

Oriole Park Elementary

Title I Plan Schoolwide Plan

2010-2011



Oriole Park Elementary

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Introduction

Oriole Park Elementary School is one of 5 elementary schools in Wyoming Public School District. Currently it is a building of 455 students serving Kindergarten through Sixth grade students. In the midst of changing demographics, Oriole Park remains a quality school with a unique identity highly valued by families and teachers.

A.

Mission, Vision and Belief Statements

Mission: Guided by masterful teachers, supported by relevant curriculum and nurtured by dedicated families, Oriole Park students will lead the way.

Leading the way...

Vision:

At Oriole Park Elementary School, teachers and support staff, students and parents experience a satisfying sense of belonging to each other and to the school. All are committed to continuously growing strong, positive relationships with one another. In partnership, they pursue the mission of the school. Together students, parents and teachers connect in real and relevant ways to the world around them.

Each student is unique, strong and capable with potential for greatness. Their love for learning can be heard and seen in the classrooms, hallways, and community. Specific habits for highly effective living are taught and implemented daily by teachers, students and parents in school, at home and in the world around them.

Self direction, internal motivation, differentiation and collaboration are promoted through multiage groupings. Students and teachers rigorously co-construct knowledge to exceed state and district curriculum standards and benchmarks in all core areas. Teaching the way the brain learns engages students, builds on their interests and creates memories that will last a lifetime.

Parents and guardians join with teachers and students to further the mission of the school. They invest talents and resources to produce an exceptional learning experience for all children. They joyfully celebrate the uniqueness of each child and work together to develop the leader in each one. All who work with children passionately advocate for their rights.

Oriole Park teachers genuinely care about their work and about each other. They learn together through reflection and dialogue embracing diverse perspectives and individual strengths. They rely on current research as well as authentic assessments to guide their theories and practices. Teachers rigorously demonstrate high expectations for themselves and each other. A collective energy is present among teachers because together they are doing something great with and for children.

At Oriole Park all look for the good, are positive, create solutions, innovate and ideate. They believe so strongly that they will not be stopped. When they grow weary, they press on because their work is precious. Their work is “the children”.

Guiding Principles

The Whole Child: Children come to the learning situation as curious, compassionate, unique individuals with experiences that already shape their world view. They are creative, innovative, intellectual, and full of knowledge with theories about everything. The whole child, which includes cognitive, social-emotional and physical development, is full of potential and capable of impacting and connecting to the Global world.

The role of Parents: Parents and guardians are an essential component of the school. They have a right to participate in their child’s learning experiences and a responsibility to advocate for all children. They have a right to participate in the knowledge work of the school and a responsibility to live out the mission of the school through active participation in the system.

Role of the Teacher: Based on understandings of the whole child, teachers apply current research on learning in all interactions. The learning process by its very nature is one of relationship: relationship among individuals, within community, cultures, curriculum, daily life and the world. To that end, teachers are researchers, facilitators, negotiators, learners and models. As professionals teachers continuously advocate for the rights of children.

Brain Based Learning: Learning at Oriole Park is designed around current research on learning which has significant implications for classroom practices. Brain Based Learning concepts include: absence of threat, meaningful content, choice, time, feedback and challenge, intrinsic rewards, goal setting and mastery. Educators at Oriole Park continuously utilize brain based research to drive their practice.

Collaboration and Integration: Because the learning process by its very nature is one of relationship, collaboration is paramount on every level. Differing points of view as well as spirited disagreement provide the foundation for a rich consensus decision making process at Oriole Park. Integrated Instruction involving a central yearlong concept, monthly components, weekly topics, key points, inquiries and social/political action provides the framework for learning at Oriole Park.

Research: Because Oriole Park educators and parents are committed to teaching and learning the way the brain learns best, it is imperative that all stay apprised of the current research on learning. Any and all decisions from curriculum to professional development to daily life in the school will involve a cycle of inquiry which begins with the research.

Curriculum: Based on how the brain learns best, curriculum will consist of meaningful content; which is taken from real life, built on prior experience, involves learning groups, is age appropriate, rich with patterns, useful, and self congratulating. Learning and teaching continuously interact involving the co- construction of knowledge between teacher and learner.

Groupings: Multiage education, the practice of teaching and learning with children of different ages and abilities together in the same classroom, supports how students learn best. Multi age groupings afford students the opportunity to lead and learn from each other as positive long term relationships are developed. Multiage education deeply respects each child as a learner fitting the curriculum to the child emphasizing continuous progress rather than grade to grade promotion.

Role of the Environment: The cognitive, social, emotional and physical environments play a critical role in student learning. A holistic environment is one that engages children, promotes complex thinking and quality work, is emotionally and socially safe, and provides opportunities to collaborate. Students have authentic experiences and real world artifacts to enrich their learning, and by which to make connections. The environment is organized in such a way that activates the brain by being free of clutter, distraction, and over stimulation. It is organized and clean, allowing for self management. Displays reflect student work and are enhanced by other appropriate and timely resources. Public displays are attractive, error-free, and serve as celebrations and models for quality learning, giving students an opportunity to shine.

Leadership: “Leadership is communicating people’s worth and potential so clearly that they are inspired to see it in themselves.” Says Stephen Covey whose book, *7 Habits of Highly Effective People*, is used to improve personal and professional effectiveness. Because children, too, are capable of self leadership, the principles and 7 habits are woven throughout the curriculum at Oriole Park and built into the daily life of the school.

Role of the District Planning Team

The District School Improvement (DSI) Team exists to carry out the goals of the Board of Education and to establish a plan for Wyoming Public Schools to best meet the curricular requirements of the State of Michigan. The DSI Team allows staff members at Oriole Park and across the district to have input and decision-making ability about the strategies for creating a model educational setting.

It is the role of the District School Improvement Team to lead by example, communicate the goals and implement them by incorporating proper procedures and practices as part of the district improvement process. In addition, they must be open to continual evaluation and improvement of their progress toward reaching the mission and goals by those inside and outside of their organization.

Role of the Building School Improvement Team

The Building School Improvement (SI) Team exists to carry out the goals of the Board of Education and establish a plan for Oriole Park Elementary to best meet the curricular requirements of the State of Michigan. The SI Team at Oriole Park bases all its decisions on the mission and vision of the school and is guided by the principles in which they so firmly believe. The SI team discusses and frames up all decision for the greater staff for consensus building. This team is generative, researching continuously current research on learning laying the foundation for all the knowledge work of the school.

B. School Improvement Team Stakeholders

Representatives include building administrators, teachers, students, support personnel and parents (representative of all students).

School Team Members Names	Positions
Rochelle Swanson	School Improvement Chair
Danielle Terpstra	Language arts Chair
Kathy Swanson	Math Chair
Amy Bianchi	Science Chair
Gretchen Ballema	Social Studies Chair
Sheri Adams	Fund Raising/other
Kate Martin	Parent
Kathy Meredith	Support Staff (Family Services)
Susan Lukaart	Principal

C. Ten Components to the School wide Plan

1. Comprehensive Needs Assessment

The needs assessment was conducted throughout the 2009-10 school year by members representing all stakeholders (Teachers, Parents, Administrators, Non-Professional Staff and Members) in the school. While students were not a part of the process it is our intent to involve them in the future.

DEMOGRAPHIC DATA

Data was acquired from multiple sources including MEAP Demographic Reports, school demographic records, human resource records, and State Certification Software.

Student Demographic Data

Current overall enrollment is 455 students. Grade level enrollment is:

K 54, 1st 62, 2nd 70, 3rd 75, 4th 60, 5th 63, 6th 71.

Student population has been increasing over the past 5 years. Enrollment for the 2005-06 school year was 377 compared to enrollment 455 for the 2009-10 school year, which was 78 students.. The dramatic rise in enrollment was due to school closings in the district with reconfigured boundaries. Oriole Park also included 6th grade for the first time.

Subgroups that have grown by more than 5% over the past 5 years are:

Economically disadvantaged --	12% increase
Race/ethnic diversity -	7% decrease
Students with Disabilities	8% increase

Staff Demographic Data

The average number of years teachers have taught at Oriole is 9-15 years

The principal has been at Oriole Park Elementary for the past one year.

Six of the 21 teachers at Oriole Park are new this year (29%). Due to financial constraints district-wide, two elementary buildings were closed at the end of the 2008-09 school year, which resulted in significantly more staff movement than any year previous.

All teachers at Oriole Park Elementary meet the federal highly qualified and state teacher certifications requirements for their grade/subject area assignments.

Parent and Community Demographic Data

- Number of single family residences - 30%, but another 25% are blended families.
- Average median income - 82% of the national median, and 88% of the state median.
- Number of adults with post-secondary education - 29% NON-HIGH School, 15% post secondary comp.
- Median house value at 77% of the national.
- 2/3 of the police addressed incidents are within our school boundaries which make up on 40% of the size of Wyoming.
- 15% of our older siblings are regular day-care providers for their siblings.
- 50% of our teenagers are self-sufficient either before or after school for an extended period.

Summary of Demographic Data

The data shows that our school continues to be in a state of flux in terms of our changing demographics. We are becoming much more economically and racially diverse. Future Professional Development should include poverty awareness to be sure we are prepared to meet this new challenge. With the ever constant climate of change within the district, it will be important to intentionally focus on ways to build relationships among new students, families and teaching staff.

2. Schoolwide Reform Strategies

The Oriole Park School Improvement/Title I Plan has been developed by Oriole Park's School Improvement Team and supported by the Oriole Park community. The process involved re establishing and re articulating the mission and vision and principles for the school. It also involved a systemic approach to participation within the school. Oriole's community consists of teachers, a building administrator, support staff, parents. Through a collaborative and continuous improvement process, the plan is written and implemented based upon research and best practice. This team works collaboratively to review procedures and make changes as determined by a regular review of data to achieve Oriole's mission and goals.

Oriole's SI Team meets bimonthly for one hour after school to engage in review of all sources of data (see below), monitoring of instructional strategies, and updating of SI goals as needed in response to the data. Throughout the school year, in addition to the content academic goals, goals were articulated within principles. The school improvement team, in addition to the weekly meetings, meets for one whole day near the beginning of the year, and another whole day at the end of the year. These day long meetings allow an opportunity to "step back" and review the data as a school-wide "picture" and connect ideas and considerations that are important to the community. Patterns over multiple years can also be seen more readily at this time, providing insights that might be critical to the future of Oriole

Park. These full day meetings provide an opportunity to have in-depth dialogue around key issues concerning Oriole.

Oriole Park's initiatives are guided by the vision, philosophy, and beliefs of the people that make up the school and broader community. From these core values, the building mission and goals were established. From these the strategies, timelines, responsibilities, and budget allocations address the priorities necessary to be successful in implementing the mission, goals and strategies as outlined in this plan.

On a cyclical basis, the SI committee analyzes and summarizes MEAP and Standards data in their content area, reviews the effectiveness of current strategies and makes adjustments as necessary in a continuous improvement process. Each of these steps is overviewed for the entire staff during staff meetings or professional development meetings so all teachers understand the findings, the rationale for changes, and their role in implementing the strategies. All the work is placed on holding boards in an effort to make the work visible to all. In this way of working it is possible to collaborate through synergizing.

STUDENT ACHIEVEMENT DATA

Student achievement data was collected using MEAP historical reports, our county management system (IGOR), Scholastic Reading Inventory (SRI), and tracking local common assessments.

Summaries of Core Academic Areas:

Reading: Oriole Park students have met AYP for all the grades for the last three years. Increases and decreases over a three year period have yielded small percentage changes. 3rd and 5th graders have slightly increased while 4th graders have displayed a slight decrease. Sixth grade comparative data will be available starting Fall 2010.

Strengths: A review of MEAP strand performance and item analysis in Fall 2009 for 3rd, 4th, 5th and 6th grades indicate the following:

Grade 3: Strengths: narrative reading at 78.2% and comprehension at 67.5%;

Grade 4: Strengths: Informational reading at 73.2% and narrative text at 68.2%

Grade 5: Strengths: Comprehension at 74%, Narrative reading at 68.1% and word study at 68.1%

Grade 6: Strengths: Narrative text at 77.4% and word study at 68.8%

In their respective strengths, each grade level had maintained or improved within the strand.

Challenges

Grade 3 Although there are very slight differences in percentage points, slightly lower is informational text at 66%. *Grade 4* Word Study at 61%; over a 3 year period, this strand has had varied results *Grade 5* Informational text at 46%; over a 3 year period.

All sub groups scored within 10% of the whole group.

Writing: A review of individual and schoolwide MEAP results as well as specific district writing standards revealed strengths in the area of grammar, using drafting techniques, staying on topic and organization and spelling. Challenges included the prompt itself and editing and revising, and adding detail.

The MEAP Writing data from Fall, 2008 indicates:			OP Writing Standard:	
	2007	2008	Kindergarten	72% mastery
Third:	48%	52%	First	54%
Fourth:	32%	49%	Second	62%
Fifth:	56%	63%	Third	56%
			Fourth	86%

Math: As measured by the MEAP and district standards, students met AYP and scored above the state averages in all grades. Areas included are satisfactory, just not making improvements fast enough.

All students at Oriole Park made AYP in Math.

The percentage of students scoring 1's, 2's, 3's and 4's over the last 3 years are as follows:
Grade 3 had an 13% increase in students achieving Level 1 and 2 and a decrease in level 3 of 12% and Level 4 of 1% from 2005 -2009

Grade 4 had a 4% increase in students achieving Level 1 and 2 and a decrease of 3% in Level 3 and a 2% decrease in Level4 from 2005-2009.

Grade 5 had an increase in of 9% in students achieving Level 1 and 2 and a 5% increase in Level 3 and a decrease of 4% in Level 4.

Grade 6 had no prior data since this is the first year that Oriole Park has had 6th grade.

However 86% of the students in 6th grade received 1's and 2's and 13% received 3'S and 2% received 4'S.

Science: Overall, students are scoring within the ten percent average. For the fall of 2009 at Oriole Park Elementary in Wyoming, MI, the fifth grade classes scored 79% compared to the state average of 81% which shows a decrease for Oriole Park of -2% compared to the state average. For the fall of 2008 at Oriole Park in Wyoming, MI, the fifth grade classes scored 86% compared to the MI state average of 83% which shows an increase of +3% for Oriole Park in comparison to the state average. When reviewing the fall of 2007 at Oriole Park in Wyoming, MI, the fifth grade classes scored 86% compared to the MI state average of 82% which shows an increase of +4%.

Strengths lie in the areas of scientific knowledge and physical science.
 Challenges lie in both earth and life sciences.

There is a gap between males and females with females scoring 10% higher than males.

Social Studies: MEAP- "All Student" Analysis All students scored within ten percent of the state average for proficiency on the MEAP Social Studies for the past three years.

Strengths: Performance on Geographic Perspectives has increased over the past three years, and performance on Civics Perspectives has remained steady.

Challenges: Challenges are represented in the strand of Historical Perspective. The scores over the past three years had declined.

Goals Management Template

Goal Details

Goal Name:

Reading

Student Goal Statement:

All students will demonstrate proficiency in reading.

Gap Statement:

Our 3rd, 4th, 5th, and 6th graders have all exceeded AYP (69%) 88% proficient, 84% proficient, 82% proficient and 97% proficient respectively, as measured by the MEAP reading assessment. Our ultimate goal is 100% of students scoring proficient on the MEAP reading assessment. The current gap between Fall 2009 data and 100% proficiency is as follows:

Third Grade: difference 12%

Fourth Grade: difference 16%

Fifth Grade: difference 18%

Sixth Grade: difference 3%

Local District Measure: The Scholastic Reading Inventory (SRI) is used to assess reading comprehension starting in the 2009-2010 school year. Pervious local assessment data used to assess reading comprehension for several years failed to provide valid and reliable data, hence the search and decision to use a more standardized measure. Also, assessment for fluency, DIBELS was used.

OP Scholastic Reading Inventory Data 2009-10

Grade	Below Basic	Basic	Proficient	Advanced
1 st Baseline (Sept. '09)	0 %	35%	17%	7%
1 st End of Year (May '10)	0%	63%	17	20%
2 nd Baseline (Sept. '09)	67%	11%	19%	3%
2 nd End of Year (May '10)	11%	30%	41%	17%
3 rd Baseline (Sept. '09)	34%	27%	30%	8%
3 rd End of the Year (May '10)	10%	37%	32%	22%
4 th Baseline	28%	24%	41%	7%
4 th End of the Year	10%	19%	60%	10
5 th Baseline	21%	28%	43%	8%
5 th End of the Year	13%	20%	56%	11%
6 th Baseline (Sept '09))	11%	32%	45%	11%
6 th End of the Year (May '10)	8%	21%	49%	21%

OP Dynamic Indicators of Basic Early Literacy Skills Data 2009-2010

Grade	% at or Above Benchmark
Kindergarten Fall 2009	52%
Kindergarten Spring 2010	70%
1 st Grade Fall 2009	59%
1 st Grade Spring 2010	55%

2 nd Grade Fall 2009	48%
2 nd Grade Spring 2010	47%
3 rd Grade Fall 2009	53%
3 rd Grade Spring 2010	47%
4 th Grade Fall 2009	56%
4 th Grade Spring 2010	65%
5 th Grade Fall 2009	
5 th Grade Spring 2010	63%
6 th Grade Fall 2009	
6 th Grade Spring 2010	66%

Cause for Gap:

Throughout the elementary grades, we have not focused on reading comprehension as a continuum as students encounter more challenging vocabulary and sentence structure as they progress through the grades. In the past, the focus has been on early literacy skills such as fluency and phonics, with the assumption that this foundation would lead to higher levels of comprehension in the later grades. The upper elementary teachers need to place more emphasis on explicit teaching of reading comprehension strategies.

Describe **multiple measures/sources of data** you used to identify this gap in student achievement:*(Identify demographic, perception, student learning and school system processes.)

- MEAP
- ELPA
- DIBELS

- SRI
- CAN
- SURVEYS

Success Criteria and multiple measures/sources of data used to indentify this gap in student achievement:

- MEAP reading items analysis
- SRI (Scholastic Reading Inventory) data
- DIBELS data
- School profile data as summarized in the CNA Parent and staff survey data

What are the **criteria for success** and what **data or multiple measures of assessment will be used to monitor progress** and success of this goal?*

Successful completion of the goal will be determined by MEAP

Fewer students scoring in the "Basic and "Apprentice" categories and increasing number of students scoring in the "Meets" and "Exceeds" categories on the MEAP reading test.

SRI --Lexile score of :

2nd grade 300 or better

3rd grade 500 or better

4th grade 600 or better

5th grade 700 or better

6th grade 800 or better

DIBELS Oral Reading Fluency Benchmark Assessment Scores:

Kindergarten Nonsense Word Fluency end of year: 25 words per minute

1st grade Oral Reading Fluency end of year: 40 words per minute

2nd gr. Oral Reading Fluency end of year: 90 words per minute

Objective Details

Objective Name:

Improving student achievement in reading.

SMART Measurable Objective Statement to Support Goal: (SMART = Strategic/Specific, Measureable, Attainable, Results-based, Time-bound)

85% of students will score proficient on the reading MEAP test by fall, 2010

Strategy Details

Strategy Name:*

Reading Comprehension

Strategy Statement:*

 (Teachers/Staff will...)

1. All teachers will explicitly teach reading comprehension strategies in the "Guided Reading" block of language arts instruction on a daily basis.
2. Paraprofessionals will provide additional support in reading comprehension strategies to students during the guided reading block.
3. Reading comprehension strategies, such as identifying relationships, cause and effect, drawing conclusions, making inferences, compare and contrast, and using context clues will be taught and modeled by teachers and utilized by students as a part of daily reading instruction.
4. Using Leader in Me material and real life experiences, teachers will connect the 7 habits and comprehension.

Select Challenges :* (From challenge target areas or all target areas on the school process profile)

Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

A review of the past 2 years of process profile data (Ed YES!, 40 essential rubrics) indicate that Oriole Park Elementary has implemented or is Exemplary in 10 of the benchmarks, Implemented 26 of the benchmarks and Partially Implemented 4 of the benchmarks. The scores remained the same in all areas even though some progress is noted. The changing demographics along with the district economic and financial difficulties have contributed to significant transitioning which has not moved the partially implemented to totally implemented.

Strand 11 (Leadership) Standard 2 (shared Leadership) Benchmark a (School Culture and Climate) II.2.A.4 (Collaborative Inquiry): With the reassignment of teachers at the midterm as well as the beginning of the school year, the induction program has been interrupted. Oriole Park needs to continue to develop a culture of collaboration and a spirit of community within their practice. Time needs to be carved out for intentional dialogue around best practice and student work. In terms of accountability, student work will be made visible particularly in all the content areas.

Strand 111 (Personnel and Professional Learning) Standard 2, (Professional Learning) Benchmark B (Content and Pedagogy) III.2.C.1 (Induction/Mentoring/Coaching) Again, there was interruption in the assignments for mentors as well as the process. Oriole Park is developing a Handbook/Field book for staff that will support the staff induction and mentoring and provide a guide for mentoring. The Field Book will include constructs that are proven to facilitate student achievement based on current research on learning such as the teaching and learning cycle, a quality Tier one/ core literacy program, a construct for building a culture of relationships etc.

Strand III Personnel and Professional Learning) (Standard 2 (Professional Learning), Benchmark C, (Alignment) III.2.C.3 (Results-Driven) Data drives the professional development, however, all staff are not involved in the process. An opportunity for feedback has to be made available to the teachers in regard to professional development connected to student achievement in the context of Oriole Park. Somehow this has to dovetail with the district goals for Professional Development and time allotted.

Strand IV (School and Community Relationships) Standard 2 (Community Involvement) Benchmark a (Communication) IV.2.A.2 (Diversity) Oriole Park needs to identify and begin to build relationships with community organizations that reflect the diversity of the school. The demographics of the school have changed and this will guide the approach to reaching out and inviting in. The school Walk a Thon is a venue that could facilitate just such relationships with local businesses and churches. Integrating relationships not only within the school but also in the community enhances learning for students.

Other Required Information

What research did you review to support the use of this strategy and action plan?

Summary of the (U.S.) National Reading Panel Report

Teaching Children to Read, 2002 Research and Policy, International Reading Association, "Vocabulary instruction leads to gains in comprehension. Pre teaching of vocabulary words and repeated exposure in different contexts were found to improve vocabulary, comprehension, and the ability to write."

National Reading Panel U.S Department of Education (2000) "Research on Reading Comprehension tells us that..."

- * Readers who comprehend well are also good decoders
- * Teach decoding and word recognition strategies
- * Time spent reading and writing is highly correlated with comprehension
- * Provide for lots of in-class reading and process writing, outside of class reading, independent reading
- * Encourage kids to read more and read widely - develop a passion for reading
- * Kids need to be specifically taught how to write within a process (and that process needs to include editing and revision skills)

Activity Details

Activity Name:

Professional Development in reading comprehension strategies.

Teacher support by Literacy Coach

Para educator support for small groups of identified children

Data review, assessment and evaluation

Reading comprehension strategies will be identified and used across all content areas

The program *Leader in Me* will be used to set goals, improve student responsibility, to increase meta cognition awareness, as a resource for informational and real life reading material.

Activity Description:

1. All teachers will explicitly teach reading comprehension strategies in the "Guided Reading" block of language arts instruction on a daily basis.
2. Paraprofessionals will provide additional support in reading comprehension strategies to students during the guided reading block.
3. Reading comprehension strategies, such as identifying relationships, cause and effect, drawing conclusions, making inferences, compare and contrast, and using context clues will be taught and modeled by teachers and utilized by students as a part of daily reading instruction.
4. DIBELS AND SRI will be used to assess and evaluate student progress and set path for curriculum planning.
5. Reading strategies will be integrated into all content areas.
6. Teachers will make real connections to the community around us by connecting to jobs and businesses and requirements for success in the 21st century. (adult roles)

Planned staff responsible for implementing activity:

All instructional staff will be responsible for implementing this activity. This includes all teachers and paraprofessionals.

Literacy Coaches
Principal
Support staff in small group interventions

Monitoring: How will the activity be monitored? Who will monitor it?

The principal and Literacy coach will monitor the implementation of this activity through classroom visitations conducted during the guided reading block bi-monthly.

Quarterly analysis of SRI data will be conducted at grade level meetings and SI meetings.

DIBELS, PASI AND PSI will be administered routinely for regrouping of learning groups.

Planned Timeline:

Begin Date	September 2010
End Date	June 2011

Fiscal Resources

Resource:

Literacy Coach \$35,000

Paraprofessionals \$22,000

Professional Development: \$2,000 (to include an online license for materials and data needed to implement Leader in Me.

Leader in Me program Parent and PD: \$3,000 (amount to be spent on a one day PD refresher course by Stephen Covey Corporation that includes parents and will be the foundation for planning an information and implementation night for Leader in Me for parents and families)

Summer School and Extended Day \$10,000

RtI materials \$2,000

Total is \$74,000

Funding Source:

Title I

Title II-A

Planned Amount:

--

Actual Amount:

--

Oriole Park Elementary School Improvement

Writing Goal

Goal Details

Goal Name:

Writing

Student Goal Statement:

All students will be proficient in writing.

Gap Statement:* (Difference between current performance and goal)

The MEAP Writing data from Fall, 2008 indicates:

	2007	2008
Third:	48%	52%
Fourth:	32%	49%
Fifth:	56%	63%

OP Local Measure WRK:2

Kindergarten	72% mastered
First Grade	54% mastered
Second Grade	62% mastered
Third Grade	57% mastered
Fourth Grade	86% mastered

Subgroup Data:

At this time our local writing data is not available based on subgroup performance.

Cause for Gap:

Writing to a prompt is not built into practice and across content areas as much as it could be.

Additionally, teachers have a wide range of expertise and training in the area of writing that determines their understanding of the instructional practices they use to develop students' writing abilities. Oriole has provided significant professional development and resources over the past 5 years to help develop a common language and understandings about teaching writing. This has provided a solid foundation on which to expand teachers' skills and understandings re: writing instruction. A deeper understanding of writing instruction will help teachers develop students' ability to make decisions regarding purpose and organization of their writing, and how to expand their writing to more clearly communicate their thoughts. In the past we have placed an emphasis on narrative writing. While we will still teach narrative writing, we will put more emphasis on writing that addresses compare/contrast and persuasive writing to more closely align with the new MEAP writing test and the high school MME expectations.

Describe multiple measures/sources of data you used to identify this gap in student achievement: (Identify demographic, perception, student learning and school **system** processes.)

MEAP Writing - Demographic and Item Analysis reports

District standard WR:2 (narrative writing assessment) for grades K-4

School Profile data

Parent and staff survey data

Process data

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?

MEAP – fewer students scoring in the “Basic” category and increasing number of students scoring in the “Exceeds” categories on the MEAP writing test.

Local district standards assessment data – the criteria for success on the local standards is 80% on the grade level writing rubrics aligned with each standard.

Objective Details

Objective Name:

Improving student achievement in non-fiction writing.

SMART Measurable Objective Statement to Support Goal: SMART = Strategic/Specific, Measureable, Attainable, Results-based, Time-bound)

MEAP

60% of fourth grade students will score proficient on the fall, 2011 MEAP writing assessment.

60% of third grade students will score proficient on the fall, 2011 MEAP writing.

OP Local Measure WRK:2

Kindergarten 80% mastered

First Grade 60% mastered

Second Grade 70% mastered

Third Grade 70% mastered

Fourth Grade 90% mastered

Strategy Details

Non-fiction Writing

Strategy Statement:

Teachers will emphasize the non-fiction writing structures of compare/contrast, informational writing and persuasive writing for half the year. In the past narrative writing has been emphasized over non-fiction writing in classroom instruction, but because of changes in MEAP expectations and in order to get students to think more about the way audience and purpose impacts writing, the balance between narrative and non-fiction writing will be more equitable.

Select Challenges:

Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

A review of the past 2 years of process profile data (Ed YES!, 40 essential rubrics) indicate that Oriole Park Elementary has implemented or is Exemplary in 10 of the benchmarks, Implemented 26 of the benchmarks and Partially Implemented 4 of the benchmarks. The scores remained the same in all areas even though some progress is noted. The changing demographics along with the district economic and financial difficulties have contributed to significant transitioning which has not moved the partially implemented to totally implemented.

Strand 11 (Leadership) Standard 2 (shared Leadership) Benchmark a (School Culture and Climate) II.2.A.4 (Collaborative Inquiry): With the reassignment of teachers at the midterm as well as the beginning of the school year, the induction program has been interrupted. Oriole Park needs to continue to develop a culture of collaboration and a spirit of community within their practice. Time needs to be carved out for intentional dialogue around best practice and student work. In terms of accountability, student work will be made visible particularly in all the content areas.

Strand 111 (Personnel and Professional Learning) Standard 2, (Professional Learning) Benchmark B (Content and Pedagogy) III.2.C.1 (Induction/Mentoring/Coaching) Again, there was interruption in the assignments for mentors as well as the process. Oriole Park is developing a Handbook/Field book for staff that will support the staff induction and mentoring and provide a guide for mentoring. The Field Book will include constructs that are proven to facilitate student achievement based on current research on learning such as the teaching and learning cycle, a quality Tier one/ core literacy program, a construct for building a culture of relationships etc.

Strand III (Personnel and Professional Learning) (Standard 2 (Professional Learning), Benchmark C, (Alignment) III.2.C.3 (Results-Driven) Data drives the professional development, however, all staff are not involved in the process. An opportunity for feedback has to be made available to the teachers in regard to professional development connected to student achievement in the context of Oriole Park and its unique identity. Somehow this has to dovetail with the district goals for Professional Development and time allotted.

Strand IV (School and Community Relationships) Standard 2 (Community Involvement) Benchmark a (Communication) IV.2.A.2 (Diversity) Oriole Park needs to identify and begin to build relationships with community organizations that reflect the diversity of the school. The demographics of the school have changed and this will guide the approach to reaching out and inviting in. The school Walk a Thon is a venue that could facilitate just such relationships with local businesses and churches. Integrating relationships not only within the school but also in the community enhances learning for students.

Other Required Information

What research did you review to support the use of this strategy and action plan?

6+1 Traits of Writing by Ruth Culham

Writing Diner by Tim Hargis

Comprehensive Literacy Resources for Grades 3-6 Teachers by Miriam Trehearne pages 329-400.

Activity Details

Activity Name:

1. Grade level emphasis on specific writing genres
2. The Six Traits Framework will be used by all teachers
3. Strategies and activities from the Writing Diner
4. Assessment and evaluation
5. Writing to a prompt

Activity Description:

1. Second grade teachers will teach informational and persuasive writing. Third and fourth grade teachers will teach informational, persuasive, and compare/contrast writing during their daily 30 minute writing block (part of the 4 block structure), as well as in other content areas (eg. Science, social studies) when appropriate.
2. Teachers will explicitly explain how the 6-Traits look when writing for the purposes stated in #1
3. Teachers will use rubrics to assess student writing and provide feedback to students as well as discuss student progress and teaching strategies with teachers during grade level meetings.
4. The use of Leader in Me content for prompt writing

Planned staff responsible for implementing activity:

All K-4 teachers will implement.

Monitoring: How will the activity be monitored? Who will monitor it?

The Literacy Coach will visit each classroom during the writing block at least monthly to offer support to teachers. The principal will conduct walkthroughs to see that writing instruction during the 2nd semester is primarily non-fiction. Discussions at grade level meetings will focus on student work/assessment results (formative and summative) with attention being paid to the most academically at-risk students.

Planned Timeline:

Begin Date	September 2010
End Date	June 2011

Fiscal Resource

Resource:

Literacy coach to provide professional support to teachers implementing writing activity.
Substitute teacher costs for teachers to attend professional development and grade level meetings.

Paraprofessionals to support classroom instruction.

Writing Diners

Funding Source:

Title I

Title IIA

Planned Amount:**Actual Amount:**

CONNECTION FROM DATA TO GOAL

Goals Management Template

Goal Details

Goal Name:

Mathematics

Student Goal Statement:

All students will demonstrate proficiency in mathematics.

Gap Statement: (Difference between current performance and goal)

Our goal is 100% and we are at 97% in 3rd grade.

Our goal is 100% in fourth grade and we are at 93%.

Our goal is 100% in fifth grade and we are at 84%.

Our goal is 100% in sixth grade and we are at 86%.

Cause for Gap: (Consider all data sources) (Use the 5 Whys)

Oriole Park students will :

Receive **rigorous** instruction in all grade level GLCE's.

Teachers will instruct students using **all** the GLCE's.

Teachers will need to follow a **curriculum map** in order to finish book.

We will use the Meap, District math and Singapore Math assessments to identify and measure our math student achievement.

Describe **multiple measures/sources of data** you used to identify this gap in student achievement:* (Identify demographic, perception, student learning and school system processes.)

What are the **criteria for success** and what **data or multiple measures of assessment will be used to monitor progress** and success of this goal?*

We will expect students in all grade levels to reach 80% for either District or Singapore Math assessments.

Objective Name:

Improving student achievement in mathematics.

SMART Measurable Objective Statement to Support Goal:* (subgroup/strand of greatest need) **Students will...**(SMART = Strategic/Specific, Measureable, Attainable, Results-based, Time-bound)

- Complete the Singapore book A series 1st semester and the Singapore book B series 2nd semester.
- 10 -20 minutes of review focusing on content areas and test taking skills in a MEAP format.
- Use Story problems book at grade level and use bars to solve word in grades 2-6.

Strategy Details

Strategy Name:

Teachers will use visual manipulatives such as the bar model to support solving math story problems and to show the thinking processes in solving problems.

Teachers will use the math story problem book at grade level and use bars to solve word problems in grades 2-5. Teachers will grow their understandings in the hallmarks of Singapore math to include pictorial language and word problems and the why's of problem solving.

- **Select Challenges :** (From challenge target areas or all target areas on the school process profile)

- Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.
- **Other Required Information**
- What research did you review to support the use of this strategy and action plan?*

Activity Details

Activity Name: Story problem strategies that will support student success in solving math story problems.

Activity Description:

Teacher will use the model approach for all story problems solved . Teachers will expect the students to show all story problem solving using the model approach as laid out in the Singapore math series.

Planned staff responsible for implementing activity:

Beginning the start of 2010 school year and ending the last day of the academic year 2010-2011.

Monitoring: How will the activity be monitored? Who will monitor it*

The principal will monitor the implentation of Book B, story problem graphics and review of content expected to be done for 10 minutes each day.

Fiscal Resource

Singapore Math materials and **professional development** are necessary for teaching and learning in the spiral approach going deeply into math concepts. (developmentally appropriate approaches) and relying on meaning rather than clue words, relying on thoughtful sequencing rather than repetition.

Materials: Singapore supplemental materials for grades K-4

Parent Connection for Singapore Math \$200

Funding Source:

Planned Amount:

Actual Amount:

Goals Management Template

Goal Details

Goal Name:

Science

Student Goal Statement:

All students will demonstrate proficiency in science.

Gap Statement: (Difference between current performance and goal)

For the goal listed above, what is the gap between where you are and where you want to be?

As a subgroup, males are scoring between 10 to 14% lower than females.
Earth and life science scores remain low in the MEAP in comparison to the state average.

Cause for Gap:* (Consider all data sources) (Use the 5 Whys)

Reading comprehension and the lack of hands on application in the science inquiry process could be identified as a leading cause for the gap in student performance.

Describe **multiple measures/sources of data** you used to identify this gap in student achievement:* (Identify demographic, perception, student learning and school system processes.)

Dynamic Indicators of Basic Literacy Skills	Grades 1-4	Oral Reading Fluency scores stating, "no	80% and above
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(DIBELS)		intervention needed:	
Scholastic Reading Inventory (SRI)	Grades k-4	Lexile within range of grade level	80% and above

What are the **criteria for success** and what **data or multiple measures of assessment will be used to monitor progress** and success of this goal?*

The MEAP science assessment is given annually to 5th grade students.

- * Michigan Education Assessment Program Science item analysis and demographic report.
- * District Standard Assessment for Life Sciences 1 and 2 (LF_:1, LF_:2) aligned with the Michigan GLCE's.
- * ELPA data

A nationally normed assessment given at the beginning of the year and at the end of each quarter in grades 2-4.

- * Scholastic Reading Inventory (SRI) data
- * School profile data as summarized in the CNA
- * Parent and staff survey data
- * Process data

Objective Details

Objective Name:

Improving student achievement in science

SMART Measurable Objective Statement to Support Goal:* (subgroup/strand of greatest need)
Students will...(SMART = Strategic/Specific, Measureable, Attainable, Results-based, Time-bound)

MEAP: Earth Science scores remained low in comparison to the state average.

Life Science scores increased but remain lower than the state average.

SRI Data with emphasis on reading comprehension

DIBELS Data with the emphasis on fluency

ELPA Scores with emphasis on comprehension and vocabulary

Local Standards: Life and Earth

Strategy Details

Strategy Name:

Reading comprehension

Strategy Statement:

Teachers will implement the use of reading comprehension strategies within the context of teaching and learning science concepts. Comprehension strategies such as monitoring, comprehension, connecting, questioning, visualizing, inferring, determining importance, summarizing and vocabulary will be intentionally and systematically incorporated into the practice of teachers.

Select Challenges :

Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

PROCESS/PROGRAMS DATA

A review of the past 2 years of process profile data (Ed YES!, 40 essential rubrics) indicate that Oriole Park Elementary has implemented or is Exemplary in 10 of the benchmarks, Implemented 26 of the benchmarks and Partially Implemented 4 of the benchmarks. The scores remained the same in all areas even though some

progress is noted. The changing demographics along with the district economic and financial difficulties have contributed to significant transitioning which has not moved the partially implemented to totally implemented.

Summary of Process/Program Data

Strand 11 (Leadership) Standard 2 (shared Leadership) Benchmark a (School Culture and Climate) II.2.A.4 (Collaborative Inquiry): With the reassignment of teachers at the midterm as well as the beginning of the school year, the induction program has been interrupted. Oriole Park needs to continue to develop a culture of collaboration and a spirit of community within their practice. Time needs to be carved out for intentional dialogue around best practice and student work. In terms of accountability, student work will be made visible particularly in all the content areas.

Strand 111 (Personnel and Professional Learning) Standard 2, (Professional Learning) Benchmark B (Content and Pedagogy) III.2.C.1 (Induction/Mentoring/Coaching) Again, there was interruption in the assignments for mentors as well as the process. Oriole Park is developing a Handbook/Field book for staff that will support the staff induction and mentoring and provide a guide for mentoring. The Field Book will include constructs that are proven to facilitate student achievement based on current research on learning such as the teaching and learning cycle, a quality Tier one/ core literacy program, a construct for building a culture of relationships etc.

Strand III Personnel and Professional Learning) (Standard 2 (Professional Learning), Benchmark C, (Alignment) III.2.C.3 (Results-Driven) Data drives the professional development, however, all staff are not involved in the process. An opportunity for feedback has to be made available to the teachers in regard to professional development connected to student achievement in the context of Oriole Park. Somehow this has to dovetail with the district goals for Professional Development and time allotted.

Strand IV (School and Community Relationships) Standard 2 (Community Involvement) Benchmark a (Communication) IV.2.A.2 (Diversity) Oriole Park needs to identify and begin to build relationships with community organizations that reflect the diversity of the school. The demographics of the school have changed and this will guide the approach to reaching out and inviting in. The school Walk a Thon is a venue that could facilitate just such relationships with local businesses and churches. Integrating relationships not only within the school but also in the community enhances learning for students.

Other Required Information

What research did you review to support the use of this strategy and action plan?

Comprehensive Literacy Rsource for Grades 3-6 by Miriam Trehearne

Summary of the National Reading Panel Report

Strategies that Work, Stephanie Harvey and Anne Goudvis

Current research on learning, Jensen, Caine, Hart,

Exceeding Expectations, Susan Kavolik

Activity Details

Activity Name:

Teacher use of identified comprehension strategies

“being there” experiences for children

Parent participation

Business and community connection through *Leader in Me Program*

Activity Description:

Teachers will teach explicitly and integrate comprehension strategies.

Literacy coach will provide support and feedback to teachers.

Teachers and parents will host a Science Learning Night for students and families

Learning will be provoked and enhanced with “being there” experiences. (study trips, assemblies and real life projects)

Planned staff responsible for implementing activity:

Teachers and support staff

Literacy coach

Science chairperson

Principal

Monitoring: How will the activity be monitored? Who will monitor it*

Self evaluation by teachers

Principal and Literacy coach

Planned Timeline:

Begin Date	September 2010
End Date	June 2011

Fiscal Resource

Resource:

1. Reading comprehension strategies through RtI in science
2. Substitutes for Grade Level Meetings that will help coordinate the curriculum planning
3. Participation Teams for Science Night includes parent involvement.
4. Leader in Me as a connector to business and community

Funding Source:

Planned Amount:

Actual Amount:

**Michigan Continuous School Improvement
Goals Management Template**

Goal Details

Goal Name:

Social Studies

Student Goal Statement:

All students will demonstrate proficiency in Social Studies.

Gap Statement:

Oriole Park Elementary was a feeder school to Jackson Park Intermediate School for school years 07-08 and 08-09. Oriole Park Elementary expanded to the sixth grade for school year 09-10. Each year for the past three years Oriole Park Elementary students, whether as a feeder school or not, have scored within 1 percentage point with the State averages and within 4 percentages points of the district averages.

Test Year	State	District	Building
Fall 09	73%	71%	72% (Oriole Park)
Fall 08	74%	69%	73% (Jackson Park)
Fall 07	73%	70%	72% (Jackson Park)

Cause for Gap:

Strand/Item Analysis:

Strengths: Civics and Geography

Challenges: Historical Perspective

A review of MEAP data item analysis indicates that "Historical Perspective" is difficult for our students.

Since Oriole Park is a multiage school, it is imperative that the developed plan for social studies instruction be followed so that all students have the benefit of instruction in all areas of social studies. This plan is to include systematic review of previous instruction.

Reading comprehension and background experiences are challenges for some students. Students will be best supported in social studies by focusing on reading comprehension strategies across the content areas.

Content specific vocabulary is challenging and will be intentionally taught so that students have the background knowledge to understand concepts.

Describe **multiple measures/sources of data** you used to identify this gap in student achievement:* (Identify demographic, perception, student learning and school system processes.)

Multiple measures/sources of data you used to identify this gap in student achievement and success criteria for monitoring student progress of this goal:

- * MEAP social studies items analysis
- * District developed common assessments aligned with the state GLCE's for quarterly grades
- * School profile data as summarized in the CNA
- * Scholastic Reading Inventory (SRI)
- * Parent

and staff
survey
data

What are the **criteria for success** and what **data or multiple measures of assessment will be used to monitor progress** and success of this goal?

Successful completion of the goal will be determined by:

Fewer students scoring in the "Basic and "Apprentice" categories and increasing number of students scoring in the "Meets" and "Exceeds" categories on the MEAP science test.

Increasing numbers of students receiving passing grades on targeted social studies standards as identified – GE 2.1 (2nd grade standard) GE 3.2 (3rd grade standard) and GE 4.1 (4th grade standard)

Objective Details

Objective Name:

Improving student achievement in social studies

SMART Measurable Objective Statement to Support Goal: (subgroup/strand of greatest need)

80% of 6th grade students will score proficient on the social skills MEAP test by fall, 2010

Strategy Details

Strategy Name:

Social Studies Standards will be organized into a "Year A" and "Year B" rotation so that all standards will be taught in a two year cycle within an integrated thematic approach.

Strategy Statement:

Teachers will map social studies standards within an integrated curriculum plan over a two year period so that students receive direct instruction in all areas. Teachers will include adequate review of "off year" standards.

Select Challenges :

Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

A review of the process profile data indicates that Taft Elementary is "implemented" or "exemplary" in almost all benchmarks under the 5 strands. The 2 areas that were scored "partially implemented" were:

1. Strand 1, Standard 1, Benchmark B -- Teaching for Learning, Curriculum, Communicated with Parents and Students
2. Strand 4, Standard 1, Benchmark B -- Family Parent Involvement, Engagement, Extended Learning Opportunities and Decision Making,

Other Required Information

What research did you review to support the use of this strategy and action plan?*

(Cite website, book, author)

Exceeding Expectations by Susan Kovalik

Integrated Thematic Instruction by Kovalik

Leader in Me by Stephen Covey

Strategy Name:

Reading Comprehension strategies will be taught to students as part of the social studies instruction.

Strategy Statement:

Teachers and staff will incorporate reading comprehension strategies into their daily teaching of social studies.

Select Challenges:

Challenge areas show up as below Implemented for MDE schools and below Operational for NCA schools. If all areas are above Implemented or Operational, you must choose from ALL Target Areas.

A review of the past 3 years of process profile data (Ed YES!, 40 essential rubrics) indicate that Taft Elementary has implemented or is exemplary in almost all of the benchmarks under the 5 strands. The areas that received a "partially implemented" score for 3 consecutive years were:

Strand I (Teaching for Learning) Standard 1(Curriculum), Benchmark B (Communicated) with students

Strand III (Personnell and Professional Learning) Standard 2 (Professional Learning)

Benchmark B (Content and Pedagogy)- Induction/Mentoring/Coaching

Strand IV (School and Community Relations) Standard 1 (Parent/Family Involvement)
Benchmark B (Engagement) – Decision Making

Other Required Information

What research did you review to support the use of this strategy and action plan?*

(Cite website, book, author)

Summary of the (U.S.) National Reading Panel Report

Teaching Children to Read, 2002 Research and Policy, International Reading Association, "Vocabulary instruction leads to gains in comprehension. Preteaching of vocabulary words and repeated exposure in different contexts were found to improve vocabulary and comprehension"

National Reading Panel U.S Department of Education (2000) "Research on Reading Comprehension tells us that...

- * Readers who comprehend well are also good decoders
- * Teach decoding and word recognition strategies
- * Time spent reading is highly correlated with comprehension
- * Provide for lots of in-class reading, outside of class reading, independent reading
- * Encourage kids to read more and read widely - develop a passion for reading

Activity Details

Activity Name:

Reading comprehension strategies that emphasize vocabulary will be taught to students as part of social studies instruction.

Activity Description:

Teachers will incorporate the following reading comprehension strategies into their daily teaching of social studies. Relationships

Cause and Effect

Drawing conclusions

Vocabulary Instruction

Planned staff responsible for implementing activity:

All instructional staff that teaches social studies at Oriole Park Elementary School will be responsible for implementing this activity. This includes all teachers and paraprofessionals

Monitoring: How will the activity be monitored? Who will monitor it

The principal will monitor the implementation of this activity through classroom visitations conducted during walkthroughs.

Quarterly item analysis of district assessments and reading comprehension scores on Scholastic Reading Inventory (SRI) will be conducted at School Improvement meetings.

Begin Date	9/7/2010
End Date	6/2011

Fiscal Resource

Resource:

Specific Leader in Me resources are needed for this strategy. Teachers will utilize reading comprehension strategies taught during the Language Arts block (see reading goal for funding allocation) to improve reading comprehension in social studies. Team meeting time already built into teachers schedules will provide opportunities for teachers to share and learn from each other. Leader in Me resources will be utilized to emphasize goal setting, growing in skills, responsibility, working with a purpose, and learning in groups.

Additional training/PD in Leader in Me

Parent involvement

Funding Source:

Planned Amount:

--

Description of strategies that increase the quality and quantity of instruction:

Grade level meetings provide opportunities for teachers to review data, to discuss/share effective instructional practices, and to work on school improvement initiatives.

Literacy coaches support language arts instruction in grades K-4. Through observation, modeling and individual consultation, they work with individual teachers to continually improve reading and writing instruction.

Response to Intervention (RTI) continues at Oriole in kindergarten through 4th grades. Teachers are adding a comprehension piece to the already established phonics and fluency interventions. The interventions continue to impact the core Language Arts Curriculum and methods.

Gradual Release use in the classroom to address the decisions of the instructor related to time-on-task.

Oriole has daily interventions which is a 30 block of time for differentiated instruction in areas of need for reading fluency, comprehension and writing with the assistance of an assigned highly qualified para-educator. Students needing support are identified using district standards assessment data. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for the entire spectrum of the student population including at-risk students and high performing students.

Principal walk-throughs are utilized to ensure the implementation and integrity of instructional strategies.

Oriole Park participates in two initiatives connected to student performance and teacher effectiveness: The Leader in Me and Capturing Kids Hearts. Both programs emphasize “relationship”: relationship between each other, between teachers and students, between students and curriculum, between children and the world, daily life, between content areas and so on. Integration, collaboration, self management, responsibility, working with a purpose, goal setting and personal mastery are all part of these two initiatives.

Description of strategies aligned with the findings of the needs assessment:

Oriole Park conducts a comprehensive needs assessment annually as part of the continuous improvement process. The primary sources of data that provide focus and direction to Oriole Park’s School Improvement strategies include:

1. Student Achievement Data: MEAP, SRI, ELPA and District Standards-based data (all district standards are aligned with state GLCE's)

2. School Programs/Process Data: "Analysis of Instructional System Processes and Protocols of Practice" as provided by MDE and conducted annually, Leader in Me, Capturing Kids Hearts

3. Student/Teacher/Parent perceptions data:

Theories of Students: Whenever possible, students are asked their theories about any initiative. Teachers build on the theories giving students opportunity to act on them.

Teacher Perception Data: The school improvement team surveys staff on issues that are critical to the success of the school

improvement process as they arise. These steps ensure that the school improvement team receives feedback from all staff to

ensure that all teachers feel involved in the building school improvement process. Staff members are always invited and

encouraged to attend school improvement meetings. Agendas are sent out in advance and minutes sent immediately after

meetings to record and be accountable.

Parent Perception Data: a survey is given to all parents annually as a means of getting formal feedback. Informal

communication/concerns expressed by parents is also readily shared with the school improvement team to ensure that small

problems remain small. Regular feedback is also received through the OPPO.

4. Demographic data: Demographic data is readily available in an aggregate form in the district's profile reports, and available by

individual student in the data warehouse (the "live" district data base) . Data is broken out by gender, free lunch, reduced lunch,

English Language Learners, special education students and ethnic group. Total populations or any sub-group can be easily

correlated with academic performance. This data base makes it very easy for SI team members, as well as any staff member, to

identify special populations that need targeted strategies down to the identification of the individual student.

1. Instruction by Highly Qualified Professional Staff

a. Provide an assurance statement that all instructional paraprofessionals meet the NCLB requirements.

All paraprofessionals at Oriole Park Elementary meet the No Child Left Behind highly qualified requirements. This is on record with the district's Human Resources Department.

b. Provide an assurance statement that all teachers are highly qualified.

All teachers at Oriole Park Elementary meet the No Child Left Behind highly qualified requirements. This is on record with the district's Human Resources Department.

3. Attracting and Retaining Highly Qualified High Quality Staff

a. The teacher turnover rate at our school is:

At the end of the 2008-2009 school-year, Oriole Park's teaching staff did experience more turnover than usual due to Wyoming Public Schools district reorganization. This reorganization included closing of two elementary buildings and reorganizing the middle

schools. Fifth grade students from all of the elementary buildings, except Oriole Park where 6th was added, were taken out of the elementary schools and sent to a newly created 5th/6th grade intermediate school at Jackson Park. Teacher turnover across the district increased greatly due to this huge reorganization. However, the teaching staff at Oriole continues to be part of the highly qualified staff of Wyoming Public Schools.

Mid-year cuts during the 2009-10 school year impacted Oriole in the following way:

One 5/6 teachers was laid off and one 5/6 teacher moved to the high school, and two new to Oriole Park teachers joined the teaching staff. . All teachers continue to be highly qualified.

b. The table below identifies the experience level of key teaching and learning personnel:

Number of Years Teaching Exp.	Number of Teachers totally
	21
Over 15 years teaching exp.	7
9-15 years teaching exp.	5
4-8 years teaching exp.	9
0-3 years teaching exp.	0

Degree	Number of Teachers
BA/BS	4
MA	12
MA + 30	5

4. High Quality and On-Going Professional Development

Wyoming Public Schools supports each new staff member with a mentor for a minimum of 15 days during his or her first two years or when a staff member is considered in need of improvement. The continued use of a personal professional development plan in collaboration with other staff on a yearly basis focuses on continual improvement. District staff development includes cultural diversity, brain-based learning, learning styles, computer literacy, curriculum instruction, and assessments and are district and building sponsored. Professional Development is an essential part of district and building initiatives.

2010-2011 Building Level Professional Development Calendar

Timelines	Activity	Participants	Evaluation
8/31/10	Four hours of training related to Response to Intervention	All k-4 staff	Staff online survey, attendance logs, and minutes
9/1/10	All Day Leader in Me Refresher course and trainer update.	Building teaching staff and support staff	Staff online survey, attendance logs, and minutes
9/2/10	Dibels NEXT	k-4 staf	Staff online survey, attendance logs, and minutes
11/12/2009	Brain based and Year Long Concept	All instructional and support staff	Staff online survey, attendance logs, and minutes
1/21/2010	Writing instruction and Singapore Math	All instructional and support staff	Staff online survey, attendance logs, and minutes
3/24/2010	Reading comprehension approach at OP	All instructional and support staff	Attendance logs and minutes and plan for implementation
Every 5 weeks	On-going grade level PD - See schedule/minutes		Evaluation, attendance logs, and minutes
6/4/2010	Review of SI data analysis, goals, and future expectations	Building staff	Staff online survey, attendance logs, and minutes

5. Parental Involvement

a. Description of how parents are involved in the design, implementation and evaluation of the schoolwide plan:

Oriole Park parents met throughout the school year, 2009-10 to develop a participation system that is intended to offer parents many ways to be involved and participate in the life of the school. Its intention also involved spreading out the work among all staff and parents. The design makes visible how the life of the school revolves around the core academic areas and incorporates celebrations of learning. It also puts into practice the mission, vision and principles of the school. The design has emerged and met with consensus and will be rolled out at the annual kick off where parents and guardians will volunteer for teams and begin to plan together with teachers to implement events and activities carefully constructed. There are nine teams and each team is co chaired by a teacher and a parent with a team of volunteers ready to pitch in. The teams correlate with the school improvement team this integrating everything and enhancing communication.

b. School Level Parent Involvement Policy

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the

students being served.

The Principal shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

- A. Oriole expects the parents to be involved in the participation system and believes they have a right to be involved in the life of the school and their child's education.
- B. Meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the building may be able to provide parents in order to better ensure their involvement and participation.
- C. Oriole Park is making a concerted effort to translate all parent communication into Spanish and Viet Nameese.
- D. Through the participation system, there will be opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. Oriole parents will be involved in the planning, review, and improvement of the Title I program;
- F. Information concerning school performance profiles and their child's individual performance will be communicated to parents including translations as needed.
- G. Oriole parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;
- H. Timely responses will be given to parental questions, concerns, and recommendations;
- I. Oriole will provide coordination, technical assistance and other support necessary to develop effective parental participation activities to improve academic achievement; Specifically, a "hot topics" evening is being planned.
- J. An annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement. Special attention will be given to an analysis of the Participation System.
- K. Oriole parental involvement plan will be coordinated with other district wide programs.
- L. Other activities will be conducted as appropriate to the plan and State or Federal requirements.

The Principal shall also assure that each Title I participating school develops a specific plan,

with parental involvement, which:

A. Convenes an annual meeting at a convenient time to which parents of participating children are invited. The building principal will explain the parents' rights to be involved and the school's obligation to develop an involvement plan at this meeting;

B. Will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;

C. Will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;

D. Will provide participating students' parents with

1. Timely information about the Title I programs;
2. An explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;
3. Regular meetings, upon request, to make suggestions and receive response regarding their student's education;

E. Develops jointly, with parents, a school-parent compact which outlines the responsibilities of the school staff, the parents and the students for academic improvement, including the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment

c. NCLB Section 1118 Activities

Oriole Park Elementary will follow all Board policies related to Parent Involvement in Title I (policy 22261.01) and Parent Involvement in the School Program (policy 2112) and design a specific program and carry out practices that specifically meets the needs of our parents/guardians in supporting our child (ren) in the educational process.

1. Assist parents in understanding the state's content standards and assessments and how to monitor their child's progress:

Parents will be able to monitor their students with the provided tools:

- Bi-weekly classroom and monthly school newsletters ([The Parkviewer](#))
- Quarterly report cards sent to the home
- Bi-yearly parent-teacher conferences
- Open-house school visitation (for delivering state content standards)
- Social workers, and support staff are accessible as needed
- Child Study meetings as applicable
- A 4-way learning agreement based on academics, behavior and homework is signed by parent, student, teacher, and principal at the beginning of each school year in both Spanish and English. (see copy in appendix)

-

2. Provide materials and training to help parents work with their children

- Love and Logic seminars provided
- Curriculum Nights/Open House are held on various dates to inform parents of:
 - * curriculum including curriculum brochures,
 - * informational packets - including behavior and homework policy

- * before and after school opportunities
 - * sign-in's are collected
 - Parent/Teacher Conferences available in English and Spanish
 - Literacy nights every other year
 - Science/math nights every other year
 - Oriole Park Identity Exhibit.
 - The Child Study Process
 - weekly school newsletters (The Informer)
 - routine classroom newsletters
 - Quarterly report cards sent to the home
 - Bi-yearly parent-teacher conferences
 - Open-house school visitation (for delivering state content standards)
 - Social workers, and support staff are accessible as needed
 - An agreement based on academics, behavior and homework is signed by parent, student, teacher, and principal
- at the beginning of each school year in both Spanish and English. (See copy in appendix)

3. Train staff to build effective parent involvement

The annual parent survey, which is part of the comprehensive needs assessment, shows consistent, strong parental support for Oriole Park over the past several years. Of the total families at Oriole Park, there were 24% surveys received. Survey data shows overall satisfaction with Oriole Park with responses including anger over restructuring the school district to high praise for Oriole Park. The strengths overwhelming are the teachers with parents describing them as caring, available, helpful and masterful. The principal, new this year, was praised and appreciated by 97% of the responses. Some of the dissatisfaction came as a direct result of the previous principal leaving suddenly. There was also some critique over how the principal and teachers handled the newly added 6th graders.

The involvement within the OPPO was noteworthy this past school year. Parents met with the principal often to discuss a need to improve involvement and to tighten up the events and activities as well as a need for better communication all the way around. They worked together to deconstruct the current system, to analyze it, and then together they built a new system. This all happened over time with amazing energy and thought going into the final product. The process was shared with the teaching staff and the greater parent organization throughout the school year. Input and feedback was welcome and helped to build a quality picture of what involvement and participation could look like at Oriole Park. The OPPO looks forward to implementation.

The staff has been involved, not only in the building of the new system, but also in communicating it with parents. There will be an emphasis on the role they have in inviting and engaging parents with them in dialogue as well as the actual work. This is somewhat of a shift in thinking as it will involve a process of building relationships and taking time to articulate the mission and vision of the school to parents.

- Curriculum Nights/Open House are held on various dates to engage and inform parents of:
 - To recruit/invite parents into participation

- the very identity of Oriole Park
- Specific initiatives such as Leader in Me
- curriculum including curriculum brochures,
- to celebrate the work of the children and teachers
- informational packets - including behavior and homework policy
- before and after school opportunities
- sign-in's are collected

4. Collaborate with other programs to coordinate parent involvement

Oriole staff and OPPO collaborate with local faith-based organizations that provided mentors to students to provide additional academic help and love and attention to challenged students. Additionally, Oriole Park participated and implemented concepts from Capturing Kids Hearts to further relationships with each other, parents and the community. The building also partnered with several community programs to offer onsite classes in dance, basketball, twirling, and cheering.

5. Provide information in a format and language that parents can understand

Communication home to parents is disseminated in English, Spanish, and Vietnamese. Staff members who speak each of these languages are readily available to parents and families as resources, interpreters, or translators. Communication in students' native language is done in writing and verbally.

14. Provide other reasonable support for parent involvement as parents may request

The district always looks to support the efforts of school staff in meeting and/or accommodating parents to support their efforts in being involved in their child's education and the school setting in general. These requests are encouraged through any method so parents can have their needs met in a timely and accommodating manner.

The partnership between parents and the staff at Oriole Park Elementary extends beyond the confines of the school building and the school day. In addition to our regularly scheduled Parent-Teacher Conferences, child study teams are held before, during and after school. They are held at a location that is convenient and comfortable for the student and family.

f. Provide full opportunity for participation of Parents with Limited English Proficiency or with disabilities and for parents of migratory children

Newsletters, curriculum brochures, and informational packets are available in English and Spanish and Vietnamese.

Translators are readily available for Parent/Teacher Conferences, Child Study meetings, and IEP meetings

d. Describe how you evaluate the parent involvement component of the schoolwide plan:

An annual parent survey is used by the school to improve the school-wide program for parents, students, and staff.

A survey specific to parent involvement in OPPO was sent out. It represented 14% of the total families at OP. the results were taken seriously and provided material for the mission statement of the organization.

Survey results are shared with all parents through the Informer.

Parents are directly engaged in planning and implementing each event and activity in the school throughout the school year. They are also part of an evaluation afterwards which will lead to next steps for improvement the next year.

Parents are invited to participate in the initiatives of the school such as Leader in Me and Capturing Kids Hearts.

In summary, parents are not only involved in the evaluation of the parent involvement of the school wide plan; they are an essential component to building it. Their voice is important. The thinking that they have a right is alive and well at Oriole Park. The mission and vision always drive the decisions and are brightly held up when parents and teachers are working together to benefit the children at Oriole Park.

e. Explain how the results of the evaluation will be used to improve the school-wide program:

Results lead to a complete reorganization of the parent involvement system at Oriole Park.

f. Describe the process you followed to develop the school-parent compact which addresses all parents, students and teachers and is a true partnership for learning between the home and school

Reflecting the new participation system, a form has been developed to indicate and encourage parents to participate and the role they will play and the expectations. This will be recorded and available electronically as the events and activities and participation is lived out throughout the school year. See attached.

g. Describe how the compact is used annually at parent teacher conferences

- An annual parent Survey is given to parents at Parent-Teacher Conferences and is used by the school to improve the school-wide program and parent compact for parents, students, and staff.

- Survey results are shared with all staff and parents through the Informer and become working documents for all events and activities.

h. Attach a copy of the School compact to this plan

A copy of the Oriole Park Agreement is attached to this plan.

i. Describe how your school provides individual student academic assessment results in language parents can understand, including an interpretation of the results

- "Parent Connect" (an instructional website) is available to monitor student progress in classes,

attendance and discipline, as well as providing direct email access to teachers.

- Quarterly report cards in English and Spanish

- Translators are available upon request for meetings, conferences, and interpretations of test score results

- ELPA (English Language Proficiency Assessment) test result interpretations provided to parents in English and Spanish

6. Preschool Transition Strategies

Oriole Park understands the importance of communicating not only within the building, but between buildings, departments and community agencies that support student growth and learning and also reduces duplication of services. By using technology a continuous student profile is available to staff in order to monitor individual student support and progress while attending our school.

Beginning with Great Start Readiness Program (GSRP), Head Start, Early Childhood Special Education (ECSE) programs, students are continually monitored for effectiveness. This database has provided information to each program or building as the student moves through elementary, middle, and high school. The information provided, which includes personal, academic, and demographic is utilized for determining the best assistance for individual students and for full program goals and evaluation. This information is available and used by staff in planning for a Child Study. This is a formal evaluation of a child's progress by a team, including staff and parents, to best determine a plan of action and evaluation. The process reviews what services are available, school or community sponsored, and which would be most beneficial for the child. Program services are coordinated between the Early Childhood Center and each receiving school.

Kindergarten teachers provide professional development to Preschool teachers on the expectations for Kindergarten readiness. Preschool teachers meet monthly to align GLCEs between preschool and Kindergarten. A Summer Kick-off program is provided for parents in order to teach them what to work on with their child over the summer to get ready for kindergarten.

7. Teacher Participation in Making Assessment Decisions

a. Describe how teachers participate in the selection, development and use of school based academic assessments.

Oriole Park teachers participate with other district teachers to develop assessments that align directly to state GLCEs. Grade level teams work together to design district assessments. Input from ALL teachers is invited as part of an ongoing process throughout the school year to solicit strengths and weaknesses of each assessment. This feedback is considered as part of an annual review and modification of the district assessments in a continuing effort to increase the effectiveness of the data received for both teachers and students.

Wyoming Public Schools teachers review the curriculum for a year. The curriculum components of content, instruction, and assessments have since been reviewed and revised within the district by grade or subject level teams and the community before full implementation on a yearly basis with changes being implemented the following school year. This process led to development of a reporting process for individual students and

by classroom that provides information on progress with core curriculum standards for students, parents, and teachers. These results are compiled and utilized by the district and building level school improvement teams as data for making informed decisions regarding curriculum.

This data, combined with MEAP, SRI, and district standard test results, are the assessments used to determine student success and program effectiveness. This information is essential to establishing an effective school improvement plan, specifically the strategies to reach the goals, and evaluating success. This data is the building's needs assessment.

School staff provide continual feedback to SI chairs who in turn bring information for further discussion or research as the district level with regard to assessment development, implementation, data collection, and use to address improvement.

b. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

Oriole Park teachers are involved with data analysis for the purpose of improving student academic achievement.

Teachers have a variety of formative assessment data used daily and weekly to monitor individual student progress. This level of data is used throughout the year to identify specific skills and knowledge for which targeted students may need extra support. Extra support is given through formal and informal interventions.

Formal quarterly reports for individual students and by classroom provide information on progress with core curriculum standards for teachers to make instructional adjustments.

A combination of district standards assessment data and standardized data, such as MEAP and SRI, are used to determine student success, program effectiveness, and building level improvement strategies. This information is essential to establishing an effective school improvement plan, specifically the strategies to reach the goals, and evaluating success.

These results are utilized by the building level school improvement team as data for making informed decisions regarding curriculum, instructional practices and assessment.

Results are made visible for analysis and whole school improvement on holding boards.

9. Timely and Additional Assistance to Students Having difficulty Mastering the Standards

a. Describe your process for identifying students experiencing difficulty mastering the state standards at an advanced or proficient level.

Oriole Park students experiencing difficulty are identified using district standards assessments, Dibels, SRI, and other assessments. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for at-risk students. Students still in need of additional support are brought to a Child Study Team (CST) meeting for the purpose of developing further strategies to improve overall achievement of state standards.

b. Describe your process for providing timely and effective additional assistance to students experiencing difficulty mastering the state standards at an advanced or proficient level:

Oriole Park teachers plan and facilitate daily interventions, with the assistance of an assigned highly qualified paraeducator. These interventions are a designated block of time for differentiated instruction in areas of phonemic awareness, phonics, reading fluency, reading comprehension and writing. Students needing support are identified using district standards assessments, Dibels, SRI and other assessments. These formative and summative assessments drive the intervention process. The intervention block is designed to provide academic support for at-risk students. In addition to the 1/2 hour block, informal interventions are provided to students throughout the day.

c. Provide a description of how you differentiate instruction to meet the needs of all students in the classroom.

Oriole Park is set up as a multiage school, therefore, it is built into the practice of the teachers to differentiate instruction through the use of Guided Reading groups, flexible grouping, teaching to different learning styles, cross grade level partnering, and exposing students to different teaching styles through team teaching.

10. Coordination and Integration of Federal, State, and Local Programs and Resources

Oriole Park Elementary coordinates and integrates funds from Title I, Title II, Title III, Safe and Drug Free Schools, 41a, At Risk (31a), and district general funds to support a variety of programs. Beginning with Even Start, Head Start, and Pre-Primary Impaired (PPI) programs, students are continually monitored for effectiveness. This database has provided information to each program or building as the student matriculates through elementary, intermediate, middle, high school, and beyond. The personal, academic, and demographic information provided is used for determining the best assistance for individual students and for full program goals and evaluation. This information is available and used by staff throughout the Child Study Process. This is a formal evaluation of a student's progress by a team comprise of staff members and parents to best determine a plan of action and evaluation. The process reviews what services are available, school or community sponsored, and which would be most beneficial for the child.

At the district level, use of the consolidated grant provides coordination of funds and support services to provide support to the Parkview Elementary School staff and students in a coordinated effort. Local agencies provide services on an as-needed basis or when the function lies in their expertise area.

Current focus continues to be student programs, but by extending the focus to staff by changing instruction through extensive, sustained professional development, the improved effect will happen for all students, not just those in grant or specialized programs.

Extended opportunities outside the school day and year remain the strongest avenue for the continuous closing of the gap for underachieving children. Duplication has been reduced and numbers of students serviced continues to rise. A more effective use of electronic Individual Education Plan (IEP) and Child Study Plan (CST) process has provided a clearer intervention choice for students and the ability of numerous support

departments (ELL, Special Education, Title I, etc.) to more consistently deliver support.

A more effective use of the electronic Individual Education Plan (IEP) and Student Study process has provided a clearer intervention choice for students and the ability of numerous support departments (ELL, Special Education, Title I, etc.) to more consistently deliver support.

Schoolwide Component	Funding Source	Goal Areas	Programs
Comprehensive Needs Assessment	Title I	1, 2, 3, 4, 5	Literacy Coach, Paraprofessionals, Content Literacy Curriculum training and materials, Professional Development related to goals, Literacy Network Dues, Subs for team meetings, Scholastic Reading Inventory (SRI), and training
Schoolwide Reform Strategies	Title I, Title IIa, Title III, 31a Program 50, At-Risk 31a, Safe and Drug Free Schools	1, 2, 3, 4, 5	Literacy Coach, Bilingual Teacher, Paraprofessionals, Content Literacy Curriculum training and materials, Professional Development related to goals, Literacy Network Dues, Subs for team meetings, Literacy and Library set-up, Scholastic Reading Inventory (SRI), and training
Highly Qualified Staff	Title I, 31a At-Risk	1, 2, 3, 4, 5	All staff meet the NCLB requirements of highly qualified.
Attracting and Retaining High Quality Staff	Title II a	1, 2, 3, 4, 5	New teacher orientation, Mentor/Mentee Program, County Level PD, District PD, Meals during extended meetings and workshops, stipends for additional work outside regular calendar.
High Quality and On-Going Professional Developments	Title II a	1, 2, 3, 4, 5	Scholastic Reading inventory training, IGOR warehouse data training
Parental Involvement Strategies	Title I	1, 2, 3, 4, 5	Curriculum Nights (Open Houses) Parent nights, Leader in Me Seminars, Parent teacher conference survey materials
Preschool Strategies	Safe and Drug Free Schools,	1, 2, 3, 4, 5	Kindergarten round-up, kindergarten visitations to new buildings and 4 th grade visitations to the 5/6 building
Teachers Making Assessments Decisions	Title I, Title IIa	1, 2, 3, 4, 5	IGOR training, curriculum mapping, department meetings, Intervention and Team meetings, Schoolwide planning process
Timely and Additional Assistance	At-Risk 31a, Title I, Title III, Immigrant funds	1, 2, 3, 4, 5	Extended Day and summer program, intervention Support, English Language Learner services, Paraprofessional Support, Literacy Coach Support.

Coordination of Programs and Resources	Title I and district funds	1, 2, 3, 4, 5	The Coordination of Funds is completed by the business officials, Assistant Superintendent of Curriculum, Administrators, and staff.
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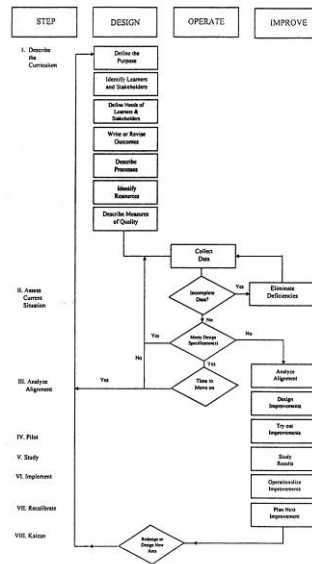
D. Curriculum Alignment

We must and do believe there is room for improvement at the district level, in every school, in every classroom, and for each individual student. Board of Education policy and staff contractual agreements empower the district and individual school improvement teams to change the environment based upon a structured review of data. The Wyoming Public Schools District School Improvement Team and Building Improvement Teams, continually strive to implement policies and practices that encourage the building SI teams and district committees to research and implement researched-based policies and practices to improve student achievement.

The district provides support to the buildings to implement these practices by providing knowledge of legislative mandates and existing quality programs. In addition, the district level promotes the coordination of building teams to dialogue about implementation and evaluation procedures and results. Finally the district provides resources, funds, personnel, supplies, etc. to assist in the implementation and evaluation of school building based practices.

At the building level entire staff works together on three occasions for ½ days during the school year related to curriculum alignment and overall improvement of student achievement. This involves new learning related to proper development, instructing, and assessing the curriculum. In addition each building school improvement team meets a minimum of twice a month and other times as necessary throughout the school year and summer to develop, implement, and evaluate the effectiveness of educational strategies developed from those curriculum alignment meetings. The entire building staff meets twice a month in regular staff meetings/departments meetings with curriculum issues and our school improvement plan as standing items.

Description of District Curriculum Development Process Flowchart



E. Use of Community Resources and Volunteers and Resources

Volunteers (fingerprinted and/or criminal background checks as required) play a significant role in continued improvement of achievement rates of Wyoming students. Volunteers, who work in and out of classrooms, on and off school sites, help students to master curriculum objectives on a daily basis. Parent organizations, such as PTA's, PTO's, and Booster Clubs provide many hours of their time to raise funds and/or assist school or programs with their instructional goals. In addition, Wyoming Public Schools is privileged to have a quality adult education/community education program and many education partnerships with local colleges and universities which provide adult students who are working on internships or student teaching experiences.

We are fortunate to have a city library within our district that provides excellent service to students looking for reading and resource materials for leisure or completion of work. In addition, the library personnel have coordinated and worked with our media specialists to improve services, develop programs, and eliminate duplication.

Other local service agencies, such as the Fine Arts Council, Neighborhood Associations, churches, Police and Fire Departments, Family Outreach, Big Brother/Big Sister, and Network 180 provide programs and services to enhance our curriculum and support services. Businesses have coordinated with our school programs to provide on-the-job opportunities and internships, in addition to materials and training to enhance classroom instruction.

Our elementary schools have worked with Kid's Hope to partner with a local church to provide mentorship opportunities and supplies for students and their families.

F. Adult Roles in Community Education, Libraries, and Community Colleges

Wyoming Public Schools has defined skills that are promoted, developed, and demonstrated throughout their K-12 experience. These skills are not as much content specific, but those necessary skills for a person to demonstrate as an effective and successful citizen in society. When feasible and practicable, partnerships have been developed with local educational institutions, including libraries, businesses, community colleges and universities, and government to provide instructional opportunities at school or in the community. Each school sets up its partnerships and opportunities based on age appropriateness and student needs.

General Learner Outcomes (GLO's) and Descriptors

1. The student will demonstrate the ability to communicate effectively.
 - * Demonstrate verbal, quantitative, technical, visual, and aural literacy.
 - * Demonstrate the ability to communicate in at least two languages, one which is English.
2. The student will demonstrate critical thinking.
 - * Demonstrate observation skills
 - * Draw reasonable inferences from observations
 - * Perceive and make classifications schemes to organize inferences
3. The student will demonstrate creative thinking.
 - * Demonstrate fluency, flexibility, elaboration, and originality
 - * Develop intellectual, artistic, and practical ideas and/or products
 - * Assess creative works by reflecting on the originality, purpose, and quality of work
4. The student will demonstrate skills in problem solving.
 - * Define problems
 - * Select appropriate frameworks, strategies, and resources to solve problems
 - * Implement and evaluate solutions to problems
 - * Create or adapt to change in social or work life
5. The student will demonstrate skills as a self-directed learner and achiever.
 - * Demonstrate self-esteem
 - * Demonstrate self motivation and self-discipline
 - * Self-assess performance as a learner according to academic, social and personal standards
 - * Set educational and career goals
6. The student will demonstrate skills for effective social interaction and cooperative work.
 - * Identify, analyze, and evaluate behavior of self and others in a group situation
 - * Work cooperatively to accomplish a goal
 - * Demonstrate values and ethics with concern, tolerance, and respect for others and all cultures
7. The student will demonstrate effective local, state, national, and global citizenship.
 - * Contribute time, energy, and talent to improve the welfare of the world community
 - * Contribute time, energy, and talent to preserve and enhance the environment
 - * Analyze and evaluate possible solutions to social and political problems
8. The student will contribute time, energy, and talent to personal and physical well-being.
 - * Self-assess fitness level through knowledge of a healthy life style

G. Methods for Effective Use of Technology

We must and do believe there is room for improvement at the district level, in every school, in every classroom, and for each individual student. Board of Education policy and staff contractual agreements empower the district and individual school improvement teams to change the

environment based upon a structured review of data. The Wyoming Public Schools District School Improvement Team continually strives to implement policies and practices that encourage the building SI teams and district committees to research and implement researched-based policies and practices to improve student achievement.

The district has a state approved technology plan through the year 2012 which guides district and school initiatives. At the same time, district technology personnel provides support to the buildings to implement these practices by providing knowledge of legislative mandates and existing quality programs related to curriculum development, implementation, and assessment as well as the evaluation of programs. Each school side used this information to tailor needs to develop and implement their school improvement plan strategies, including but not limited to school day and extended day opportunities.

In addition, the district level promotes the coordination of building teams to dialogue about implementation and evaluation procedures and results. Each school has constant access to each other school's data, school improvement plans, and more to assist in their efforts for smooth transitioning, effective implementation of their own plans (with ideas and more), and to collaborate on issues as appropriate.

Finally the district provides resources, funds, personnel, supplies, etc. to assist in the implementation and evaluation of school building based practices before, during, and after the school year. These resources are continually updated and altered as necessary to meet state compliance, but quality as staff makes recommendations of improvement.

H. Description of Development and Use of Alternative Assessment Measures

Wyoming Public Schools uses and encourages alternative assessments as a compliment state, standardized, and district developed common assessments. These assessments are used to assure authentic demonstration of learning when appropriate and to assure students are provided multiple ways to demonstrate learning. These assessments, developed through the work of district groups are intended for summative in nature, so remain common (although several options for assessment). In addition, school personnel are using and developing the skills to utilize alternative ways to continually provide formative assessments to students in order to guide the child's learning and support the teacher in the need to alter instruction. This professional development is modeled after the assessment work of Rick Stiggins and others to clearly define targets, assure reliable formative and summative assessment, and assure initial and follow-up instruction targets necessary skill and process development. This process, implemented through a 5-7 year process has been delivered and delivered in a scaffolding method to allow differentiation of learning for the instructional staff as well.

Technology plays as an integral part of the evaluation process by providing a means to collect and process large amounts of data in an efficient manner for a variety of purposes from the individual student to the whole district as used by teachers, support staff, school improvement teams, and parents. The district content standards are assessed on a regular basis by district and teacher developed assessments. These assessments are linked to those skills necessary for success beyond school and are shown through paper/pencil, projects, demonstrations, and teacher observations. They are continually reviewed to improve their alignment to content and instruction to insure better reliability in determining student success and areas of need. Performance levels are entered by instructors into an individual student database and are compiled to determine individual, classroom, building, and district curriculum and achievement strengths and weaknesses which are then evaluated as part of the school improvement development and evaluation process.

Our District School Improvement Team has determined additional areas of emphasis (credentialing) for K-12

students and this information in employability skills and career pathways is utilized to drive additional curricular and affective decisions. Building school improvement teams do the same as necessary based on the needs as established through their data analysis and school improvement process implementation. An accomplishment has been the implementation of the Compass Integrated Learning System as a standardized assessment and instructional support tool in grades K-10 in the areas of language arts and mathematics without boundaries of time (in or outside of school year-around). This system is continually aligned to district standards and courses to allow any student/staff the access to learning or demonstration of learning as a re-learning of material, to compliment learning, or to initiate learning.

I. On the Job Learning

Oriole Park has chosen The Leader in Me by Stephen Covey to fill the need for preparing students for the work force. The research behind the program demonstrates that students involved through their schools in this training specifically the 7 habits are more prepared for the 21st century. Through the approach, local businesses are involved in the life of the school as well as in the lives of the students. In the process local business are identified and brought into relationship helping students to find relevance in their work.

I. Building Level Decision Making

Wyoming Public Schools is increasingly aware of the changes that are taking place at an accelerated rate in today's world. The research indicates that bureaucracies do not, and most likely will not, change quickly enough to respond to these changes.

School-Based Decision Making provides an opportunity to make quicker, more appropriate responses to change because:

- People who work in school have the skills and expertise to make good decisions that impact the quality of work life and student outcomes;
- Empowered people make and act upon decisions that advance the mission of the district; and
- Empowered schools respond to change more quickly and appropriately in the interest of students and the system.

Wyoming Public Schools encourages the use of the Decision Making Model. The steps in using the model are:

- Clearly identify the problem based upon reliable short and long-term data.
- Clearly state the decision needing to be made by/for all stakeholders.
- Clearly identify the choices (identify research if necessary) and alternatives to be considered, including expected results.
- Clearly identify any new problems that may arise, costs and timeline for implementation, and evaluation.
- Have stakeholders discuss and weigh the alternatives and criteria and then make a decision based on their quantification.
- Reach consensus, but not concerns.
- Plan the complete implementation and evaluation.

Wyoming Public Schools support the Decision-Making Process by providing funds and time, but more importantly encouraging and expecting the process to be used. Each building has a School Improvement Team that develops or updates the school's plan for continuous improvement and

follows through by assuring full implementation as well as annual evaluation of the plan. The teams have discretionary/professional development funds to research and implement improvement strategies focused on reaching their goals and may present rationale at the district level for additional funding or support. Time has been made available through collaborative times (building or district PD's or other) for full staffs to work on goals. Core members of the School Improvement Team work outside of regular school time to review staff progress, review data, study, research, learn, and dialogue around current issues. The Building SI chair also is a member of the District SI Team. They are paid an annual stipend for their efforts.

We must and do believe there is room for improvement at the district level, in every school, in every classroom, and for each individual student. Board of Education policy and staff contractual agreements empower the district and individual school improvement teams to change the environment based upon a structured review of data. The Wyoming Public Schools District School Improvement Team continually strives to implement policies and practices that encourage the building SI teams and district committees to research and implement researched-based policies and practices to improve student achievement.

The district provides support to the buildings to implement these practices by providing knowledge of legislative mandates and existing quality programs. In addition, the district level promotes the coordination of building teams to dialogue about implementation and evaluation procedures and results. Finally the district provides resources, funds, personnel, supplies, etc. to assist in the implementation and evaluation of school building based practices.

K. Evaluation

Led by building administration all standardized tests results are evaluated.

The data from the Michigan Education Assessment Program (MEAP) test given in in the fall to all 3rd and 4th grade students is evaluated by the School Improvement Team when the results come in to determine strengths and weaknesses of curriculum. The results have indicated that reading comprehension needs to improve.

The English Language Proficiency Assessment (ELPA) results are used to determine how to better serve our English as Second Language Students and how individuals may be influenced regarding standardized testing because of the lack of English experience.

Disaggregated data is used to expose what groups are not successful. In general, the "at risk" students have been the same as the national norms. Those who are in poverty, are minorities, and have single parents are most likely to struggle with grades and standardized tests. The school wide policies to allow recovery of credit and attendance have allowed those "at risk" students a better chance at success. Data from English as Second Language (ESL), Special ed., free and reduced lunch, and others are included.

The administration and school improvement team report the results of the data and change the SI plan and strategies accordingly. We continually adjust and develop curriculum in each department to improve areas of weakness. Some examples include common grading and common assessments throughout the district.

L. Appendices

Four-Way Compact

p.

Staff Survey

p.

Parent Survey

p. 64-68



Oriole Park Elementary School: Parent Survey

Grade of oldest child who attends Oriole Park:

- Preschool
- PPI
- Kindergarten
- First
- Second
- Third
- Fourth
- Fifth

How long have you lived in the Oriole Park community?

- Less than two years
- 3-5 years
- 6-10 years
- More than 10 years
- We live in Wyoming, but send our child(ren) to Oriole Park as a school of choice
- We don't live in Wyoming, but send our child(ren) to Oriole Park as a school of choice

Ethnic Background (optional):

- African-American
- American Indian
- Asian
- Other: _____
- Caucasian
- Hispanic

How often do you read the school newsletter (i.e. *The Informer*)

- Weekly
- Monthly
- Quarterly
- Never

Do you have a personal computer in your home?

- Yes No

If yes, do you have access to the Internet?

- Yes No

At Oriole Park:

	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel welcome.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am informed about my child's progress.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what my child's teacher expects of my child.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my child is safe.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my child is safe going to and from school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
there is adequate supervision on school grounds.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

At Oriole Park:

	Strongly Agree	Agree	Disagree	Strongly Disagree
the teachers show respect for the students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the students show respect for the students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the social needs of students are being met.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the academic needs of students are being met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
quality work is expected of students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
there is an excellent learning environment.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how well my child is progressing in school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I respect the teachers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I respect the principal.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
there is success at preparing children for future experiences.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
there is a good public image.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
assessment practices are fair.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my child's teacher helps me support learning at home.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I support my child's learning at home.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
there is an appropriate amount of homework..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
there are high expectations for all students....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the vision is clear.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the vision is shared.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
there is an action plan in place which will help achieve the vision.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied with the level of parent involvement.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other ways I would like to get involved in my child's school would be: _____

What are strengths of Oriole Park? _____

What would make Oriole Park better? _____

In column A, please indicate the extent to which you feel Oriole Park Elementary School programs need to be a “priority”. In column B, please indicate “how we are doing” at providing these programs.

Column A				Column B				
Priority				How Are We Doing?				
Very High				Very Well		Not Happening		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Language Arts (reading, writing, speaking, listening)..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mathematics.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Science.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Social Studies.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fine Arts (music, art).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Foreign Languages.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Physical Health & Wellness..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extracurricular programs (clubs, intramurals, etc.).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Personal attention to students in the area of academics.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Personal attention to students in the area of emotional health and well-being.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Creates an environment in the classroom that is safe and nurturing, encouraging students to think for themselves and to express those thoughts.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Building and grounds are safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

and secure.....

- Current technology utilized as an effective instructional tool in the classroom.....
- Offers services to assist parents (e.g. parent education, parent support groups, etc.)