



School Improvement Plan

Keller Elementary

School District of the City of Royal Oak

Mrs. Marcie Dryden, Principal
1505 North Campbell Road
Royal Oak, MI 48067-1560

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Introduction

The School Improvement Plan 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?

Helen Keller Elementary School transitioned from a middle school to an elementary school over the summer of 2007. Prior to its opening as an elementary, five million dollars of renovations were completed on the building including new HVAC, plumbing, and electrical systems, flooring throughout, and updated technology in dedicated labs and all classrooms. Within the building, walls of windows provide the staff and students with views of several courtyards. One of the courtyards has a maintained garden and water feature.

This school facility is situated in a suburban setting (north of Detroit) on a busy, four-lane road to the east and a city park to the west. Surrounding buildings are city and school district buildings, commercial properties as well as a residential neighborhood. There are roughly 390 students ranging in age from Kindergarten to 5th Grade at Keller. A full day Kindergarten program is new in the last two years and we anticipate this program will build our student population over the next few years. Also new this year is a Level 3 Special Education program. This program and our established Emotionally Impaired program houses approximately 20 special education students. Helen Keller is a Title 1 school with 23% of the area residents qualifying for the free or reduced lunch program. Staff and students at the school are predominately caucasian.

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.

Vision Statement: A Community of Excellence

Mission/Purpose Statement: The mission of Helen Keller Elementary School is to establish and maintain an educational community that empowers all students to become principled, independent inquirers who are socially responsible global citizens.

Beliefs and Values: Our school's beliefs and values are closely aligned with the principles and values of the IBO (International Baccalaureate Organization).

The school is committed to:

- continuous improvement;
- developing international-mindedness of all stakeholders (Learner Profile);
- promoting student inquiry and the development of critical thinking skills;
- fostering the attitudes of the PYP;
- developing intellectual, social, emotional and physical well being of all students.

Helen Keller embodies these beliefs primarily through the implementation of the Primary Years Programme. Teachers have collaborated regularly to design a program of inquiry (POI) that incorporates inquiry based learning and critical thinking. Students embody these beliefs by demonstrating the Essential Agreements, Learner Profile Scope & Sequence and PBIS (Positive Behavior Intervention System) expectations.

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.

Notable Achievements:

- IB/PYP Authorization
- Achieved AYP since opening in 2007
- When compared to Royal Oak District and Oakland County, Keller consistently achieves scores at or above the average on State Standardized Tests
- Learner Profile Scope and Sequence
- An established Positive Behavior Intervention System (PBIS) including a trained committee that meets on a regular basis
- Essential Agreements for all stakeholders
- The sole recipient of the 2011 Oakland County Green School Excellence Award and currently at Evergreen School Status with the state of Michigan

Improvements over the last three years:

- Advancing from Green School Status to Emerald School Status to Evergreen Status with the state of Michigan
- PBIS Matrix (common behavior expectations for all school environments)
- School Improvement Leadership Team (SILT)
- Development and implementation of IB unit report cards
- Established school improvement goal teams to review student achievement data and determine curriculum materials to guide the implementation of Common Core State Standards
- Each school improvement goal team has a representative on the District Improvement Team (DIT) to align with District initiatives
- Established and continually improving our systematic approach to the RTI process which has been adopted by other schools in the district
- Implementation of student council and leadership opportunities
- Instruction in how to take action has Increased student-initiated action in school and beyond

Striving to Achieve:

- Level 1 IB/PYP training for remaining staff
- Full implementation of Common Core State Standards
- Full implementation of the workshop model across curriculum
- More teacher technology training and access to 21st century resources to support student growth
- Helen Keller would benefit by having a full-time Rtl Coordinator, a full-time PYP Coordinator and a full-time Media Technician

Additional Information

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

We would like to acknowledge the incredible support and achievement of our PTA. Some of the contributions are:

- *Fund the Scholastic Reading program
- *Fund and installation of the school playground
- *Refurbish and maintain pond and courtyard
- *Fund transportation for field trips
- *Classroom funds each year
- *Hold a book fair and used book sale
- *Support and fund our summer reading program
- *Fund and organize school assemblies
- *Coordinate blood drive
- *Host the International Food and Fun Festival, silent auction and Husky Fun Run to raise funds

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.

The process used to engage a variety of stakeholders in the development of the school improvement plan in through PTA meetings, Stakeholders meetings, newsletters and email blasts.

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

The representation from the stakeholder groups include Title 1 parents, PTA parents, teachers, staff, students, staff and principal.

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

The final improvement plan was sent out in an email blast, on our efolder, website link, at staff meeting, and at PTA meeting.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Assessment Scores

Label	Question	Value
1. Quality Score	Enter the average assessment quality score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	3.0

Label	Question	Value
2. Alignment Score	Enter the average assessment alignment score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	3.0

Label	Question	Value
3. Disaggregation/Analysis Score	Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	3.0

Label	Question	Value
4. Student Results Status Score	Enter the average student results status score from the Student Performance Worksheet.	18.0

Label	Question	Value
5. Improvement Score	Enter the average improvement score from the Student Performance Worksheet.	4.0

Label	Question	Value
6. Overall Student Performance Score	Enter the average overall student performance score from the Student Performance Worksheet.	27.0

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Using the MEAP (Michigan Educational Assessment Program), Keller Elementary performed at expected levels of performance (3.0) in the MEAP Assessments in 4th and 5th Grade Reading.

Describe the area(s) that show a positive trend in performance.

Using the MEAP (Michigan Educational Assessment Program), Keller shows a positive trend in 4th Grade Reading and 4th Grade Math.

Which area(s) indicate the overall highest performance?

Using the MEAP (Michigan Educational Assessment Program), Keller Elementary students demonstrate the overall highest performance in 4th and 5th Grade Reading.

Which subgroup(s) show a trend toward increasing performance?

Not available

Between which subgroups is the achievement gap closing?

Not available.

Which of the above reported findings are consistent with findings from other data sources?

MEAP Reading results are consistent with the 4th Grade Reading DRA Assessment. The weighted DRA mean is close to 3.00 with 2.84. The 4th MEAP Reading results were consistent to the weighted mean with 3.00

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Keller Elementary is below expected levels of performance in 3rd grade Reading and Math, 4th Grade Math and Writing, 5th Grade Math and Science as evident on the Fall 2012 MEAP.

Describe the area(s) that show a negative trend in performance.

Keller Elementary's 2011-2012 MEAP results indicate a negative trend in Math and Reading performance in Grades 3 and 5. 5th grade Science and 4th grade Writing also showed negative growth in their "Improvement Score".

Which area(s) indicate the overall lowest performance?

Keller Elementary is below expected levels of performance in 3rd, 4th and 5th Grade Math as evident on the Fall 2012 MEAP.

Which subgroup(s) show a trend toward decreasing performance?

Not available.

Between which subgroups is the achievement gap becoming greater?

Not available.

Which of the above reported findings are consistent with findings from other data sources?

3rd Grade MEAP Reading results are consistent with the 3rd Grade Reading DRA Assessment. The weighted MEAP Reading score and the weighted DRA mean is below 3.00.

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Criteria for Assessing Stakeholder Feedback

Statement or Question	Response	Evidence	Rating
Select the rubric level obtained from the Stakeholder Feedback Worksheet.	Level 1: Minimum response rate was not met (parent survey: less than 20%, student survey(s): less than 40%, staff survey: less than 60%). Failure to follow the administration protocol.	<ul style="list-style-type: none">•Evidence of survey responses•Evidence of survey response rates	Level 1

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Parent response indicated that the overall highest level of satisfaction was in the area of Purpose and Direction.

Student response indicated that the overall highest level of satisfaction was in the area of Purpose and Direction.

Teacher response indicated that the overall highest level of satisfaction was in the area of Purpose and Direction

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Not applicable at this time

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The different feedback sources did not align with the above reported findings and thus can not be compared.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The area that indicated the overall lowest level of satisfaction in the Staff survey was Resources and Support Systems.

The area that indicated the overall lowest level of satisfaction in the Parent survey was Teaching and Assessing Learning (3.89) and Resources and Support Systems (3.90).

The area that indicated the overall lowest level of satisfaction in the Student survey was Using Results for Continuous Improvement.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Not applicable at this time.

What are the implications for these stakeholder perceptions?

The results of the parent surveys are not statistically significant due to extremely low participation. Therefore, we will be reassessing and encouraging more parent participation.

The staff results correlate to our aforementioned needs of improvement.

The student survey results have been shared with Student Council for review and reflection.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Other stakeholder feedback sources are not aligned with above reported surveys.

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		

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		

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	n/a	

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	n/a	

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		

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	Cheryl Goodgine, Executive Director of Administrative Services 1123 Lexington Blvd. Royal Oak, MI 48073 (248)435-8400	

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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.	Yes		Keller Parent Involvement Policy

Assurance	Response	Comment	Attachment
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Keller School-Parent Compact

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

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Data Analysis (SDA), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

How was the comprehensive needs assessment conducted?

The needs assessment was conducted by the School Improvement Team (SIP) during several days over the past several months. Data was collected and analyzed to determine areas of strength and weakness across curricular areas. The team reported on successes, trends and hypotheses, recommended activities and professional development for the staff. The SIP, consisting of the Principal, Rtl/PYP Coordinator, a 2nd grade teacher, 4th grade teacher, 5th grade teacher, and Title I teacher developed three general goal areas. Goal teams were created to develop each goal's objectives, strategies, and activities. Surveys were conducted of each stakeholder group to gather perception data.

What process was used to identify children who are failing, or most at risk of failing, to meet the state core curriculum standards in the four core academic areas?

In addition to the state's Michigan Educational Assessment (MEAP) test given in the fall, the school district and each individual school require multiple grade-specific academic assessments for each student either quarterly or three times per year. These local assessments correlate to Michigan's Core Curriculum standards and the results, along with the MEAP results, provide the basis for identifying students most in need of extra academic intervention.

The Title I teacher collects end-of-year academic data for all students in grades K-5 in the spring of each year and records it on a school-wide spreadsheet. Students whose scores fall below benchmark levels (see below) are highlighted as eligible for services. These eligible students are then rank ordered according to greatest need based on the number of low scores they have in each core academic area. Those students with the most low scores are served first. The purpose of the grade-specific criteria and rank ordering is to prioritize services to our neediest students and to provide a program that makes a difference in the achievement of students. Our Title I Targeted Assistance program focuses on specific students with demonstrated academic needs.

In the spring, the Response to Intervention (Rtl) team, consisting of the principal, academic specialists, Title I teacher, and the Rtl Coordinator, reviews the school-wide needs assessment to create a list of students who are failing, or most at risk of failing, to meet the State objectives by grade level and content area. This list is reviewed again in the fall of the following year, after benchmark assessments have been completed, in order to ensure that no students (move-ins, transfers, etc) have been missed.

Each classroom teacher is aware of the criteria used to identify eligible students and receives a copy of the Needs Assessment for their class of students. The teachers refer new students to the Rtl team using this same criteria. Students exit the Title I program once their scores show that they have risen above the cut-off levels, and they have demonstrated the ability to sustain growth in the classroom.

In addition, children who have been in Head Start, Even Start or Early Reading First two years preceding entering kindergarten, migrant children, neglected/delinquent children, and homeless children are all automatically eligible for service.

What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

In grades 3-5, the following assessment criteria is used to generate the list of eligible students:

The Developmental Reading Assessment (DRA) is administered at the beginning of the year to all students in grades 3-5. It is re-administered at the end of the school year to any students who were below level on the initial assessment. The DRA measures reading fluency, accuracy, and comprehension, and the following criteria is used in generating the list of eligible students in the spring:

Grade 3: below independent reading level 34

Grade 4: below independent level 40

Grade 5: below independent level 50

The AIMS Universal screening probes are administered to every student in grades 3-5 three times per year. The probes measure progress in the following areas: Reading Comprehension, Math Computation, Math Concepts and Applications, and Writing Fluency. The criteria for determining eligibility is scoring at or below the 25th percentile according to AIMSweb national norms.

A Narrative Writing Sample is collected three times a year and scored with a 6-point rubric in grades 3-5. At the end of the year, students whose rubric scores are below 4 are considered for Title I.

The state assessment test, MEAP, is given every fall to students in grades 3-5. These assessments measure reading, writing, science and math. Students whose scores fall below the proficient level (i.e. levels 3 and 4) in these four core areas are considered for Title I. In addition, a teacher survey is used to determine students who are at risk of failing to meet state standards in Science and Social Studies in grades 2-5.

Keller has purchased and uses the computer-based Scholastic Reading Inventory (SRI) as part of our progress monitoring system. The SRI measures reading comprehension and reports scores as Lexile measures. These measures are correlated to grade levels and are used to track growth in reading ability at least three times per year. Students whose scores fall below the "proficient" level set by SRI are considered Title I eligible.

For schools with preschool through grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

In grades Kindergarten through 2, the following developmentally appropriate measures are used to determine eligibility for services:

Teachers recommend their lowest achieving students in the core academic areas. These recommendations are based on informal assessments (running records, for example), anecdotal records, and observations of the child in the educational setting. Parent input is sought and used in final determinations of services.

In addition, in grades kindergarten and first, teachers use the Michigan Literacy Progress Profile (MLPP), a set of tasks developed by the state for use with young children. The assessments are given in the context of reading and writing within the classroom, by the classroom teacher. The following criteria is used:

Letter Identification: at or below 51 known letters

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Hearing and Recording Sounds in Words: at or below 21 of 36 sounds

Dolch Words: at or below 50% of district expectations

Known Words in Writing: at or below 50% of district expectations

Kindergarten through grade two students are also given a DRA assessment, measuring reading fluency, accuracy and comprehension (as appropriate to the level of text). The following criteria is used in grades K-2 respectively: below level 3, below level 16, below level 28 (independent levels).

A Narrative Writing Sample is collected in the spring from all kindergarten through second grade students. This writing is evaluated on a four- or six-point rubric, and students scoring below 3 or 4 respectively are considered eligible.

AIMS screening probes are used with district criterion referenced scores determining those students at risk. In Kindergarten, Early Literacy and Early Numeracy probes are given; students scoring at or below the 25th percentile, as compared to other students in the district, are considered for Title I. In first and second grades, the students are given the AIMS probes for oral reading fluency, math computation, and writing fluency; results are compared to other students within the district. The same percentile is used as the cut-off score.

Component 2: Services to Eligible Students

What Title 1, Part A program services are provided to ensure eligible children receive supplemental assistance?

Students in grades one and two receive supplemental instruction from the Title I teacher using the Fountas and Pinnell Leveled Literacy Intervention (LLI) program. These identified, eligible Title I students receive an extra 30-minute, small group intervention lesson three to four times per week. These lessons occur during the students' Literacy Block, in place of an independent practice "center" activity. Students are grouped according to their reading ability to closely match the instruction to their needs. Lessons contain instruction in reading informational text in order to strengthen Science and Social Studies performance.

Plans are for 2nd grade students to receive small group supplemental writing instruction using Write Traits materials in the 2013-14 school year. Materials have been purchased for these lessons.

Eligible students in 1st and 2nd grades who are struggling with mathematical concepts and skills are serviced in supplemental groups by the classroom teacher or RtI Coordinator using materials purchased through Title I specifically to address their needs.

At the beginning of kindergarten students are serviced within their classrooms and the Title I teacher provides supplemental assistance to children who are struggling with the transition to kindergarten. Students are assisted in the classroom in small groups and individually according to their needs. As the year progresses, students are serviced both within the classroom and in a small adjoining room and are given extra instruction in early literacy skills.

Students also receive supplemental Numeracy instruction within the classroom using materials purchased specifically for these eligible students.

Third grade students receive supplemental assistance in the areas of word analysis, reading comprehension and writing throughout the school year on a flexible basis. Service is provided within the classroom and in small group settings. During the second semester of the 2012-13 school year, students were instructed using the Step Up to Writing strategies published by Sopris West. Eligible third grade students also receive supplemental instruction in math concepts and skills from the RtI Coordinator using materials purchased specifically for this group.

Fourth and Fifth grade students receive supplemental assistance with reading and writing and math within their classrooms from either the classroom teacher or RtI Coordinator using materials purchased through Title I specifically for intervention with eligible students.

Component 3: Incorporated Into Existing School Program Planning

How is program planning for eligible students incorporated into the existing School Improvement planning process?

The Title I teacher is a member of the School Improvement Leadership Team (SILT) which meets regularly to assess data and develop/maintain school improvement goals. These goals provide the focus for program planning for Title I students. For each of the School Improvement goals, Title I targeted assistance is a strategy to achieve the academic goal. For the school year 2013-14, the goals relate to math fluency, reading comprehension, and writing proficiency. Targeted students will receive supplemental services in each of these areas as funds and Title I staffing allow. The Title I teacher researches and develops strategies to ensure that Title I students meet both school achievement goals and state standards. These strategies are incorporated into the general education classroom setting as appropriate; supplemental small-group or individual instruction in the School Improvement Plan (SIP) goal areas helps Title I students achieve mastery in core academic areas.

Materials have been purchased for Title I students to provide direct instruction in comprehension strategies, math fact fluency and writing proficiency in each of the goal areas. These materials are marked as Title I materials, stored in the Title I room when not in use, and supplement materials that the students receive through general education funds. The Title I teacher is responsible for early intervention in Reading and Writing; the Rtl Coordinator is responsible for supplemental math instruction using materials purchased through Title I for eligible students.

Component 4: Instructional Strategies

Which strategies in the plan focus on helping eligible students reach the State's standards?

Strategies include supplemental small group instruction in literacy skills, individual assistance within the classroom, direct instruction, modeling, interactive writing, and coaching. Title I works closely with the general education teachers to develop and monitor intervention strategies for use in the classroom with eligible students. In addition, the Title I teacher maintains a parent/teacher resource center containing materials to use with identified eligible students. Materials are checked in and out for use in school by teachers and at home by parents.

Which research-based methods and strategies in the plan increase the quality and quantity of instruction for eligible students?

Please see Component 2 and previous section of Component 4. Students receive additional small-group instruction beyond the classroom instruction their peers receive. Students are instructed by a certified teacher with a master's degree in Reading and Language Arts and training and expertise in Reading Recovery. Reading Recovery strategies and methods are incorporated into the instruction of Title I students.

What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

Students show growth on all benchmark measures of performance. Many students achieve near grade-level status even though they enter the year significantly behind their peers; this is evidenced through their DRA and AIMSweb scores. The growth these students exhibit is maintained after Title I instruction ends as shown by scores on the Scholastic Reading Inventory (SRI) administered in grades 2-5.

What evidence indicates that students are rarely pulled from their regular classroom to receive supplemental instruction (e.g. extended learning opportunities)?

Students are pulled from their regular classroom in some cases during non-instructional times within the classroom (i.e. center-time; "bell-work" time, silent reading time, etc.) In addition, the Title I teacher provides in-class supplemental instruction as it is practical and effective to do so.

Component 5: Title I and Regular Education Coordination

In what ways do ongoing coordination and integration occur between regular education and the supplemental Title 1, Part A program?

Title I works closely with the general education teachers to develop and monitor intervention strategies for use in the classroom with eligible students. Modeling of strategies and frequent communication helps the classroom teacher and Title I teacher provide consistent instruction for students. Ongoing communication and coordination between classroom teachers and Title I staff occur monthly through Response to Intervention (RtI) meetings. At these meetings, a team of general education teachers and support staff, including Title I discuss the needs of at-risk students who are struggling with content or specific skills in the four core curricular areas. Title I works to ensure consistency between its services and the general education programs by assisting with lesson planning, modeling of strategies, and developing a common language in coaching students. Interventions in language arts include reading/writing activities that incorporate science and social studies curriculum topics.

The Title I teacher collaborates with the ESL coordinator and general education teachers to meet the needs of limited English proficient students who are in the Title I program. This collaboration occurs at the monthly RtI meetings and at Staffings for individual students.

The district Title I coordinator developed a transition plan for preschool age children entering kindergarten. The early childhood administrator will notify the Title I coordinator of any students with special needs receiving Head Start, Even Start, Early Reading First, or State-run preschool programs. Following notification, the Title I coordinator will forward the list of students to the Title I buildings. The Title I teacher will examine documentation for students entering kindergarten from the district's Early Childhood Center. If a student meets the selection criteria, he/she will receive Title I services.

During the first four weeks of school, the Title I teacher spends at least 40 minutes twice weekly in kindergarten classrooms to observe student adjustment to routine and demonstration of age-appropriate skills. During this time, services to other eligible students is adjusted as time allows. Title I is available for consultation with the kindergarten teachers regarding suggestions for materials and strategies. At the end of the four week period, the Title I teacher and classroom teacher present data to the RtI team to determine if further adjustments or supplementary services are needed. During this process, parent input is sought to determine the best course of action to meet each child's needs.

Each Title I school receives funds to purchase supplemental resource materials for parents and students to be used over the summer to support classroom learning and help prevent the lapsing of skills during the time off from school. Some funding is used to add materials to the Parent Resource Center, housed in the media center. The resources in the center support classroom curriculum instruction and parents may check out these resources to use with their children at home. This center opened during the 2010-2011 school year.

For schools with preschool: In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?

N/A

Component 6: Instruction by Highly Qualified Staff

Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?

Currently, the district does not employ any Title I Paraprofessionals.

Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?

All teachers meet the NCLB requirements for highly qualified staff.

Component 7: High Quality and Ongoing Professional Development

What types of ongoing and sustained professional development has the staff received to work with eligible children or in the regular education program?

Teachers of Title I students have received professional development in early numeracy instruction through Title I funds. An outside consultant was brought in to present strategies for working with our at-risk population in math concepts and skills. Teachers have also been given PD in using the Math Workshop model.

Professional development has focused also on the MAISA Writing Units and how to support struggling writers within the classroom. Teachers met in grade level groups several times throughout the year to collaborate on instructional methods. The Title I teacher has had ongoing PD on using Step Up to Writing by Sopris West and will receive instruction in Reader's Workshop in order to be a resource to teachers in this new instructional method.

If appropriate, what types of ongoing and sustained professional development have been provided to parents, pupil services personnel, and other staff?

NA

Component 8: Strategies to Increase Parental Involvement

How were parents involved in the design of the Targeted Assistance program plan?

As required, the school holds Title I Advisory Committee Meetings. Each fall, a survey is sent to parents asking if they would like to be a member of this committee which consists of the Title I teacher, support staff, principal, classroom teachers and parents of Title I students. At the Advisory Committee Meeting in the fall, an overview of Title I guidelines and needs assessment findings is discussed. Parents provide input into the development of the program for the current year.. In the spring, the committee reviews the successes of the current plan and suggests changes for the following year. Questions and suggestions are welcome and encouraged throughout the year through Home/School communication folders specifically for Title I students and parents.

How were parents involved in the implementation of the Targeted Assistance program plan?

Title I encourages parents to become involved in the Title I program. They are encouraged to volunteer within the Title I program, and opportunities are available both in school and at home. Some examples of volunteer tasks include setting up and organizing the Parent Resource Center, assembling learning games, and manipulative materials.

In order to involve parents in the strategy of repeated reading, the Title I teacher sends home leveled reading books with first and second grade students at least three times per week. The students read the book with their parent/guardian at home. Following the reading, the parent/guardian signs the reading log and also writes comments regarding the child's reading performance. Once the student returns the books to school, the Title I teacher reads each parent's comments and responds back as appropriate.

How were parents involved in the evaluation of the Targeted Assistance program plan?

A survey is distributed to all Title I parents at the end of the school year. Results of the survey are tabulated and analyzed to determine where changes need to be made. Title I staff use the results of the survey to monitor and improve implementation of the Title I Program. At the spring Title I Advisory Committee Meeting, and again at Open House, feedback is obtained from parents regarding the effectiveness of services provided by Title I. If funds allow, in the 2013-2014 school year, more regular meetings and workshops will be held to give parents/guardians more input.

How will the parent involvement activities be evaluated?

At the end of the year, a survey is sent to all parents of Title I students asking for their opinions regarding the various parent involvement activities. A parent/student breakfast is held during the last week of school and the surveys are again available for parents to complete.

To gauge use of the Parent and Teacher Resource Centers, the sign-out book is examined to see how much the resources have been used by parents and teachers of Title I students.

Sign-in sheets are kept for each meeting and are examined to determine how many Title I parents have attended school events.

How will the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) be implemented? Copy and paste the following link into your browser to view this policy - <http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118>.

Section 1118 (e) (1)

Parents are invited to attend Curriculum Night at the beginning of the school year in order to hear presentations on understanding the states Core Curriculum standards and assessment models. A meeting specifically for Title I parents is held prior to Curriculum Night in order to present this information in a small group setting and answer any questions these parents may have.

Information regarding assessments is sent home in Home/School Communication folders with Title I students; Progress-monitoring is explained to parents at scheduled Parent-Teacher conferences both with the classroom teacher and Title I teacher.

Section 1118 (e) (2)

The Title I teacher has set up a Parent/Teacher resource center for parents to check out materials for use by Title I families to work with their students to enhance achievement. Materials are explained at the meeting prior to Open House. In addition, take-home books are provided to students in Leveled Literacy Lessons, along with parent letters outlining activities to do with children at home. These take-home books are kept by students in book bins provided with Title I funds in order to provide a library of readable materials in the home.

Section 1118 (e) (3)

Staff receives instruction in the use of the materials in the Parent/Teacher resource center. They are encouraged to remind eligible families to check out these materials. Each teacher is informed of the status of Title I families with respect to computer access in order to be sure all students receive information regarding how to assist children at home. Materials are sent home in hard-copy with families who do not have regular computer access.

Section 1118 (e) (4)

The Title I teacher has established and maintains the Title I Parent/Teacher Resource Center. Materials are checked in and out through a simple sign-out system. Newsletters home to parents contain a focus on materials to help children achieve academic standards through support in the home.

Section 1118 (e) (5)

Keller does not have a significant ESL population so translations of materials and information has not been an issue in the past. As ESL families move in, the ESL coordinator contacts them in order to determine if translations are necessary; if so, they are provided through the ESL department. Materials/ newsletters, etc. sent home with Title I students are written in a clearly understandable format, free from educational jargon as much as possible; explanations of confusing terminology are provided within the materials as appropriate.

Section 1118 (e) 14

Open communication is encouraged between parents of Title I students and the school; contact information is sent home as children are selected for inclusion in the program. Communication is in the form of e-mail address, phone and fax numbers, invitations to visit the Title I room, etc. As parents request other support, materials and information are provided for them in a timely fashion by the Title I teacher, classroom teacher, principal or other support staff.

Section 1118 (f)

All parents have access to participation in their child's education; provisions are made for translators when necessary through the ESL coordinator, and meetings are held in easily accessible locations within the school.

How will the results of the evaluation be used to improve the plan?

There were twelve responses to the Title I Parent Survey and the following conclusion were drawn: All respondents reported feeling welcome in the school and well-informed about school activities. They also overwhelmingly felt that Title I had benefitted their child this year.

In the area of communication, eleven of the twelve respondents indicated that email was their preferred method of communication, followed by telephone calls and newsletters. Only four indicated that they would use a school website as a source of information. Therefore, a list-serve of email addresses was created to facilitate communication with Title I parents. Hard copies of materials posted on the website will be sent home to Title I parents in a specially designated Title I "Yellow folder".

Nine of the twelve parents indicated they would like Title I to provide materials to use at home with their child. Keller currently has a Title I Parent Resource Center located in the media center of the school. The center contains a variety of math and literacy materials available for parents/guardians to check out, but it is currently under-utilized, as evidenced by the sign out book. Next year, more information will be sent to parents publicizing the Center in order to increase its use. The first Title I meeting of the year, as well as the meeting held prior to Open House will be held in the media center adjacent to the Resource Center.

How was the school-parent compact developed?

Parent input is solicited for the School-Parent Compact on a yearly basis at the Advisory Committee meeting in the spring. Copies of the compact are reviewed and revised according to suggestions of the committee.

How is the parent compact used at elementary-level parent teacher conferences?

The Title I teacher sits in on parent teacher conferences with parents of Title I students to follow up on the implementation of the compact at home. We discuss how the school can support efforts at home and vice versa. Parents initial the compact to indicate that this discussion has taken place. If the Title I teacher cannot be at a conference due to a conflict with another student's time, the classroom teacher reviews the compact with the parent.

What is the plan to provide individual student academic assessment results in a language parents can understand?

The school provides individual student academic results to parents through conversations at parent-teacher conferences. Teachers and Title I staff, as appropriate, explain State and local district common assessment results to parents at these meetings. In addition, the school communicates academic progress and test results via report cards sent home quarterly with students. Hard copies of state assessment results, with explanations provided by the state department of education, are included in the report card envelope as well. Staff members

encourage parents to contact them at any time to discuss academic assessment results. Should an interpreter be required, the school provides one through their ESL program.

Component 9 Coordination of Title I and Other Resources

How are the Federal, State and local programs coordinated and integrated to serve eligible children?

The school and district coordinates and integrates Federal, State and local programs to support the needs of Title I students. The district Homeless Liaison contacts Title I staff to notify them of students who qualify as homeless per the McKinney Vento Homeless Assistance Act. These students are automatically eligible for Title I services. In addition, the Title I staff coordinates services with many local associations:

The public library assists students and parents with registering and locating information.

The Royal Oak Boys and Girls Club provides tutoring and other assistance when requested by the school or parent; the school provides referral information to parents for this organization.

When appropriate, the school may seek guidance from safety services of the local police department.

Services from the Royal Oak Youth Assistance organization, as well as Catholic Social Services, are available to Title I students when necessary.

When appropriate, the Title I program may refer students to the school's social worker who will provide appropriate strategies for assistance or referrals to outside sources.

The school provides information regarding the various programs operated at the county level and assists parents in locating appropriate services to meet their needs.

In what ways does the plan show coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school (e.g. violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training)?

see previous answer

Component 10: Ongoing Review of Student Progress

How is eligible student progress reviewed on an ongoing basis?

The school continuously monitors the progress of participating Title I eligible students through its Response to Intervention (RtI) process. The Title I teacher, support staff, and general education teachers discuss student progress monthly at these meetings.

In the fall, winter, and spring, all students participate in Universal Screening using Pearson AIMSweb assessments in reading, writing, and math. Classroom teachers and support staff administer quarterly local math assessments, Developmental Reading Assessments (DRAs), and Michigan Literacy Progress Profile (MLPP) assessments to monitor the progress of Title I eligible students. School staff keep anecdotal records, charts, and graphs detailing progress.

In addition, students receiving Title I services are monitored bi-weekly using the AIMSweb probes in reading, writing, math and early literacy/numeracy skills. Student scores are entered on the site and charts are generated showing the rate of improvement of these students as compared to the general population.

How is the Targeted Assistance program revised to meet the needs of eligible students?

At monthly RtI meetings, the RtI team reviews and analyzes data from the above assessments in order to monitor Title I student growth and determine appropriate interventions. For example, staff analyzes data from the DRA to determine which specific reading cuing systems need strengthening. A similar analysis occurs with the locally developed Math Quarterly Assessments, as well as our state reading, writing, and math tests (MEAP). The team decides on a progress-monitoring assessment for each intervention planned, and monitoring occurs regularly.

At subsequent /RtI meetings each month, the RtI team evaluates student progress in achieving benchmark levels based on data from assessments that have occurred since the previous meeting. If the data indicates that students are not making adequate progress with the current strategy, the RtI team develops new or additional interventions and strategies in response to these needs. In addition, the Title I teacher is in contact with the classroom teachers regularly in order to monitor the effectiveness of a chosen intervention.

How have teachers been trained to identify students who need additional assistance or trained on how to implement student achievement standards in the classroom?

At regular RtI meetings, data is examined to identify students who need additional assistance; instruction and training is given in administering progress monitoring probes and assessment, as well as in interpreting the data from these assessments.

Evaluation

How does the school evaluate at least annually the implementation of the targeted assistance program?

At the end of the year, data is collected on students served in order to determine the effectiveness of the interventions offered. At regular RtI meetings, student progress is analyzed using AIMSweb probes administered at two week intervals; if little progress is being made, adjustments to their program is made at this time.

Assessment data is analyzed following the state's administration of the MEAP to determine focus areas for the Title I program; materials and resources are allocated to support weak areas.

How does the school evaluate the results achieved by the targeted assistance program using data from the State's annual assessments and other indicators of academic achievement?

Title I students' data is disaggregated from the AIMSweb site to determine if progress is being made on these screenings. Programs are adjusted as necessary based on this information. Title I students' performance on the state assessments are examined in detail to assess whether additional or different instruction is needed in various standards. Last year, Title I targeted writing in the third grade based on MEAP results. This year, Title I will target Writing in second and third grade and will reassess after the state assessment results are in.

How does the school determine whether the targeted assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards?

See previous response.

What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the targeted assistance program?

The School Improvement Leadership Team (SILT) meets at least three times per year to examine the results of interventions, analyze test data, and make plans for improving the achievement of eligible students. Services are modified and materials are purchased as necessary to target weak areas in the program. This year, writing will be a target area in second grade and third grade, based on our evaluation of existing data in this area.

Helen Keller 2013-14 School Improvement Plan

Overview

Plan Name

Helen Keller 2013-14 School Improvement Plan

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 their math fact fluency.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$500
2	All students at Keller Elementary School will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
3	All students at Keller Elementary School will become proficient writers.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$0

Goal 1: All students will increase their math fact fluency.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency by achieving 85% in Mathematics by 05/30/2014 as measured by on the grade level, Royal Oak Math Fact Assessment.

Strategy 1:

Classroom Math Fact Practice - In addition to 50 minutes of Math Workshop (GLCE/Comon Core) instruction, teachers will provide 10 minutes daily for math fact instruction and/or practice for students who have not mastered the grade level expectations;

Five minutes instruction on Essential Skills will occur daily and an additional 20 to 30 minutes, twice a week will be allocated for Intervention and Enrichment instruction of the targeted Essential Skill each month.

Research Cited: National Council of Teachers of Mathematics, (MCTM) - Principles and Standards for School Mathematics outlines grade by grade recommendations for classroom mathematics instruction for both content matter and process.

Activity - Math Facts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide 10 minutes, daily, of math fact instruction/practice using the following recommended activities or other like activities: Fact Family Triangles; Standards for Mathematical Practice (provided by CCSS for Mathematics); Written Practice Worksheets; Computer Math Fact Games; Flash Cards; Moby Math Online Subscription;	Direct Instruction	09/03/2013	05/30/2014	\$500	General Fund	Classroom teachers, support staff

Activity - Title I Parent and Teacher Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Title I teacher will organize a Parent/Teacher Resource Center containing professional books, reproducibles, games and manipulatives to strengthen math fact knowledge. These materials may be checked out and used for identified Title I students during intervention sessions within the classroom or in pull-out sessions in the Title I room, and taken home for parent support outside of the school day.	Parent Involvement	09/03/2013	05/30/2014	\$0	Title I Part A	The Title I teacher will set up, organize and monitor the check-out process of the materials in this Resource Center. Classroom teachers will follow the established process to check-out materials as needed.
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Activity - Integrate Math Units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will integrate math concepts and CCSS units into their grade level IB-PYP units.	Professional Learning	09/03/2013	05/30/2014	\$0	General Fund	All K-5 classroom teachers

Goal 2: All students at Keller Elementary School will become proficient readers.

Measurable Objective 1:

90% of Third, Fourth and Fifth grade students will demonstrate a proficiency by achieving a "proficient" score in Reading by 06/02/2017 as measured by the state standardized assessment.

Strategy 1:

Small Group Supplemental Instruction - Identified eligible Title I students in grades K-2 will be instructed in small groups of 3-4, four times per week, using the Fountas and Pinnell Leveled Literacy Intervention system.

Research Cited: There is a large body of research to support the use of early intervention in small groups to prevent reading difficulties (Clay 2005; Hiebert and Taylor, 1994; What Works Clearinghouse). Leveled Literacy Intervention is a scientifically-based system designed to prevent reading difficulties rather than correct long-term failure.

Activity - Title I Leveled Literacy Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Identified eligible Title I students in first and second grade will work with the Title I teacher in small groups of three or four. Lessons will occur 3-4 times per week for 30-35 minutes. The Title I teacher will use the fiction and non-fiction books in the Leveled Literacy Intervention kits to teach the essential reading comprehension strategies students are learning in their classroom Making Meaning lessons. Student who are struggling with informational reading strategies in Science and Social Studies will receive extra support during the LLI lessons which deal with non-fiction. The use of short texts and frequent practice identifying important non-fiction features, as well as the use of the Scholastic " Introduction to Non-Fiction Flip Chart" and other supplemental graphic organizers will strengthen these skills and increase the students' abilities to read and comprehend Science and Social Studies textbooks and materials.	Direct Instruction	09/03/2013	05/30/2014	\$0	Title I Part A	Title I Teacher
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Strategy 2:

Comprehension Strategies - All teachers will implement comprehension strategies to increase student understanding of the nine comprehension strategies outlined in the Making Meaning program. Teachers will promote active involvement of student in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.

Research Cited: Making Meaning is based on 20 years of research. It is a comprehensive program that is used in all other elementary schools in Royal Oak School District. It is aligned with the Common Core State Standards and used at all grade levels.

Activity - Making Meaning Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-1 classroom teachers will be responsible for implementing Making Meaning lessons as prescribed (with a focus on establishing a classroom community culture promoted by the Making Meaning program). All 2-5 teachers will integrate Making Meaning strategies into their transdisciplinary IB-PYP Units.	Direct Instruction	09/03/2013	05/30/2014	\$0	General Fund	All classroom teachers and academic support staff.

Activity - Reading Unit Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in grade level teams to integrate the new CCSS reading units into their six, transdisciplinary IB-PYP curriculum units.	Professional Learning	09/03/2013	05/30/2014	\$0	General Fund	All K-5 teachers

Activity - Integrating Making Meaning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3-5 Teachers will integrate Making Meaning comprehension strategies into their reading lessons within their grade level IB-PYP units.	Professional Learning	09/03/2013	05/30/2014	\$0	General Fund	All 3-5 teachers

Goal 3: All students at Keller Elementary School will become proficient writers.

Measurable Objective 1:

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65% of Third, Fourth and Fifth grade students will demonstrate a proficiency by achieving a proficient score (level 1 or 2) in Writing by 10/24/2014 as measured by on the MEAP Writing Assessment.

Strategy 1:

Writing Workshop - Teachers will engage students in workshop model writing instruction for 60 minutes at least three times per week.

Research Cited: Lucy Calkins published works.

Activity - MAISA Writing Units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in workshop model lessons as articulated in the MAISA Writing Units provided through Oakland Schools Atlas Rubicon website.	Direct Instruction	09/03/2013	05/30/2014	\$0	General Fund	Classroom Teachers, Academic Support Teacher, Title I Teacher, classroom paraprofessionals

Activity - Title I Small Group Traits Writing Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I teacher will conduct small-group Traits Writing lessons (Scholastic and Great Source Publishers) with eligible second grade students. These lessons will be supplemental to the MAISA Writing Workshop lessons students will receive from their classroom teacher(s). Lessons will occur 3-4 times per week for 35-40 minutes. Identified students will be pre-tested, progress-monitored, and post-tested to determine when to end or modify the intervention.	Direct Instruction	09/03/2013	05/30/2014	\$0	Title I Part A	Title I Teacher

Activity - Integrate Writing Units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate the new CCSS Writing units into their grade level IB-PYP units.	Professional Learning	09/03/2013	05/30/2014	\$0	General Fund	All K-5 classroom teachers

Measurable Objective 2:

85% of All Students will complete a portfolio or performance by demonstrating grade level grammar usage in Writing by 05/30/2014 as measured by the Post On-Demand writing assessment done in the 4th quarter.

Strategy 1:

Planning and Implementing GUM Lessons - Teachers will follow the GUM Common Core Writing Standards using resources provided by the school and other teacher acquired resources.

Research Cited: Common Core State Standards;

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Activity - Title I Leveled Literacy Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Identified eligible Title I students in first and second grade will work with the Title I teacher in small groups of three to four. Lessons will occur 3-4 times per week for 30-35 minutes. These students will receive coaching in the grammar, usage and mechanics for their grade level during the writing portions of the lessons. Students will learn to check for "4-Star Writing": correct capitalization, correct punctuation, appropriate spacing, and consistent use of lower case letters. In addition, lessons will focus on correct use of verb tense in writing, such as when to add -ed, -ing, etc.</p>	Direct Instruction	09/03/2013	05/30/2014	\$0	Title I Part A	Title I teacher
Activity - Weekly GUM Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will use purchased resources, (Spectrum Language Arts and Daily Vocabulary Practice) to conduct weekly lessons with their students that align to Comon Core Writing Standards. These resources will be used in conjunction with other resources to develop lessons - these are not a "program").</p>	Direct Instruction	09/03/2013	05/30/2014	\$0	General Fund	<p>Teachers will meet in grade level teams to plan common GUM lessons to be implemented throughout the school year. The writing goal team will survey and report back to staff current practices and needs for further implementation and/or prof. development.</p>

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
Integrate Math Units	All teachers will integrate math concepts and CCSS units into their grade level IB-PYP units.	Professional Learning	09/03/2013	05/30/2014	\$0	All K-5 classroom teachers
Reading Unit Integration	Teachers will work in grade level teams to integrate the new CCSS reading units into their six, transdisciplinary IB-PYP curriculum units.	Professional Learning	09/03/2013	05/30/2014	\$0	All K-5 teachers
Integrating Making Meaning	3-5 Teachers will integrate Making Meaning comprehension strategies into their reading lessons within their grade level IB-PYP units.	Professional Learning	09/03/2013	05/30/2014	\$0	All 3-5 teachers
Making Meaning Lessons	All K-1 classroom teachers will be responsible for implementing Making Meaning lessons as prescribed (with a focus on establishing a classroom community culture promoted by the Making Meaning program). All 2-5 teachers will integrate Making Meaning strategies into their transdisciplinary IB-PYP Units.	Direct Instruction	09/03/2013	05/30/2014	\$0	All classroom teachers and academic support staff.
Weekly GUM Lessons	Teachers will use purchased resources, (Spectrum Language Arts and Daily Vocabulary Practice) to conduct weekly lessons with their students that align to Comon Core Writing Standards. These resources will be used in conjunction with other resources to develop lessons - these are not a "program").	Direct Instruction	09/03/2013	05/30/2014	\$0	Teachers will meet in grade level teams to plan common GUM lessons to be implemented throughout the school year. The writing goal team will survey and report back to staff current practices and needs for further implementation and/or prof. development.

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Integrate Writing Units	Teachers will integrate the new CCSS Writing units into their grade level IB-PYP units.	Professional Learning	09/03/2013	05/30/2014	\$0	All K-5 classroom teachers
Math Facts	Teachers will provide 10 minutes, daily, of math fact instruction/practice using the following recommended activities or other like activities: Fact Family Triangles; Standards for Mathematical Practice (provided by CCSS for Mathematics); Written Practice Worksheets; Computer Math Fact Games; Flash Cards; Moby Math Online Subscription;	Direct Instruction	09/03/2013	05/30/2014	\$500	Classroom teachers, support staff
MAISA Writing Units	Teachers will engage students in workshop model lessons as articulated in the MAISA Writing Units provided through Oakland Schools Atlas Rubicon website.	Direct Instruction	09/03/2013	05/30/2014	\$0	Classroom Teachers, Academic Support Teacher, Title I Teacher, classroom paraprofessionals
Total					\$500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Leveled Literacy Lessons	Identified eligible Title I students in first and second grade will work with the Title I teacher in small groups of three to four. Lessons will occur 3-4 times per week for 30-35 minutes. These students will receive coaching in the grammar, usage and mechanics for their grade level during the writing portions of the lessons. Students will learn to check for "4-Star Writing": correct capitalization, correct punctuation, appropriate spacing, and consistent use of lower case letters. In addition, lessons will focus on correct use of verb tense in writing, such as when to add -ed, -ing, etc.	Direct Instruction	09/03/2013	05/30/2014	\$0	Title I teacher
Title I Small Group Traits Writing Lessons	The Title I teacher will conduct small-group Traits Writing lessons (Scholastic and Great Source Publishers) with eligible second grade students. These lessons will be supplemental to the MAISA Writing Workshop lessons students will receive from their classroom teacher(s). Lessons will occur 3-4 times per week for 35-40 minutes. Identified students will be pre-tested, progress-monitored, and post-tested to determine when to end or modify the intervention.	Direct Instruction	09/03/2013	05/30/2014	\$0	Title I Teacher

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<p>Title I Parent and Teacher Resource Center</p>	<p>The Title I teacher will organize a Parent/Teacher Resource Center containing professional books, reproducibles, games and manipulatives to strengthen math fact knowledge. These materials may be checked out and used for identified Title I students during intervention sessions within the classroom or in pull-out sessions in the Title I room, and taken home for parent support outside of the school day.</p>	<p>Parent Involvement</p>	<p>09/03/2013</p>	<p>05/30/2014</p>	<p>\$0</p>	<p>The Title I teacher will set up, organize and monitor the check-out process of the materials in this Resource Center. Classroom teachers will follow the established process to check-out materials as needed.</p>
<p>Title I Leveled Literacy Lessons</p>	<p>Identified eligible Title I students in first and second grade will work with the Title I teacher in small groups of three or four. Lessons will occur 3-4 times per week for 30-35 minutes. The Title I teacher will use the fiction and non-fiction books in the Leveled Literacy Intervention kits to teach the essential reading comprehension strategies students are learning in their classroom Making Meaning lessons. Student who are struggling with informational reading strategies in Science and Social Studies will receive extra support during the LLI lessons which deal with non-fiction. The use of short texts and frequent practice identifying important non-fiction features, as well as the use of the Scholastic " Introduction to Non-Fiction Flip Chart" and other supplemental graphic organizers will strengthen these skills and increase the students' abilities to read and comprehend Science and Social Studies textbooks and materials.</p>	<p>Direct Instruction</p>	<p>09/03/2013</p>	<p>05/30/2014</p>	<p>\$0</p>	<p>Title I Teacher</p>
<p>Total</p>					<p>\$0</p>	