that the district has a plan to improve security measures even more in the upcoming school year.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Specific teachers are mentioned for specific incidents which were handled on a case-by-case basis with Administration.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Parents are concerned about student safety. School security is mentioned in regard to not having a secured entry and school visitors entering the building without signing in.

What are possible causes for the patterns you have identified in parent/guardian perception data?

Recent school tragedies have caused parents to have a different outlook relative to school safety. Parents now have higher expectations for school security measures to be created and followed.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

District plans to change the layout of the school entryway, upgrade locks on doors and install an intercom system for visitor entry will help to improve overall school safety. Periodic security checks are now being implemented by our district Security Advisor. Security reports generated from the security check are being shared with staff.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

Staff are satisfied with the instructional focus of our school, the colleagiality of the staff, and the work within and across grade-level teams for instructional purposes.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

The continued emphasis of Schoolcraft School Improvement Plans toward alignment within and across grade-level teams. The weekly collaborative time that occurred gave staff a forum for working within the Data Teams Process in a Professional Learning Community. Periodic staff meetings that provided the forum for curricular alignment collaboration helped staff work together across grade-level teams.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

Lack of district resources and support for students with emotional/behavioral concerns. Some Staff referenced structures that are in place in other schools with support staff hired for emotional/behavioral support for students.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Changing community demographics have been a challenge for staff. Staff expressed concern with limited district resources and a increasing need for a district plan for supporting students with social/emotional needs.

What are possible causes for the patterns you have identified in staff perception data?

Rapidly changing community demographics with a lack of district commitment to adjust social/emotional resources to adequately support students and their families.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

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

Decisions about curriculum, instruction and assessment are made by teachers who are a part of a Professional Learning Community. Grade-level teams work collaboratively to make instructional decisions based on student learning needs determined by assessments, and referencing district curriculum and Common Core standards. District standards-based report cards communicate progress toward grade-level standards which are Common Core aligned and district-approved. Ongoing staff monitoring of progress toward standards occurs, at a minimum, on a quarterly basis

What evidence do you have to indicate the extent to which the standards are being implemented?

District report cards are aligned to the Common Core State Standards. Standards identified on the report card are prioritized for staff. Thus, Staff teaches the Common Core standards and monitors student progress toward the standards, at a minimum, on a quarterly basis. District curriculum is aligned with Common Core standards and staff utilizes formative assessments to assess progress toward the standards.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	Yes	Literacy Assessments occur on a quarterly basis and K-5 Staff reviews literacy data several times throughout the year at Building Literacy Team meetings. Math assessments are administered at the culmination of each unit of study. MEAP assessments are administered in literacy and math in 3rd, 4th and 5th Grade.	

Assurance	Response	Comment	Attachment
Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	www.waterford.k12.mi.us\schoolcraft	

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Assurance	Response	Comment	Attachment
The institution 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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, 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.	Yes	School District Policies are adhered to by district employees and overseen by Human Resources Department.	

Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Karen Pugh, Executive Director of Human Resources 501 N. Cass Lake Road Waterford, Michigan 48328	

Assurance	Response	Comment	Attachment
The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No	Our school is not a Title I School.	

Assurance	Response	Comment	Attachment
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Our school is not a Title I School.	

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	Yes		

Henry R. Schoolcraft 2013-2014 Reading, Writing and Math School Improvement Plans

Overview

Plan Name

Henry R. Schoolcraft 2013-2014 Reading, Writing and Math School Improvement Plans

Plan Description

K-5 Cross-content plans for reading, writing and math with a focus on non-fiction active reading strategies, common core math practices and the district Core 4 Writing Initiative.

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 at Henry R. Schoolcraft Elementary School will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 7	Academic	$0
2	All students at Henry R. Schoolcraft Elementary School will become proficient mathematical problem solvers.	Objectives: 1 Strategies: 1 Activities: 10	Academic	$0
3	All students at Henry R. Schoolcraft Elementary School will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 6	Academic	$0

Goal 1: All students at Henry R. Schoolcraft Elementary School will become proficient readers.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in non-fiction reading (accuracy, fluency, and comprehension) in English Language Arts by 05/30/2014 as measured by Non-fiction DRA's (levels 16-60), benchmark books, common core texts illustrating the complexity, quality, and range of student reading k-5 - informational text pg. 32.

Strategy 1:

Active Reading Strategies - Staff will explicitly teach and embed active reading strategies in their instruction (across all content areas) to construct meaning with informational text.

Staff will plan, model, evaluate, and adjust instructional practices (across all content areas) to embed the following active reading strategies:
*Vocabulary Acquisition
  -develops word relationships and attributes (word maps/sorts, concept circles/maps)
  -exposes students to tiers of word (tier 1-generalized, tier 2-specialized, tier 3-technical)
*Annotating
  -encourages slowing down and thinking about your reading
  -should be modeled by teachers
  -uses "codes" to quickly indicate thinking
*Close Reading
  -encourages students to get beyond reading for just what happens next
  -requires repeated readings

Timeline:
In September 2013, as a staff, we will align instructional practices and expectations k-5 for vocabulary acquisition, annotating text, and close reading of text.

September 2013 - May 2014 staff will implement the activities aligned with the active reading strategies.

In September 2013, staff will administer non-fiction reading assessments to determine baseline data using DRA's (16-60), benchmark books, and common core texts illustrating complexity, quality, and range of student reading k-5.

Monitoring:
In January 2014, staff will administer non-fiction reading assessments to determine student growth using DRA's (16-60), benchmark books, and common core texts illustrating complexity, quality, and range of student reading k-5 to adjust instruction for intervention/enrichment.

In May 2014, staff will administer non-fiction reading assessments to determine summative data using DRA's (16-60), benchmark books, and common core texts illustrating complexity, quality, and range of student reading k-5.

In addition, staff will monitor student progress using formative assessments (ex. anecdotal notes, checkbrics, running records, etc.) This data will be used by staff to create small groups and one-on-one instruction for intervention/enrichment.

Staff will write intervention plans for students not reaching proficiency in non-fiction reading for the beginning of the 2014-2015 school year.

Materials needed:
 -DRA kit for each grade level
 -Non-fiction benchmark books (levels A-14)
 -Common core texts illustrating complexity, quality, and range of student reading k-5 (or comparable texts)
 -Grade level aligned anchor charts for vocabulary acquisition, annotating text, and close reading

Resources:
 -Pathways to the Common Core Accelerating Achievement by Lucy Calkins, Mary Ehrenworth, and Christopher   Lehman
 -Learning Words Inside & Out by Nancy Frey and Douglas Fisher
 -Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Techincal Subjects
 -Teacher College Reading and Writing Project videos (http://vimeo.com/tcrwp/albums)
 -District/building professional development on active reading strategies (Shannon Pathe k-5 reading consultant)

Research Cited: Fisher, Douglas and Nancy Frey. Learning Words Inside & Out: Vocabulary Instruction That Boosts Achievement in All Subject Areas. Portsmouth: Heinemann, 2009.

Beck, Isabel L. et. al. Bringing Words to Life: Robust Vocabulary Instruction. New York: The Guilford Press, 2002.

Calkins, Lucy et. al. Pathways to the Common Core: Accelerating Achievement. Portsmouth: Heinemann, 2012.

"Common Core State Standards Initiative." 2012. <http://www.corestandards.org/ELA-Literacy>.

Elder, Linda, and Richard Paul. "The Art of Close Reading (Part One)." The Art of Close Reading (Part One). Foundation of Critical Thinking, n.d. Web. 29 Oct. 2012.

Elder, Linda, and Richard Paul. "The Art of Close Reading (Part Two)." The Art of Close Reading (Part Two). Foundation of Critical Thinking, n.d. Web. 29 Oct. 2012.

Elder, Linda, and Richard Paul. "The Art of Close Reading (Part Three)." The Art of Close Reading (Part Three). Foundation of Critical Thinking, n.d. Web. 29 Oct. 2012.

Hiebert, Elfrieda H. "7 Actions That Teachers Can Take Right Now: Text Complexity." Text Matters. 16 August 2012. Online Journal.

Hiebert, Elfrieda H. "Core Vocabulary: The Foundation for Successful Reading of Complex Text." Text Matters. 16 August 2012. Online Journal.

Instructional Shifts for the Common Core by www. engageny.org

"Seven Critical Reading Strategies." University of West Virginia. 29 Oct. 2012.

Activity - Quarterly Evidence Check-In	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One staff meeting per marking period will be devoted to sharing an artifact showing evidence of active reading strategy implementation in one of the core content areas	Monitor	11/07/2013	05/29/2014	$0	No Funding Required	All staff

Activity - Annotating Text Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A minimum of 1 PLC meetings/staff meetings will be devoted to aligning the expectations for annotating text across a continuum k-5.	Implementation	09/03/2013	10/31/2013	$0	No Funding Required	All staff

Activity - Vocabulary Acquisition Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A minimum of 1 PLC meetings/staff meetings will be devoted to the alignment of instruction practices k-5 related to vocabulary acquisition.	Implementation	09/03/2013	11/29/2013	$0	No Funding Required	All staff

Activity - Close Reading Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A minimum of 1 PLC meetings/staff meetings will be devoted to the alignment of instruction practices k-5 related to close reading of text.	Implementation	09/03/2013	11/29/2013	$0	No Funding Required	All staff

Activity - Intervention Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Based on May assessment data, teachers will complete a non-fiction reading intervention grid to communicate student needs for active reading strategies for the following school year.	Academic Support Program	09/03/2013	05/30/2014	$0	No Funding Required	All teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During Building Literacy Team Meetings, k-5, (fall, winter, spring) staff will analyze their non-fiction reading assessment data. During these meetings staff will adjust instruction/intervention/enrichment to meet the needs of students.	Monitor	09/03/2013	05/30/2014	$0	No Funding Required	All staff

Activity - Benchmark Assessment Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 Teachers (including the building interventionist and resource room support) will choose nonfiction benchmark assessment books for levels 1-14.	Monitor	09/03/2013	09/27/2013	$0	No Funding Required	K-2 staff Reading interventionist Resource Room Teacher(s)

Goal 2: All students at Henry R. Schoolcraft Elementary School will become proficient mathematical problem solvers.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in mathematical problem solving using the Common Core Mathematical Practices in Mathematics by 05/30/2014 as measured by using building aligned mathematical problem solving tasks and problem solving rubrics.

Strategy 1:

Common Core Mathematical Practices 1, 2, 3, and 6 - Staff will explicitly teach and embed Common Core Mathematical Practices in their math instruction to construct meaning within problem solving tasks.

Staff will plan, model, evaluate, and adjust instructional practices within mathematics to embed the following mathematical practices:

Practice 1: Make sense of problems and persevere in solving them
      - When given a problem, students will make a plan, carry out a plan, and check their answer.

Practice 2: Reason abstractly and quantitatively
      - Students will use numbers, words, and reasoning habits to help them make sense of problems.

Practice 3: Construct viable arguments and critique the reasoning of others

- Students will make logical arguments and respond to mathematical thinking of others.

Practice 6: Attend to precision

-Students will use math vocabulary when problem solving and clearly communicate their ideas.

Materials needed:

-Mathematical Practices Posters K-5

-Common Core Mathematical Practices Rubric

-Building aligned math tasks

Resources:

-Common Core State Standards for Mathematics

-K-5 Math Journals, K-5 Math Teaching Resources

-building professional development on Mathematical Practices (Samantha Hague, K-12 Math Consultant)

-Common Core Standards unpacked (http://www.ncpublicschools.org/acre/standards/common-core-tools/#unpacking)

-District formative and summative math assessments

Research Cited: "Common Core State Standards Initiative." 2012. <http://www.corestandards.org/ELA-Literacy>.

Activity - Identify Problem Solving Assessment Tasks K-5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In September, Staff will identify three assessment tasks to be used throughout the year to monitor student progress toward goal. We will identify three tasks to be used across grade levels.	Monitor	09/03/2013	09/30/2013	$0	No Funding Required	K-5

Activity - Math Practice 1 Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A minimum of 1 PLC meetings/Staff meetings will be devoted to learning about math practice 1 and aligning the expectations for math Practice 1: making sense of problems and perservering in solving them, across the continuum k-5.	Implementation	10/01/2013	10/31/2013	$0	No Funding Required	All teachers

Activity - Math Practice 2 Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A minimum of 1 PLC meetings/Staff meetings will be devoted to learning about math practice 2 and aligning the expectations for math Practice 2: reason abstractly and quanitatively, across the continuum k-5.	Implementation	11/01/2013	11/30/2013	$0	No Funding Required	All teachers

Activity - Math Practice 3 Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A minimum of 1 PLC meetings/Staff meetings will be devoted to learning about math practice 3 and aligning the expectations for math Practice 3: Construct viable arguments and critique the reasoning of others, across the continuum k-5.	Implementation	12/01/2013	12/31/2013	$0	No Funding Required	All Teachers

Activity - Math Practice 6 Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A minimum of 1 PLC meetings/Staff meetings will be devoted to learning about math practice 6 and aligning the expectations for math Practice 6: Attend to Precision across the continuum k-5.	Implementation	01/01/2014	01/31/2014	$0	No Funding Required	All teachers

Activity - Administer Problem Solving Tasks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers k-5 will adminster the problem solving task selected in October, January, May. Teachers will score using the k-5 math rubric and analyze results during PLC meeting time.	Monitor	09/03/2013	05/30/2014	$0	No Funding Required	All k-5 teachers

Activity - Determine K-5 Math Practice amd Problem Solving Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee of teachers k-5 and special education will meet to create a math practices rubric and problem solving rubric. (Math practices rubric will be used as a formative assessment during math workshop. Math problem solving rubric will be used as a summative assessment for Problem Solving tasks.	Implementation	09/03/2013	09/30/2013	$0	No Funding Required	Comittee of lower and upper elementary teachers and resource room teacher.

Activity - Teacher Training on Math Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive an overview of the math practices and expectations K-5 for Common Core Mathematical Practices 1,2,3,6.	Professional Learning	09/03/2013	09/30/2013	$0	No Funding Required	Math SIP Leadership Team

Activity - Assessment of Teaching of Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition, staff will monitor student progress using unit formative and summative assessments (ex. anecdotal notes, checkbrics, assessment scores, etc.) This data will be used by staff to create small groups and one-on-one instruction for intervention/enrichment.	Monitor	09/03/2013	05/30/2014	$0	No Funding Required	K-5 Schoolcraft Staff

Activity - Teaching Math Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will plan, model, evaluate and adjust instructional practices to teach identified Math Practices.	Implementation	09/03/2013	05/30/2014	$0	No Funding Required	K-5 Schoolcraft Staff

Goal 3: All students at Henry R. Schoolcraft Elementary School will become proficient writers.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in informational writing. in English Language Arts by 05/30/2014 as measured by the District Writing Prompts in the fall and spring..

Strategy 1:

Writing Initiative - Staff with explicitly teach and embed the Writing Initiative using the Writing Initiative Organizer in their instruction (across all content areas).

Staff with plan, model, evaluate and adjust instructional practices (across all content areas) to embed the Writing Initiative Organizer.

The Writing Initiative Organizer will be implemented in the structure of a mini-lesson as a whole group. Those students not yet demonstrating writing proficiency will be

targeted within a guided writing small group intervention.

Planning Organizer (web, t-chart, TAK):

T.A.K. (topic, audience, keywords)

Brainstorming Web

Topic Sentence Styles: Simple Declarative Sentence, Question, Situation/Stance, Number Statement

Big Ideas (main ideas, color code- yellow)

Details "Tell Me Mores" (color code-red)

Paragraphing

Introduction (color code- green)

Conclusion (color code -green)

Transitions

Timeline:

In September 2013, as a staff, we will align instructional practices and expectations K-5 for the Writing Initiative.

September 2013-May 2014 staff will implement the activities aligned with the Writing Initiatve as well as participating in professional development opportunities four

times per year correlating with report card marking and the writing prompt assessment window.

In September 2013, staff will administer the district writing prompt to determine baseline data.

Monitoring:

In January 2014, staff will administer a formative writing assessment to determine student growth using a school identified writing prompt. Staff will adjust instruction for

intervention.

In March 2014, staff will administer a formative writing assessment to determine student growth using a school identified writing prompt. Staff will adjust instruction for intervention.

In May 2014, staff will administer the district writing prompt to determine summative data.

In addition, staff will monitor student progress using formative assessments (ex: anecdotal notes, checkbrics, writing samples, etc.) This data will be used by staff to create guided writing small group interventions.

Staff will write intervention plans for students not reaching proficiency in informational writing for the beginning of the 2014-2015.

Materials:

Basic 2/Core 4 Writing Posters

Color Coded: highlighters, sentence strips, and organizers

Grade level aligned informational writing rubrics

Research Cited: District 4-Core Writing Training: Chicago, Doug Reeves – 90-90-90 Case Study (2003): http://www.sabine.k12.la.us/online/leadershipacademy/high%20performance%2090%2090%2090%20and%20beyond.pdf, Carnegie Corporation-Writing Next (2007): http://www.all4ed.org/files/WritingNext.pdf, Carnegie Corporation – Writing to Read (2010): http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf, Writing Across the Curriculum: ELA - Michigan Department of Education (Common Core)

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During Grade Level Writing Team Meetings, k-5, (September 2013, January 2014, March 2014, May 2014) staff will analyze their Writing Initiative assessment data using the "below, at, and above" grade level indicator spreadsheet. During these meetings staff will adjust instruction/intervention/enrichment to meet the needs of students.	Monitor	09/03/2013	05/30/2014	$0	No Funding Required	Schoolcraft Teachers, K-5. District Resources: Shannon Path, Carol Egbo, Samantha Hague

Activity - Writing Initiative Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Based on first card marking data, teachers will write intervention plans for students to target informational writing in the area of mathematics using the Writing Initiative strategies. *Vocabulary Acquisition -develops word relationships and attributes (word maps/sorts, concepts circles/maps) Close Reading -encourages students to get beyond reading to establish a plan for solving the problem -requires repeated readings Based on second, third, and fourth card marking data, teachers will write intervention plans for students to target informational writing in the areas of science and social studies using the Writing Initiative strategies.	Academic Support Program	09/03/2013	05/30/2014	$0	No Funding Required	Schoolcraft Teachers, K-5. Reading Professional Development for Vocabulary Aquisition, Annotating, and Closed Reading District Resources: ORCA, Shannon Path, Carol Egbo, Samantha Hague Wonderopolis.org, Michigan Department of Education, ReadWriteThink

Activity - Writing Initiative Organizer Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An electronic file folder of the Writing Initiative Organizer will be distributed to all teachers, k-5. The folder will contain the following: T.A.K. (topic, audience, keywords), Brainstorming web, Core 4 Topic Sentence Styles (green), Big Ideas (yellow), Tell Me Mores (red), Conclusion (green), transitions.	Professional Learning	09/03/2013	05/30/2014	$0	No Funding Required	Schoolcraft Teachers, K-5.

Activity - Monitor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One staff meeting per marking period will be devoted to sharing an artifact showing evidence of the implementation of the Writing Initiative in the subject area of Social Studies.	Academic Support Program	11/07/2013	05/29/2014	$0	No Funding Required	Schoolcraft Teachers, K-5.

Activity - Informational Writing Scoring Rubric Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers, k-5, will collaborate to develop a "student friendly" informational writing scoring rubric using the Waterford School District Informational Writing Scoring Rubric.	Professional Learning	09/03/2013	09/30/2013	$0	No Funding Required	Schoolcraft Staff, k-5.

Activity - Align Topic of Writing Prompt Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

A professional development opportunity will be devoted to aligning the topic of the writing prompt assessments, k-5.	Professional Learning	09/03/2013	10/31/2013	$0	No Funding Required	Schoolcraft Staff, k-5.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Practice 6 Alignment	A minimum of 1 PLC meetings/Staff meetings will be devoted to learning about math practice 6 and aligning the expectations for math Practice 6: Attend to Precision across the continuum k-5.	Implementation	01/01/2014	01/31/2014	$0	All teachers
Writing Initiative Organizer Alignment	An electronic file folder of the Writing Initiative Organizer will be distributed to all teachers, k-5. The folder will contain the following: T.A.K. (topic, audience, keywords), Brainstorming web, Core 4 Topic Sentence Styles (green), Big Ideas (yellow), Tell Me Mores (red), Conclusion (green), transitions.	Professional Learning	09/03/2013	05/30/2014	$0	Schoolcraft Teachers, K-5.
Data Analysis	During Grade Level Writing Team Meetings, k-5, (September 2013, January 2014, March 2014, May 2014) staff will analyze their Writing Initiative assessment data using the "below, at, and above" grade level indicator spreadsheet. During these meetings staff will adjust instruction/intervention/enrichment to meet the needs of students.	Monitor	09/03/2013	05/30/2014	$0	Schoolcraft Teachers, K-5. District Resources: Shannon Path, Carol Egbo, Samantha Hague
Intervention Writing	Based on May assessment data, teachers will complete a non-fiction reading intervention grid to communicate student needs for active reading strategies for the following school year.	Academic Support Program	09/03/2013	05/30/2014	$0	All teachers
Assessment of Teaching of Practices	In addition, staff will monitor student progress using unit formative and summative assessments (ex. anecdotal notes, checkbrics, assessment scores, etc.) This data will be used by staff to create small groups and one-on-one instruction for intervention/enrichment.	Monitor	09/03/2013	05/30/2014	$0	K-5 Schoolcraft Staff
Determine K-5 Math Practice amd Problem Solving Rubric	A committee of teachers k-5 and special education will meet to create a math practices rubric and problem solving rubric. (Math practices rubric will be used as a formative assessment during math workshop. Math problem solving rubric will be used as a summative assessment for Problem Solving tasks.	Implementation	09/03/2013	09/30/2013	$0	Comitee of lower and upper elementary teachers and resource room teacher.

Informational Writing Scoring Rubric Alignment	All teachers, k-5, will collaborate to develop a "student friendly" informational writing scoring rubric using the Waterford School District Informational Writing Scoring Rubric.	Professional Learning	09/03/2013	09/30/2013	$0	Schoolcraft Staff, k-5.
Benchmark Assessment Books	K-2 Teachers (including the building interventionist and resource room support) will choose nonfiction benchmark assessment books for levels 1-14.	Monitor	09/03/2013	09/27/2013	$0	K-2 staff Reading interventionist Resource Room Teacher(s)
Math Practice 3 Alignment	A minimum of 1 PLC meetings/Staff meetings will be devoted to learning about math practice 3 and aligning the expectations for math Practice 3: Construct viable arguments and critique the reasoning of others, across the continuum k-5.	Implementation	12/01/2013	12/31/2013	$0	All Teachers
Math Practice 2 Alignment	A minimum of 1 PLC meetings/Staff meetings will be devoted to learning about math practice 2 and aligning the expectations for math Practice 2: reason abstractly and quanitatively, across the continuum k-5.	Implementation	11/01/2013	11/30/2013	$0	All teachers
Teacher Training on Math Practices	Staff will receive an overview of the math practices and expectations K-5 for Common Core Mathematical Practices 1,2,3,6.	Professional Learning	09/03/2013	09/30/2013	$0	Math SIP Leadership Team
Align Topic of Writing Prompt Assessment	A professional development opportunity will be devoted to aligning the topic of the writing prompt assessments, k-5.	Professional Learning	09/03/2013	10/31/2013	$0	Schoolcraft Staff, k-5.
Close Reading Alignment	A minimum of 1 PLC meetings/staff meetings will be devoted to the alignment of instruction practices k-5 related to close reading of text.	Implementation	09/03/2013	11/29/2013	$0	All staff
Vocabulary Acquisition Alignment	A minimum of 1 PLC meetings/staff meetings will be devoted to the alignment of instruction practices k-5 related to vocabulary acquisition.	Implementation	09/03/2013	11/29/2013	$0	All staff
Data Analysis	During Building Literacy Team Meetings, k-5, (fall, winter, spring) staff will analyze their non-fiction reading assessment data. During these meetings staff will adjust instruction/intervention/enrichment to meet the needs of students.	Monitor	09/03/2013	05/30/2014	$0	All staff
Teaching Math Practices	Staff will plan, model, evaluate and adjust instructional practices to teach identified Math Practices.	Implementation	09/03/2013	05/30/2014	$0	K-5 Schoolcraft Staff
Monitor	One staff meeting per marking period will be devoted to sharing an artifact showing evidence of the implementation of the Writing Initiative in the subject area of Social Studies.	Academic Support Program	11/07/2013	05/29/2014	$0	Schoolcraft Teachers, K-5.
Identify Problem Solving Assessment Tasks K-5	In September, Staff will identify three assessment tasks to be used throughout the year to monitor student progress toward goal. We will identify three tasks to be used across grade levels.	Monitor	09/03/2013	09/30/2013	$0	K-5

Math Practice 1 Alignment	A minimum of 1 PLC meetings/Staff meetings will be devoted to learning about math practice 1 and aligning the expectations for math Practice 1: making sense of problems and perservering in solving them, across the continuum k-5.	Implementation	10/01/2013	10/31/2013	$0	All teachers
Annotating Text Alignment	A minimum of 1 PLC meetings/staff meetings will be devoted to aligning the expectations for annotating text across a continuum k-5.	Implementation	09/03/2013	10/31/2013	$0	All staff
Administer Problem Solving Tasks	All teachers k-5 will adminster the problem solving task selected in October, January, May. Teachers will score using the k-5 math rubric and analyze results during PLC meeting time.	Monitor	09/03/2013	05/30/2014	$0	All k-5 teachers
Writing Initiative Strategies	Based on first card marking data, teachers will write intervention plans for students to target informational writing in the area of mathematics using the Writing Initiative strategies. *Vocabulary Acquisition -develops word relationships and attributes (word maps/sorts, concepts circles/maps) Close Reading -encourages students to get beyond reading to establish a plan for solving the problem -requires repeated readings Based on second, third, and fourth card marking data, teachers will write intervention plans for students to target informational writing in the areas of science and social studies using the Writing Initiative strategies.	Academic Support Program	09/03/2013	05/30/2014	$0	Schoolcraft Teachers, K-5. Reading Professional Development for Vocabulary Aquisition, Annotating, and Closed Reading District Resources: ORCA, Shannon Path, Carol Egbo, Samantha Hague Wonderopolis.org, Michigan Department of Education, ReadWriteThink
Quarterly Evidence Check-In	One staff meeting per marking period will be devoted to sharing an artifact showing evidence of active reading strategy implementation in one of the core content areas	Monitor	11/07/2013	05/29/2014	$0	All staff
				Total	$0	