



SCHOOL IMPROVEMENT PLAN

2009-2011

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HOLLY ACADEMY

School Improvement Plan

2009-2011

Principal: Julie Kildee
Contact Person: Lisa Leimeister

Mission:

To achieve individual academic success for all students through a positive family, school, and community partnership.

Curriculum Alignment:

Holly Academy's core content area committees (Reading, Writing, Math, Science, and Social Studies) have aligned the Academy's curriculum to the Michigan Curriculum Framework and Grade Level Content Expectations (GLCE's) with grade level specific benchmarking and student exit outcomes. All instruction is grounded in best practice and is research based. Committees have identified exit outcomes that reflect mastery of key concepts in each core content subject area.

Current Student Performance Status:

The school data section provides demographic and achievement data based on the Michigan Educational Assessment Program (MEAP). Data was disaggregated and the results were used to develop strategies for improvement.

MEAP 2008/2009 (Percent Met or Exceeded Michigan Standards)

	Reading	Writing	ELA	Math	Science	Social Studies
Third Grade	94%	71%	92%	97%		
Fourth Grade	98%	63%	95%	93%		
Fifth Grade	96%	77%	93%	97%	97%	
Sixth Grade	94%	95%	97%	95%		95%
Seventh Grade	94%	92%	95%	91%		
Eighth Grade	96%	91%	96%	91%	91%	

MEAP 2008/2009 Demographic Analysis by Gender

	Reading	Writing	ELA	Math	Science	Social Studies
Third Grade	Male 89% Female 98%	Male 62% Female 79%	Male 87% Female 96%	Male 93% Female 100%		
Fourth Grade	Male 98% Female 98%	Male 58% Female 68%	Male 98% Female 92%	Male 90% Female 95%		
Fifth Grade	Male 91% Female 100%	Male 71% Female 83%	Male 88% Female 97%	Male 97% Female 97%	Male 97% Female 97%	
Sixth Grade	Male 95% Female 92%	Male 93% Female 97%	Male 95% Female 100%	Male 100% Female 90%		Male 98% Female 92%
Seventh Grade	Male 93% Female 95%	Male 85% Female 97%	Male 93% Female 97%	Male 85% Female 95%		
Eighth Grade	Male 95% Female 96%	Male 85% Female 96%	Male 95% Female 96%	Male 100% Female 85%	Male 90% Female 92%	

MEAP 2007/2008 (Percent Met or Exceeded Michigan Standards)

	Reading	Writing	ELA	Math	Science	Social Studies
Third Grade	90%	66%	87%	97%		
Fourth Grade	94%	68%	93%	100%		
Fifth Grade	98%	75%	95%	90%	98%	
Sixth Grade	95%	89%	94%	94%		91%
Seventh Grade	100%	96%	100%	98%		
Eighth Grade	98%	93%	95%	93%	95%	

MEAP 2007/2008 Demographic Analysis by Gender

	Reading	Writing	ELA	Math	Science	Social Studies
Third Grade	Male 89% Female 90%	Male 54% Female 76%	Male 84% Female 90%	Male 97% Female 98%		
Fourth Grade	Male 94% Female 94%	Male 58% Female 77%	Male 94% Female 91%	Male 100% Female 100%		
Fifth Grade	Male 98% Female 97%	Male 69% Female 82%	Male 95% Female 95%	Male 90% Female 90%	Male 98% Female 97%	
Sixth Grade	Male 96% Female 95%	Male 85% Female 92%	Male 96% Female 92%	Male 100% Female 89%		Male 93% Female 89%
Seventh Grade	Male 100% Female 100%	Male 96% Female 96%	Male 100% Female 100%	Male 96% Female 100%		
Eighth Grade	Male 100% Female 96%	Male 88% Female 96%	Male 94% Female 96%	Male 88% Female 96%	Male 100% Female 92%	

Demographic Analysis:

Ethnicity, economically disadvantaged and other disaggregated data: Either Holly Academy does not reflect a culture for the 14 subgroups, or fewer than 10 students per group were tested because of low student population in these subsets in each grade.

Gender Equity:

Data reflects that the most significant gender inequity exists in writing - females outperformed males in third through eighth grade. However, when looking at the same group of students from year to year, the gap is significantly decreasing. As the students mature, the writing scores for both genders increase. Overall, average scores for the males increased by one percent. Average scores for the females remained consistent at 87%. Data also reflects that once male students reach 5th grade, the gap decreases noticeably. The achievement gaps will be addressed by implementing the following strategies:

- Tailor instructional strategies to the learning styles of male students
- Design writing lessons relevant to boys' interests
- Teachers will focus attention on elements characteristic of boys' writing that in the past may have been deemed inappropriate, such as action-oriented narrative (as opposed to descriptive narrative), humor, brevity and succinctness
- Offer a choice of formats when writing
- Teachers will accept the humorous responses and language play often evident in boys' writing
- Implement authentic project based learning, instilling in the male students a sense of connectedness and ownership to the outside world

Evaluation:

Holly Academy's mission is to continuously evaluate all initiatives and to increase student achievement. The core committees analyze data from Explore, MEAP, Scantron, STAR Reading and Math, Metropolitan Achievement Test (MAT) along with other local norm and criterion-referenced assessments. The data tracks Holly Academy's student progress, identifies deficiencies, and provides information needed to write specific goals that address areas of concern.

Holly Academy also gathers informal and formal perception data through surveys. An annual parent survey is analyzed to help determine the direction of our strategic planning sessions. These sessions include all Holly Academy stakeholders. Other staff and student surveys are distributed and collected throughout the school year to determine effectiveness of school programs, curriculum alignment, staff meetings, and leadership practices.

School Improvement Initiatives:**Staff Development Plan:**

The Holly Academy School Management Team, which includes the core committee chairs and the Professional Learning Community leaders, utilizes data to drive school improvement and generate student achievement goals. Only research-based professional development will be used in order to guarantee positive measurable advancement in academic achievement. Throughout the 2008-2009 school year, achievement, perception, demographic, and contextual data were gathered and analyzed to determine staff professional development needs. Based on our comprehensive needs assessment, the Holly Academy School Management Team determined the following professional development initiatives for the 2009-2010 school year: Skyward Implementation; Developmental Reading Assessment (DRA); Differentiated Instruction (DI); Professional Learning Communities (PLC); Building Academic Vocabulary; Collaborative Analysis of Student Learning (CASL) and Readers' Workshop.

The professional development initiatives along with the school improvement goals will drive staff accountability. Sample student work will be reviewed by core committees using the Collaborative Analysis of Student Learning (CASL) method to evaluate instruction and make necessary changes as needed. The school management team will gather surveys following each professional development and each PLC meeting to evaluate the quality, effectiveness, and implementation of the professional development sessions. The Director/Deputy Director/Director of Special Education will monitor via classroom observations and lesson plan reviews to ensure that staff members are successfully implementing the professional development initiatives. Documentation of professional development (minutes, surveys, opportunities, programs) is available upon request.

Development and Utilization of Community Resources:

Holly Academy utilizes many community resources throughout the school year to enhance and support the curriculum and school improvement goals. Highlighted resources include Oakland and Genesee County Intermediate School Districts (professional development opportunities), Holly Youth Coalition (support for at-risk students), Holly and Fenton Area Chamber of Commerce (promotion and live event learning), local orchards (live event learning), fire and police departments (safety reinforcement), and recreation areas (live event learning). Staff and administration have developed a relationship with Pulte Homes, a local builder, to promote our educational objectives through the use of common areas for outdoor classrooms. We have additional connections within the charter school network (Woodland Park Academy, Charyl Stockwell Academy, International Academy of Flint, Richfield Academy, Landmark Academy,

and Chatfield School). Holly Academy administration and staff established and implemented a transition program from our middle school to local high schools. This program is supported by community resources made available by the Oakland and Genesee Intermediate School Districts. Resources that represent the Holly/Fenton area aid us in partnering with our community for internal (guest readers and speakers, etc.) and external experiences (live event learning, professional development, etc.) that support student learning through community awareness.

The Role of Adult and Community Education, Libraries and Community Colleges:

Holly Academy provides opportunities and experiences that enhance student knowledge of higher education. Through connections with local universities (Kettering, University of Michigan-Ann Arbor and Flint campuses, and Michigan State University) our students participate in activities such as the following: campus visits, multi-county Science Fair competition, and Family Curriculum Nights. In partnership with Oakland University, UM-Flint, and Spring Arbor University, we receive classroom support through field experiences and student teaching placements. Vendors and publishing companies provide supplementary information and support for new curriculum. Additionally, Holly Academy provides parent education classes on topics such as Skyward, homework assistance, and positive parenting strategies. Student learning will be supported through parent workshops that provide an opportunity to foster the development of a common language between school and home.

Building Level Decision Making:

Holly Academy strives for excellence through a shared mission and vision. Our shared vision results from the development of Strategic Planning and School Improvement Planning sessions. Decision making at the building level is a collaborative effort between the Board of Directors, building administrators, teaching staff, parents and community.

Each professional staff member is required to serve on a core subject area committee. A chairperson is designated for each core subject area committee. Monthly core committee meetings are held to ensure lessons are effectively implemented, and strategies and initiatives are being used to improve student achievement. Each chairperson serves as a member of Holly Academy's School Management Team. The management team participates in the School Improvement Plan process and authors the Ed YES! self assessment document. Other members of the School Improvement Team include the Director and Deputy Director, a school board member, our Parent Ambassador, and three parents (each representing a grade level grouping K-2, 3-5, and 6-8).

Authentic Assessment:

Holly Academy identifies at-risk students through multiple assessments including the STAR Reading and STAR Math assessments, Michigan Literacy Progress Profile (MLPP) assessment tasks, Developmental Reading Assessment (DRA), and Scantron Performance Series assessments. Other assessment tools include teacher recommendation, portfolios, rubrics, performance-based assessment, and knowledge mapping. Students who do not pass the MEAP reading and/or math assessments, and/or students two years below grade level are identified as at-risk, and therefore in need of Title 1 services. In addition, first grade students are assessed for entry into Reading Recovery, an early intervention opportunity.

Technology Plan:

Holly Academy is committed to ensuring that all staff and students can adapt to the challenges of the 21st century. This will be accomplished through the access and utilization of technology in gathering and using information, effectively communicating, and making responsible decisions as global citizens.

The Academy has a comprehensive technology plan, filed with the Michigan Department of Education, to enhance student learning. This plan infuses and integrates current technology throughout our curriculum. Two fully equipped computer labs service our students; one facilitates grades K-5, the other, grades 6-8. Academy students receive technology services every other day in grades K-5. Students are taught computer skills and operations by a highly qualified technology teacher in a fully equipped computer lab. Webquests, internet sites, and other age appropriate technology programs are used to build upon prior knowledge and skills. The technology teacher and the classroom teachers coordinate lessons that support the core curriculum. Each classroom will have access to United Streaming (video on-demand, virtual field trips) to augment lessons. All teachers are required to post lesson plans and grades on Edline (a web-based home-school reporting system). Soundfield systems have been installed in each classroom to ensure that the teacher's voice is clearly audible above the background sounds at all instructional locations within the room.

Professional development opportunities focus on strategies and skills for integrating technology into the curriculum. Such opportunities provide training with the Microsoft Office Suite, Accelerated Reader, and document projectors.

Career Awareness and Exploration:

Holly Academy has implemented a career paths initiative that involves community members and provides career awareness/exploration opportunities for students. Oakland Intermediate School District affords each eighth grade student with a web-based career experience (Career Cruisin'[®]). Using the Career Cruisin'[®] program, the students are required to create their Educational Development Plan. The Career Cruisin'[®] program has been incorporated into the career elective, a required eighth grade course. Junior Achievement community volunteers conduct a five-week unit of study in each grade level to help promote a snapshot of the business world. In fourth grade, speakers present monthly to facilitate discussions that promote various careers. In middle school, an annual career day is scheduled during which speakers present their careers and job requirements. In addition, many community service organizations (fire, EMS, police departments, The Humane Society) are invited to speak in classrooms to educate our students about various career choices.

Teacher Mentoring:

Teachers at Holly Academy are supported by administration and their peers. A comprehensive induction program for first year teachers has been established. Upon employment, new teachers at Holly Academy are required to attend orientation. First year teachers develop an Individualized Development Plan (IDP) based on goals established by the beginning teacher and administration. For the first year of employment, teachers are provided with two mentors. One facilitates instructional best practices and one provides content area support. In their second year of employment, teachers continue working with their content area mentor to further enhance their knowledge of the curriculum. Over the first three years of employment, these teachers will receive an additional 15 days of professional development as required by the state. First year teachers are required to attend monthly meetings with a team of other new teachers, mentors, and administration.

A specified agenda is planned for each meeting that addresses teachers' needs as they progress through the school year. At the beginning of the year, the core curriculum chairs meet with the new teachers who teach in their core content area. Each teacher is required to participate on a curriculum committee. The chairperson of each committee works in a collaborative manner with the committee members to enhance teaching and learning. Teachers collaborate with their respective grade level teams weekly, as required by administration. These teams are formed to support teachers with grade level decision making. Administration attends grade level meetings on a monthly basis. All teachers are required, as a condition of their evaluation, to observe and document key learning acquired in the classrooms of two colleagues.

Literacy specialists meet with individual teachers to provide guidance with the language arts curriculum as needed. Scheduled team meetings are held on a weekly basis. Agendas reflect teachers' needs as they encounter areas where they require additional support.

Professional Development Funds:

As Holly Academy receives Federal Title monies used for the instruction of at-risk students, 10% of these funds are used for staff professional development. Teachers receive training in best practices and strategies needed to impact our at-risk learners.

Extended Learning Opportunities:

Holly Academy uses a variety of techniques to identify academically at-risk students. The assessments that help to determine at-risk students include MLPP assessments, STAR Reading and STAR Math assessments, DRA, Reading Recovery testing, MEAP, MAT, and Scantron. Staff and parent referrals and Title 1 criteria also aid in identifying at-risk students. The child study process, 504 plans, and IEPs enable staff to provide extended learning opportunities such as after school tutoring, curriculum modifications, as well as Reading Recovery services. Additional learning strategies such as one-on-one or small group remediation is provided by highly qualified paraprofessionals.

Parent Notification of School Status:

As required by NCLB, if such a need arises, administration will notify parents that our school has been identified for corrective action or restructuring. The following factors will be included in the correspondence:

- What the identification means
- Reason(s) for the identification
- How the school's academic achievement compares to other schools
- What specific action the school is taking to address achievement problems
- How parents can become involved in attending to academic issues
- Parents' option to transfer their child to another public school or to obtain supplemental educational services

As Holly Academy consistently has made Adequate Yearly Progress (AYP), no parental notification has been necessary.

Parent Involvement Strategies:

Student Attendance and Dropout Rates:

All teachers use a record book and an electronic attendance system (Modular Management System) to record daily attendance. As Holly Academy services Kindergarten through eighth grade, we do not report graduation and dropout rates. A four-step parent contract plan outlined in our Parent/Student Handbook is used to remediate excessive tardies and absences. Included in this contract plan is a partnership with both Oakland and Genesee County truancy departments. A four-stage process is in place to help document/remediate failure in school.

Evaluation of School Programs:

Holly Academy conducts an all-school, annual parent survey as an evaluation of our total program. Community information nights are offered twice per school year during which community members are given an overview of the school programs and are extended an opportunity to ask questions of administration and select teachers. In addition, middle school orientation takes place in the spring. During middle school orientation, all prospective parents and students are invited to meet staff members and administration, in order to discuss the specific program needs and requirements for middle school students. Holly Academy's administration also conducts a question and answer session several times throughout the year to field questions and receive feedback from parents.

Home/School/Community Partnerships:

Holly Academy promotes active home/school/community partnerships through the following initiatives:

- Parent/Teacher Organization
- Holly Area Community Youth Assistance
- Community Information Nights
- Local Media
- Partnership with State Bank
- Parent Ambassador Position
- Career Day Speakers
- Edline
- Art Smart
- Junior Achievement
- Science Fair
- Core Curricular Family Nights
- Parent University
- American Society of Engineers (A World In Motion)

Student Achievement Data:

Parents receive individual student achievement data in numerous forms throughout the school year. These forms include:

- Quarterly elementary and middle school report cards
- Progress reports through Edline
- Scantron Performance Series Assessments in reading and math, pre-tests and post-tests (grades 3-8)
- MEAP results (grades 3-8)
- MAT results (grades K-2)
- Explore results (grade 8)

Data-Driven Continuous Improvement:

Standardized test result data is collected and analyzed, then later discussed at pre, mid, and post year assessment conferences between teachers and administration. Student, staff, and parent surveys are conducted to identify the ways that we can best meet the needs of those stakeholders. Areas for improvement are outlined and committees create plans to address these areas.

School Improvement Team:

School Improvement Team meetings are scheduled regularly. Meeting agendas are required and minutes are recorded. A binder for each core subject area contains agendas, minutes, sign-in sheets, and any other information that is pertinent to school improvement. Binders are available to any interested parties upon request.

Action Plan

Goal #1 Reading

Objective:

All students will improve proficiency across grade level texts by demonstrating a 5% score increase in the comprehension domain of Reading MEAP.

Parent Connection

- Utilize parent volunteers in classrooms and at Literacy Night
- Distribute Reading Comprehension Guide
- Communicate via Skyward regarding class events and activities

Technology Connection

- Administer standardized tests 1st – 8th grade (including STAR Reading and Scantron)
- Utilize Accelerated Reader
- Communicate via Skyward regarding class events and activities

Community Connection

- Invite guest readers and authors (Literacy Night, assemblies, classrooms)
- Incorporate community and family members into Literacy Night

Global Connection

- Exposure to literature will enhance students' ability to understand their community, nation, and the world; improving their capacity to make effective judgments
- All elementary teachers will plan and implement one cross-curricular unit focusing on a global theme
- All middle school teachers will plan and implement two cross-curricular units focusing on a global theme

Strategies

All teachers will use the Michigan Curriculum Framework and the Grade Level Content Expectations to implement the following strategies:

1. All K-8 teachers will utilize the “think, pair, share” strategy.
2. K-8 teachers will use graphic organizers that focus on Grade Level Content Expectations to include, but not limited to retelling and comparing/contrasting relationships.
3. All K-4 teachers will introduce and/or reinforce the concepts of connections: text to self, text to text, and text to world.
4. All 5-8 teachers will utilize the dense questioning strategy.
5. All 2-8 reading teachers will utilize self stick notes to annotate text for the Grade Level Content Expectations reading strategies.
6. All reading teachers will write lesson plans to include differentiated instruction to meet the individual needs of students.
7. Special Education staff will collaborate with reading teachers to facilitate student progress using the strategies outlined above.

Strategy Implementation and Monitoring

1. All reading teachers will implement, Director/Deputy Director will monitor through lesson plans and observations.
2. All reading teachers will implement, Director/Deputy Director will monitor through lesson plans and observations. Teachers will provide copies in lesson plans.
3. All reading teachers will implement, Director/Deputy Director will monitor through lesson plans and observations.
4. All reading teachers will implement, Director/Deputy Director will monitor through lesson plans and observations.
5. All reading teachers will implement, Director/Deputy Director will monitor through lesson plans and observations.
6. All reading teachers will implement, Director/Deputy Director will monitor through lesson plans.
7. Special Education Department will implement, Special Education Director will monitor through observation.

Resources

1. NA
2. Paper and copy costs, resource books
3. NA
4. NA
5. Self stick notes
6. NA
7. Special Education staff

Professional Development

1. The chair of the reading committee will explain “think, pair, share” strategy.
2. NA
3. NA
4. Middle school reading committee representative will train.
5. NA
6. Differentiated Instruction in-service
7. NA

Budget

1. NA
2. Office supply budget
3. NA
4. NA
5. Office supply budget
6. NA
7. NA

Timeline

September 2009-June 2011

Assessments

- Teacher observation
- Completed student work, common assessments per grade level
- Teacher observation, DRA
- Completed self stick notes
- Teacher generated rubrics/scoring guides to standardize assessment

Documentation of Research Based Strategies

Goal #1 Reading

Objective:

All students will improve proficiency in comprehension within and across grade level texts by demonstrating a 3% mean score increase on the Reading MEAP.

1. All K-8 teachers will utilize the “think, pair, share” strategy.

Theurer, Joan L., and Kathy B. Schmidt. "Coaching Reading Buddies for Success." The Reading Teacher 62 (2008): 261-64.

Ketch, Ann. "Conversation: The comprehension connection." The Reading Teacher 59 (2005): 8-13.

2. K-8 teachers will use graphic organizers that focus on Grade Level Content Expectations to include, but not limited to retelling and comparing/contrasting relationships.

Pesa, N., Somers, S. (May 2007). Improving Reading Comprehension Through Application and Transfer of Reading Strategies. *Saint Xavier University and Pearson Achievement Solutions*. Chicago, Illinois.

3. All K-4 teachers will introduce and/or reinforce the concepts of connections: text to self, text to text, and text to world.

Harvey, S. & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. Portland, ME: Stenhouse.

Keene, E. & Zimmerman, S. (1997). *Mosaic of thought*. Portsmouth, NH: Heinemann.

4. All 5-8 teachers will utilize the dense questioning strategy.

Keene, E. & Zimmerman, S. (1997). *Mosaic of thought*. Portsmouth, NH: Heinemann.

5. All 2-8 reading teachers will utilize self stick notes to annotate text for the Grade Level Content Expectations reading strategies.

Harvey, S. & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. Portland, ME: Stenhouse.

Keene, E. & Zimmerman, S. (1997). *Mosaic of thought*. Portsmouth, NH: Heinemann.

6. All reading teachers will write lesson plans to include differentiated instruction to meet the individual needs of students.

Franklin, J (2002).The art of differentiation. *Education Update*. 44, 1-3.

Douglass, D (2004).Self-advocacy: Encouraging students to become partners in differentiation. *Roeper Review*. 26, 223-228.

7. Special Education staff will collaborate with reading teachers to facilitate student comprehension using the same strategies as outlined above.

Service Learning and Special Education. *Constitutional Rights Foundation Service-Learning Network* no (9:2) 1-15, Winter 2002.

http://www.crf-usa.org/network/net9_2.htm

Goal #2 Writing

Objective:

Increase the number of students moving into advanced or proficient performance levels by 3% as evidenced by the Writing MEAP.

Parent Connection

- Provide parent revision guide focused on the five strategies for adding details
- Disseminate parent information flyers detailing revision strategies
- Communicate via Skyward regarding class events and activities

Technology Connection

- Use of document projectors for revision
- Use of computers for student publishing
- Communicate via Skyward regarding class events, websites, and activities

Community Connection

- Submission of student work for publication in local newspaper
- Recruit community members to assist with Literacy Night
- Host author visit

Global Connection

- Students will write with a realistic perspective on the relationships between community, national, and world issues
- All elementary teachers will plan and implement one cross-curricular unit focusing on a global theme
- All middle school teachers will plan and implement two cross-curricular units focusing on a global theme

Strategy/Strategies

All teachers will use the Michigan Curriculum Framework and Grade Level Content Expectations to implement the following strategies:

1. All 1-8 teachers will assess their students on the five strategies for adding details at the beginning (September), middle (January), and end of the year (April) through a writing sample using assigned grade level themes. Kindergarten will assess in January and April only.
2. All K-8 teachers will introduce and model the concepts of the five strategies for adding details after the first assessment in September.
3. Students in 1-8 will use purple pens to enhance their visual awareness of the revision strategies.
4. All kindergarten teachers will use a purple pen/marker to model revision strategies.
5. All writing teachers will write lesson plans to include differentiated instruction to meet the individual needs of students.
6. Grade level writing teachers and Special Education staff will participate in scoring the writing assessments with grade level teams.
7. Special Education staff will collaborate with writing teachers to facilitate student progress using the strategies outlined above.

Strategy Implementation and Monitoring

1. All K-8 writing teachers and Literacy Coach will implement, Director/Deputy Director will monitor through lesson plans.
2. All K-8 writing teachers and Literacy Coach will implement, Director/Deputy Director will monitor through lesson plans.
3. All 1-8 writing teachers will implement and monitor.
4. All kindergarten teachers will implement.
5. All writing teachers will implement and monitor.
6. The writing committee will implement, Special Education Director, Literacy Coach, Director/Deputy Director will monitor through observation
7. Special Education Department will implement, Special Education Director will monitor through observation.

Resources

1. NA
2. Poster cost
3. Document projectors and purple pens
4. Document projectors and purple pens/markers
5. NA
6. Substitute teachers for all assessment periods
7. NA

Professional Development

1. Training on five strategies for adding details as needed
2. Training on five strategies for adding details as needed
3. NA
4. NA
5. Differentiated Instruction in-service
6. NA
7. NA

Budget

1. NA
2. NA
3. Office budget
4. Office budget
5. Professional Development budget
6. Substitute teacher budget
7. NA

Timeline

September 2009-June 2011

Assessments

- Theme-based grade level assessments
- Teacher generated rubrics/scoring guides
- Teacher generated formative assessments
- Teacher generated summative assessments

Documentation of Research Based Strategies

Goal #2 Writing

Objective:

Increase the number of students moving into advanced or proficient performance levels by 3% as evidenced by the Writing MEAP.

1. All first through eighth grade teachers will assess their students on the five strategies for adding details at the beginning (September), middle (January), and end of the year (April) through a writing sample using assigned grade level themes. Kindergarten will assess in January and April only.

2. All Kindergarten through eighth grade teachers will introduce and model the concepts of the five strategies for adding details after the beginning in September.

Fletcher, R., and Portalupi, J. (2007). *Craft Lessons: Teaching Writing K-8 2nd ed.*, Portland, ME: Stenhouse.

Saddler, B. (2003). "But teacher, I added a period!" Middle school students learn to revise. *Voices from the Middle*, 11 (2), 20-26.

Saddler, B., and Asaro, K. (2007) "Increasing Story Quality through Planning and Revising: Effects on Young Writers with Learning Disabilities." *Learning Disability Quarterly*. 30 (4), 223-234.

3. Students in 1-8 will use purple pens to enhance their visual awareness of the revision strategies.

4. All kindergarten teachers will use a purple pen/marker to model revision strategies.

Calkins, L., and Harwayne, S. (1987). *The writing workshop: A world of difference*, Portsmouth, NH: Heinemann.

Fletcher, R., and Portalupi, J. (2007). *Craft Lessons: Teaching Writing K-8 2nd ed.*, Portland, ME: Stenhouse.

5. All writing teachers will write lesson plans to include differentiated instruction to meet the individual needs of students.

Batts, AuthorK, & Lewis, S. G. (2005). How To Implement Differentiated Instruction?. *Journal of Staff Development*. 26, 26-31.

6. Grade level writing teachers and Special Education staff will participate in scoring the writing assessments with grade level teams.

7. Special Education staff will collaborate with writing teachers to facilitate student progress using the strategies outlined above.

Service Learning and Special Education. *Constitutional Rights Foundation Service-Learning Network* no (9:2) 1-15, Winter 2002.

http://www.crf-usa.org/network/net9_2.htm

Goal #3 Science

Objective:

All students will improve the ability to interpret and analyze given information by demonstrating an increase of 5% on the Science MEAP questions that require informational reading including; text, charts, graphs, and illustrations.

Parent Connection

- Utilize parent volunteers to reinforce strategies
- Parent/student contract for Science Fair
- Communicate via Skyward regarding science class events and activities

Technology Connection

- Incorporate the internet to view current events
- Coordinate with elementary computer teacher(s) to support science curriculum
- Use of United Streaming (video data base available via internet)
- Technology required in Science Fair project (research, graphs, tables and charts)
- Communicate via Skyward regarding science classroom events and activities

Community Connection

- Recruit community members to judge Science Fair
- Scientific based field trips
- Utilize community volunteers to enhance curriculum (AWIM, Garden Club, Walk on the Wild Side, and Science Fair)

Global Connection

- Students will understand how science is applied to their community, the nation, and the world
- All elementary teachers will plan and implement one cross-curricular unit focusing on a global theme
- All middle school teachers will plan and implement two cross-curricular units focusing on a global theme

Strategy/Strategies

All teachers will use the Michigan Curriculum Framework and the Grade Level Content Expectations to implement the following strategies:

1. All K-2 science teachers will focus instruction on the basic skills needed for informational analysis to include classifying, graphing and/or charting, comparing/contrasting, ordering, and prioritizing.
2. All 3-8 science teachers will focus instruction on higher order thinking skills needed for informational analysis to include developing student questioning techniques, analyzing errors, constructing support, developing models, reliability analysis, comparing/contrasting, and problem solving.
3. All science teachers will facilitate open-ended problem/inquiry based group investigations and students will graph the results.
4. Teachers will administer pre-test and post-test in grades 3-8 measuring student skills with informational analysis.

5. Six or more times per year, tests will be written to include informational analysis questions.
6. All science teachers will write lesson plans to include differentiated instruction to meet the individual needs of students.
7. Special Education staff will collaborate with science teachers to facilitate student progress using the strategies outlined above.

Strategy Implementation and Monitoring

1. All K-2 science teachers will provide lesson plans indicating skills being taught to the science committee, Director/Deputy Director will monitor.
2. All 3-8 science teachers will provide lesson plans, Director/Deputy Director will monitor.
3. All science teachers will implement, Director/Deputy Director will monitor through lesson plans.
4. All science teachers will implement, committee chair will monitor.
5. All science teachers will implement, Director/Deputy Director will monitor through copies of tests turned in with lesson plans.
6. All science teachers will implement, Director/Deputy Director will monitor through lesson plans.
7. Special Education Department will implement, Special Education Director will monitor through observation.

Resources

1. NA
2. NA
3. NA
4. NA
5. NA
6. NA
7. Special Education staff

Professional Development

1. NA
2. NA
3. Elaine IBL (inquiry based learning) and PBL (problem based learning)
4. NA
5. NA
6. Differentiated Instruction in-service
7. NA

Budget

1. NA.
2. NA
3. NA
4. NA
5. NA
6. Professional Development budget
7. NA

Timeline

September 2009-June 2011

Assessments

- Teacher generated rubrics/scoring guides to standardize assessment
- Teacher generated formative assessments
- Teacher generated summative assessments

Documentation of Research Based Strategies

Goal #3 Science

Objective:

All students will improve the ability to interpret and analyze given information by demonstrating an increase of 5% on the Science MEAP questions that require informational reading including; text, charts, graphs, and illustrations.

1. All K-2 teachers will focus instruction on the basic skills needed for informational analysis to include classifying, graphing and/or charting, comparing/contrasting, ordering, and prioritizing.

Marzano, R. (2001). *Classroom Instruction That Works*. ASCD.

Mitchell, K. et al. (Spring 2006). Using Evidence to get a KLEW. *MSTA Journal*. 24-26.

Van Gelder. T (2004). Teaching Critical Thinking Skills. *College Teaching*. 53, 41-46.

2. All 3-8 teachers will focus instruction on higher order thinking skills needed for informational analysis to include developing student questioning techniques, analyzing errors, constructing support, developing models, reliability analysis, comparing/contrasting, and problem solving.

Marzano, R. (2001). *Classroom Instruction That Works*. ASCD.

Van Gelder. T (2004). Teaching Critical Thinking Skills. *College Teaching*. 53, 41-46.

3. All science teachers will facilitate open-ended problem/inquiry based group investigations and students will graph the results.

Jenness, M. (2004). Questioning in Inquiry-Oriented Lessons. *Science & Mathematics Program Improvement (SAMPI)* Western Michigan University.

McConnell, T. (2008). Building a Better PBL Problem: Lessons Learned from the PBL Project for Teachers. *MSTA Journal*, Spring, 53, number 1, 52-56

McGuinness, C. (1999). From Thinking Skills to Thinking Classrooms. *Review and Evaluation of Research into Thinking Skills and Related Areas*. School of Psychology, Queen's University, Belfast.

Van Gelder, T. (2004). Teaching Critical Thinking Skills. *College Teaching*. 53, 41-46.

4. Teachers will administer pre-test and post-test in grades 3-8 measuring student skills with informational analysis.

Ackley, D. (2001). Data Analysis Demystified: Standardized tests don't do what matters most – meeting the immediate needs of individual students. That's why school must design, deliver and analyze additional sources of meaningful student data. *Leadership*. Nov-Dec.

Johnson, G. (2008). Using Assessments to Increase Student Achievement. *MSTA Journal*. Fall, 53, Number 2, 21-23

5. Six or more times per year, tests will be written to include informational analysis questions.

Johnson, G. (2008). Using Assessments to Increase Student Achievement. *MSTA Journal*. Fall, 53, Number 2, 21-23

6. All science teachers will differentiate instruction to meet the individual needs of students.

Franklin, J (2002).The art of differentiation. *Education Update*. 44, 1-3.

Douglass, D (2004).Self-advocacy: Encouraging students to become partners in differentiation. *Roeper Review*. 26, 223-228.

7. Special Education staff will collaborate with science teachers to facilitate student progress using the strategies outlined above.

Ruder, S (2000).We Teach All. *Educational leadership*. 58, 49-51.

Holloway, J (2001).Inclusion and students with learning disabilities. *Educational leadership*. 58, 86-88.

Goal #4 Math

Objective:

Increase the number of students moving into the advanced or proficient performance levels by 3% as evidenced by the Math MEAP.

Parent Connection

- Utilize parent volunteers to reinforce strategies
- Contact with parents via planners, and newsletters, e-mail.
- Communicate via Skyward regarding math class events and activities

Technology Connection

- Coordinate with elementary computer teacher(s) to support math concepts
- Administer Scantron Performance Series Assessment for grades 3-8
- Administer STAR Math for grades 2-8
- Communicate via Skyward regarding math class events, websites and activities

Community Connection

- Family Math Activity Night
- Science Fair
- Career Speakers
- Junior Achievement

Global Connection

- Students will understand how math is applied to their community, the nation and the world
- All elementary teachers will plan and implement one cross-curricular unit focusing on a global theme
- All middle school teachers will plan and implement two cross-curricular units focusing on a global theme

Strategy/Strategies

All teachers will use the Michigan Curriculum Framework and the Grade Level Content Expectations to implement the following strategies:

1. All math teachers will analyze the Scantron, MEAP, MAT, and STAR math results within the math committee to drive instruction.
2. All math teachers will provide authentic opportunities to improve students' vocabulary.
3. All math teachers will teach cross-curricular activities.
4. All math teachers will administer common assessments within each grade level.
5. All math teachers will write lesson plans to include differentiated instruction to meet the individual needs of the students.
6. All Special Education staff will collaborate with math teachers to facilitate student academic growth using the strategies outlined above.

Strategy Implementation and Monitoring

1. All math teachers will analyze data at the committee meeting directly following the arrival of test results. The Math Committee Chair will monitor.

2. All math teachers will implement, Director/Deputy Director will monitor through lesson plans and observation.
3. All math teachers will implement, Director/Deputy Director will monitor through lesson plans and observation.
4. All math teachers will administer, those students that are not proficient will be recommended for intervention.
5. All math teachers will implement, Director/Deputy Director will monitor through lesson plans.
6. Special Education Department will implement, Special Education Director will monitor through observation.

Resources

1. NA
2. NA
3. NA
4. Big Ten
5. NA

Professional Development

1. All math teachers will be trained in data analysis.
2. Vocabulary enhancement training
3. NA
4. “Big Ten” training
5. NA
6. NA

Budget

1. NA
2. NA
3. NA
4. Textbook Budget
5. NA
6. NA

Timeline

September 2009-June 2011

Assessments

- Teacher generated formative assessments
- Teacher generated summative assessments

Documentation of Research Based Strategies

Goal # 4 Math

Objective:

Increase the number of students moving into the advanced or proficient performance levels by 3% as evidenced by the Math MEAP.

1. All Math Teachers will analyze Scantron, MEAP, MAT and Star Math units of measurement test results to drive instruction.

(June 2005). Data Can Drive Development. *Technology & Learning*. 25, 10-14.

(October 2006). Data: Not Just Another Four Letter Word. *Principal Leadership (Middle School Ed.)*. 7, 32-36.

2. All math teachers will provide authentic opportunities to improve students' vocabulary.

(January 2004). Is a Rectangle a Square? Developing Mathematical Vocabulary and Conceptual Understanding. *Teaching Children Mathematics*.

(November 2007). Focus Strategies for Middle Grade Mathematics Vocabulary Development. *Mathematics Teaching in the Middle School*. 13.

(May 2005). Phenomenally Exciting Joint Mathematics – English Vocabulary Project. *Mathematics Teaching in the Middle School*. 10.

3. All math teachers will teach cross-curricular activities.

(March 2003). Time-Travel Days: Cross-Curricular Adventures in Mathematics. *Teaching Children Mathematics*. 374-380.

(January 2008). Solutions for the Heterogeneous Classrooms. *The Passkey*. 3.

4. All math teachers will administer common assessments within each grade level.

(May 2004). If at First You Don't Succeed...Test, Test Again (Not!). *Mathematics Teacher*. 97.

DuFour, Richard. Learning by Doing – A Handbook for Professional Learning Communities. Solution Tree. (2006).

5. All math teachers will write lesson plans to include differentiated instruction to meet the individual needs of the students.

Batts, AuthorK, & Lewis, S. G. (2005). How To Implement Differentiated Instruction?. *Journal of Staff Development*. 26, 26-31.

6. All Special Education staff will collaborate with math teachers to facilitate student academic growth using the strategies outlined above.

VanGarderen, Delinda (2009). Supporting the Collaboration of Special Educators and General Educators to Teach Students who Struggle with Mathematics. *Psychology in the Schools*. 46 (1).

Goal #5 Social Studies

Objective:

All students will achieve an average 6% mean score increase on the history strand, as evidenced by the MEAP.

Parent Connection

- Utilize parent volunteers to reinforce strategies
- Recruit parents to assist with Civics Celebration
- Communicate via Skyward regarding class events and activities

Technology Connection

- Incorporate internet activities (e.g. historical webquests)
- Use of United Streaming (video data base available via internet)
- Communicate via Skyward regarding class events, websites and activities

Community Connection

- Guest speakers from government agencies (i.e. local authorities, government officials, etc.)
- Historically based field trips
- Constitution Day activities
- Civics Fair

Global Connection

- Students will understand their role in a democratic society and the economic and social fabric of our nation and our world
- All elementary teachers will plan and implement one cross-curricular unit focusing on a global theme
- All middle school teachers will plan and implement two cross curricular units focusing on a global theme

Strategies

All teachers will use the Michigan Curriculum Framework and the Grade Level Content Expectations to implement the following strategies:

1. All Social Studies teachers will utilize and display timelines aligned with their grade level curriculum.
2. Teachers will provide monthly lessons that include local, state, and/or national event recall, while using chronological vocabulary specific to each grade level.
3. Teachers will present various historical perspectives of conflicting accounts.
4. All social studies teachers will write lesson plans to include differentiated instruction to meet individual needs of the students.
5. Social Studies teachers in grades 3, 5, and 8 will administer a comprehensive common assessment.
6. Special Education staff will collaborate with Social Studies teachers to facilitate student progress using the strategies outlined above.

Strategy Implementation and Monitoring

1. All social studies teachers will implement strategy and the Director/Deputy Director will monitor through lesson plans.

2. All social studies teachers will implement and will be monitored by the Director/Deputy Director through lesson plans.
3. All social studies teachers will implement and will be monitored by the Director/Deputy Director through lesson plans.
4. All social studies teachers will implement differentiated instruction as evidenced in their lesson plans and will be monitored through lesson plans by the Director/Deputy Director.
5. Targeted grade level social studies teachers will implement, and the Social Studies committee will monitor and disaggregate the data.
6. Special Education Department will implement, Special Education Director will monitor through observation.

Resources

1. NA
2. NA
3. Trade books
4. NA
5. NA
6. Special Education staff

Professional Development

1. NA
2. NA
3. Social Studies Committee Chair
4. Differentiated Instruction in-service
5. NA
6. NA

Budget

1. Office Supply Budget
2. NA
3. NA
4. Professional Development
5. Office Supply Budget
6. NA

Timeline

September 2009–June 2011

Assessments

- Teacher generated formative assessments
- Teacher generated summative assessments
- Student generated timelines
- Comprehensive common assessment in grades 3, 5 and 8

Documentation of Research Based Strategies

Goal #5 Social Studies

Objective:

All students will achieve an average 6% mean score increase in the history strand, as evidenced by the MEAP.

1. All social studies teachers will utilize and display timelines aligned with their grade level curriculum.

Boling, E, Brown, J. P., Das Ray, S., Erwin, A, & Kirkley, S (1998). Visual Design for Interactive Learning Tools: Representation Time-Based Information. *ERIC*. 45-54.

Singleton, L. R. (2002). Using Text Documents from American Memory. *A Newsletter of Practical Teaching Ideas for American Memory Users*. 3, 1-20.

2. Teachers will provide monthly lessons that include local, state, and/or national event recall, while using chronological vocabulary specific to each grade level.

Boling, E, Brown, J. P., Das Ray, S., Erwin, A, & Kirkley, S (1998). Visual Design for Interactive Learning Tools: Representation Time-Based Information. *ERIC*. 45-54.

Singleton, L. R. (2002). Using Text Documents from American Memory. *A Newsletter of Practical Teaching Ideas for American Memory Users*. 3, 1-20.

3. Teachers will present various historical perspectives of conflicting accounts.

Edgington, William, D. (2002). To Promote Character Education, Use Literature for Children and Adolescents. *The Social Studies*, 93.

Patrick, John, J. (2008). Global Trends in Civic Education for Democracy. *ERIC Educational Reports*

4. All social studies teachers will write lesson plans to include differentiated instruction to meet individual needs of the students.

Batts, AuthorK, & Lewis, S. G. (2005). How To Implement Differentiated Instruction?. *Journal of Staff Development*. 26, 26-31.

5. Social studies teachers in grades 3, 5, and 8 will administer a comprehensive common assessment.

Mandinach, Ellen, B., Honey, Margaret , . (2008). *Data-driven school improvement: linking data and learning*. New York : Teachers College Press.

6. Special Education staff will collaborate with social studies teachers to facilitate student progress using the strategies outlined above.

Service Learning and Special Education. *Constitutional Rights Foundation Service-Learning Network* no (9:2) 1-15, Winter 2002.

http://www.crf-usa.org/network/net9_2.htm

Holly Academy AYP Status – Elementary

AYP Status (Adequate Yearly Progress) is a measure used to hold schools and districts responsible for student achievement in English Language Arts and Mathematics based on MEAP test results and ensures that this achievement is obtained across a diverse demographic of students.

Student Group	AYP ELA 2008/2009	AYP Math 2008/2009
All Students	Yes	Yes
Gender:		
Male	Yes	Yes
Female	Yes	Yes
Racial/Ethnic Groups:		
Black or African American	NA	NA
American Indian / Alaska Native	NA	NA
Asian American	NA	NA
Native Hawaiian or other Pacific Islander	NA	NA
Hispanic or Latino	NA	NA
White	Yes	Yes
Multiracial	NA	NA
Students with Disabilities	Yes	Yes
Limited English Proficient	NA	NA
Economically Disadvantaged	NA	NA
Migrant	NA	NA
Homeless	NA	NA

NA indicates that there are too few students in this category for this rating to be applicable.

Holly Academy AYP Status – Middle School

AYP Status (Adequate Yearly Progress) is a measure used to hold schools and districts responsible for student achievement in English Language Arts and Mathematics based on MEAP test results and ensures that this achievement is obtained across a diverse demographic of students.

Student Group	AYP ELA 2008/2009	AYP Math 2008/2009
All Students	Yes	Yes
Gender:		
Male	Yes	Yes
Female	Yes	Yes
Racial/Ethnic Groups:		
Black or African American	NA	NA
American Indian / Alaska Native	NA	NA
Asian American	NA	NA
Native Hawaiian or other Pacific Islander	NA	NA
Hispanic or Latino	NA	NA
White	Yes	Yes
Multiracial	NA	NA
Students with Disabilities	Yes	Yes
Limited English Proficient	NA	NA
Economically Disadvantaged	NA	NA
Migrant	NA	NA
Homeless	NA	NA

NA indicates that there are too few students in this category for this rating to be applicable.

Holly Academy School Improvement Team:

Director: Julie Kildee _____

Deputy Director/School Improvement Chair: Lisa Leimeister _____

Reading Committee Chair: Wendy Jidas _____

Writing Committee Chair: Jennifer Potteiger _____

Science Committee Chair: Elaine Mackey _____

Math Committee Chair: Tracy Vana _____

Social Studies Committee Chair: Jeremiah Stieve _____

School Board Member: Michelle Eisert _____

Parent: Kim Wagnitz _____

Parent: Celeste Sabato _____

Parent: Jose Melero _____