

Young Elementary School Improvement Plan Report October, 2008

Young Elementary School
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Adrienne Morgan, Principal

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School Improvement Overview:

The professional learning community of Young Elementary School is focused on high academic achievement for all children. We are highly vested in closing the learning gap between all groups of students. We continue to place our attention upon continuous improvement within our school learning community. Young ISAT scores for the 2007-2008 school year indicate the following areas of improvement:

1. In the spring of 2008 91.7% of 3rd-5th grade students met Illinois State Standards in the area of reading on the ISAT whereas, 56.8% of 3rd-5th grade special education students, 69.2% of LEP students, and 68.8% of FRL students met Illinois State Standards on the ISAT. Our school goal is to narrow and close the reading achievement gap between these subgroups. Our goal for the 2008-2009 school year is to increase scores of these student subgroups by 7%. Our three year plan is to eliminate the achievement gap so that there are fewer than 15 percentage points between subgroups' performance.
2. In the spring of 2008, 94.6% of 3rd-5th grade students met Illinois State Standards in the area of math on the ISAT whereas, 67.6% of 3rd-5th grade special education students met Illinois State Standards on the ISAT. Our school goal is to narrow and close the math achievement gap with this subgroup. Our goal for the 2008-2009 school year is to increase our scores for this subgroup of students by 7%. Our three year plan is to eliminate the gap between regular and special education students so that there are fewer than 15 percentage points between our special education and regular education students' performance.
3. In the spring of 2008 ISAT Writing Data indicates that 82.8% of 5th grade students met Illinois State Standards in writing. This school year 3rd and 5th grade students will participate in the writing portion of the ISAT. Our goal for the 2008-2009 school year is to maintain our current level of performance. Our two year school goal is to increase our students' writing scores so that they are commensurate with our achievement scores in reading and math.

While Young staff will continue our ongoing commitment to improve teaching and learning for all students across curricular areas, our formal School Improvement Plan will specifically address 3 questions.

1. How will we improve teaching and learning in the area of reading, math, and writing to increase overall student achievement?
2. How will we improve teaching and learning in reading and math for tier 2 and tier 3 students to narrow and close the identified achievement gap?
3. How will we utilize imbedded professional development to further strengthen and enhance our instructional and planning practices?

We will continue to focus our school improvement efforts upon continuous improvement which will be supported by research based methodologies, reflective teaching practices, professional development, and differentiated instruction. In addition, we will further develop our knowledge of evidence based instruction that address the needs of all student learner groups, the Illinois Learning standards, and the District 204 curriculum.

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06	2006-07
Total enrollment	874	662	735	786	743
% White	57.9	61.2	56.1	54.2	56.3
% Black	17.0	13.1	12.2	13.2	8.7
% Hispanic	10.3	8.3	6.9	6.7	6.2
% Asian/Pacific Islander	14.5	17.4	17.1	18.4	23.6
% Native American	0.2	0.0	0.1	0.0	0.0
% Multi Racial	0	0	7.5	7.4	5.2
Low Income rate	4.0	2.6	5.3	7.1	3.4
Limited English Proficient Rate	4.3	2.7	4.1	4.5	5.2
Chronic Truancy Rate	0.0	0.0	0.0	0.0	0.0
Mobility Rate	22.5	14.5	13.6	15.6	10.5
Attendance Rate	96.6	96.6	96.1	96.1	96.3

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% Parent Contact	100.0	100.00	100.00	100.00	100.0
Average class size grade K	22.3	22.4	21.2	23.5	20.3
Average class size grade 1	25.4	25.8	26.6	24.3	22.7
Average class size grade 3	30.0	20.8	26.6	25.4	23.0
Minutes per day teaching reading	150	150	150	150	150
Minutes per day teaching math	60	60	60	60	75

Reading

Present Level of Performance

A. ISAT/IAA

Based on March 2006 assessment data, **85.4%** of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades.

Based on March 2007 assessment data, **94%** of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades.

Based on March 2008 assessment data, **91.7%** of students met or exceeded Illinois standards in the area of reading achievement across the third through fifth grades.

The following table summarizes ISAT Reading achievement performance by subgroup:

	05-06		06-07		07-08		
	% M/E	Student Count	% M/E	Student Count	% M/E	Student Count	
ISAT Subgroup Reading Performance	White	89	183	92	181	92.7	139
	Black	63	46	100	27	84.6	39
	Hispanic	86	21	86	22	70.6	17
	Asian/Pac	98	49	98	66	94.1	85
	Native Am	0	0	0	0	0	0
	Multiracial	79	29	95	20	100	16
	LEP	80	<10	100	9	69.2	13
	IEP	45	44	77	40	58.9	39
	FRL	45	20	100	11	68.8	16

B. Curriculum Based Measurement (CBM) – Reading General Outcome Measure

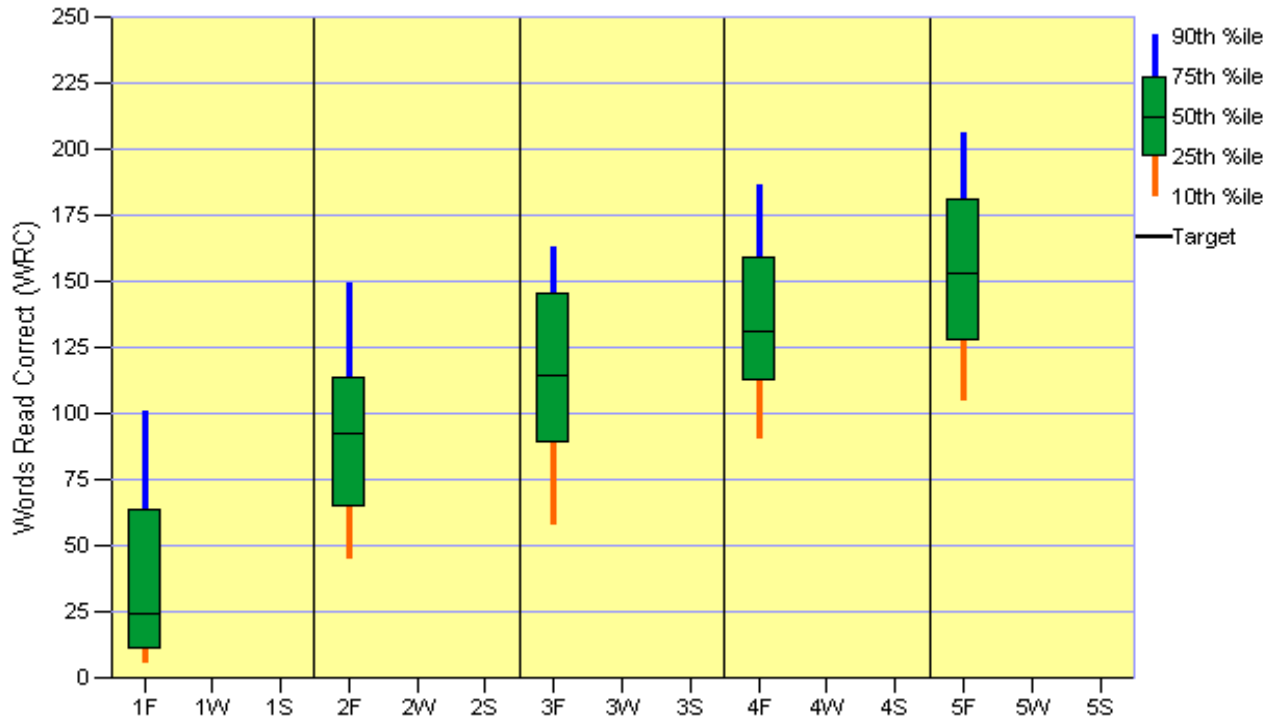
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We will utilize the reading general outcome measure to assess and monitor student growth and progress throughout the course of the school year. The Reading General Outcome Measure assesses reading fluency. Fluency is the ability to read a text quickly and accurately. Solid fluency skills are strongly connected to decoding and comprehension skills.

Reading General Outcome Measure CBM Data by Student Subgroup

Grade Level Reading CBM Data	All Students Reading Fall 2008 Benchmark	IEP Students Reading Fall 2008 Benchmark	ELL Students Reading Fall 2008 Benchmark	FRL Students Reading Fall 2008 Benchmark
ALL Students Within the Subgroup Area	79%	43%	74%	41%
KDG	83%	42%	77%	33%
1st	71%	50%	74%	40%
2nd	81%	35%	79%	57%
3rd	80%	35%	50%	30%
4th	82%	31%	66%	50%
5th	78%	35%	100%	40%

**Reading General Outcome Measure CBM Data by Grade Level
2008-2009 School Year**



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Reading Goal

In the spring of 2008 91.7% of 3rd-5th grade students met Illinois State Standards in the area of reading on the ISAT whereas, 56.8% of 3rd-5th grade special education students, 69.2% of LEP students, and 68.8% of FRL students met Illinois State Standards on the ISAT. Our school goal is to narrow and close the reading achievement gap between these subgroups. Our goal for the 2008-2009 school year is to increase scores of these student subgroups by 7%. Our three year plan is to eliminate the achievement gap so that there are fewer than 15 percentage points between subgroups' performance.

Reading Action Plan

Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Planning and Structure</p> <ul style="list-style-type: none"> ➤ Student problem solving team to monitor instructional minutes to: <ol style="list-style-type: none"> 1. Ensure that all below grade level students are receiving double or triple instructional minutes in the area of reading 2. Monitor the integrity and quality of reading interventions 3. Evaluate the growth rate of student progress to make sure that it is adequate ➤ Immediate implementation of beginning of the school year reading interventions for all students not meeting grade level expectations students ➤ PPS Team push-in classroom support of the First 20 Days of Guided Reading and the implementation of guided reading groups 	<ul style="list-style-type: none"> ➤ Student Problem Solving Team ➤ Student Case Managers ➤ Grade Level Teams ➤ Classroom Teachers ➤ Student Problem Solving Team ➤ Classroom Teachers ➤ PPS Team ➤ Grade Level Teams 	<ul style="list-style-type: none"> ➤ 2008-2009 School Year ➤ Fall 2008; Fall 2009; Fall 2010 ➤ September 2008 	<ul style="list-style-type: none"> ➤ Intervention Schedule that indicates the interventions implemented, staff members responsible, and data indicating student growth ➤ Fall 2008 Intervention Schedule that indicates the interventions implemented for students not meeting grade level expectations ➤ Guided Reading Schedule
<p>Curriculum</p> <ul style="list-style-type: none"> ➤ Utilization of grade level state reading standards in the creation of IEP goals that will help students to bridge the learning gap ➤ Utilization of WIDA English Language Learner standards in developing of lessons and activities that will help English language learners bridge the learning gap 	<ul style="list-style-type: none"> ➤ PPS Team ➤ Student Problem Solving Team ➤ Grade Level Teams ➤ ELL Teachers 	<ul style="list-style-type: none"> ➤ 2008-2011 School Year ➤ 2008-2011 School Year 	<ul style="list-style-type: none"> ➤ Student IEP Goals ➤ Instructional Planning Forms that indicate students' intervention supports ➤ Student Data ➤ Instructional Planning Forms

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<ul style="list-style-type: none"> ➤ Identification and Implementation of appropriate reading materials and interventions for our identified student subgroups 	<ul style="list-style-type: none"> ➤ PPS Team ➤ Student Problem Solving Team ➤ Grade Level Teams 	<ul style="list-style-type: none"> ➤ 2008-2009 School Year 	<ul style="list-style-type: none"> ➤ Student IEP Goals ➤ Instructional Planning forms ➤ CBM Data
<p>Pedagogy</p> <ul style="list-style-type: none"> ➤ Utilize effective instructional practices that focus on multiple levels of student engagement, higher level questioning, Bloom’s Taxonomy, Marzano’s instructional practices, and Culturally Relevant Pedagogy ➤ Monitor and discuss data collected through Instructional Practices Inventory (IPI) walkthroughs to ensure: <ol style="list-style-type: none"> 1. High levels of student engagement 2. Higher level questioning 3. Instructional practices are varied and address the multiple levels of student engagement <p>Professional Development</p> <ul style="list-style-type: none"> ➤ Provide professional development that is purposeful, meaningful, and imbedded within the school day. Professional development will focus upon the following <ol style="list-style-type: none"> 1. Marzano’s Effective Instructional Practices 2. Bloom’s Taxonomy 3. Higher Level Questioning 4. Student Engagement 5. Culturally Relevant Pedagogy 	<ul style="list-style-type: none"> ➤ Building Leadership Team ➤ IPI Team ➤ Grade Level Teams ➤ Classroom Teachers ➤ Building Leadership Team ➤ IPI Team ➤ Grade Level Teams ➤ Classroom Teachers ➤ Building Leadership Team ➤ Professional Development Task Force ➤ Grade Level Teams 	<ul style="list-style-type: none"> ➤ 2008-2011 School Year ➤ 2008-2011 School Year ➤ 2008-2011 School Year 	<ul style="list-style-type: none"> ➤ Data points collected from IPI walkthroughs ➤ Faculty Meeting agendas and minutes ➤ Professional Development Agendas ➤ Formal and Informal Observations ➤ Data points collected from IPI walkthroughs ➤ Faculty Meeting agendas and minutes ➤ Professional Development Agendas ➤ Formal and Informal Observations ➤ Professional Development Meeting Agendas and Minutes ➤ Formal and Informal Observations ➤ Grade Level Team Goals
<p>Assessment</p> <ul style="list-style-type: none"> ➤ Consistent review of student progress through the use of cbm data: <ol style="list-style-type: none"> 1. Weekly/Bi-weekly (yellow and red students) 2. Monthly (green students) 	<ul style="list-style-type: none"> ➤ Student Problem Solving Meetings ➤ PPS Team ➤ Grade Level Teams 	<ul style="list-style-type: none"> ➤ 2008-2011 School Year 	<ul style="list-style-type: none"> ➤ CBM Data ➤ Meeting Minutes ➤ Instructional Planning Forms
<p>Intervention</p> <ul style="list-style-type: none"> ➤ Dedicated intervention block to provide opportunities for additional learning time and for re-teaching ➤ Provide opportunities for flexible grouping within each grade level 	<ul style="list-style-type: none"> ➤ Building Leadership Team ➤ Grade Level Teams ➤ Student Problem Solving Teams 	<ul style="list-style-type: none"> ➤ 2008-2010 School Year 	<ul style="list-style-type: none"> ➤ Meeting Minutes ➤ Instructional Planning Forms ➤ Grade Level Intervention Schedule ➤ Student Data

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<ul style="list-style-type: none">➤ Continued staff training in the implementation of interventions and reading instruction➤ Bi-weekly grade level collaboration meetings:<ol style="list-style-type: none">1. Review student data and to2. Develop grade level intervention plan for identified student subgroups3. Monitor the integrity and quality of implemented interventions4. Utilize Instructional Planning Forms (IPF's) for all students not meeting grade level expectations to communicate intervention plan for students	<ul style="list-style-type: none">➤ Building Leadership Team➤ Grade Level Teams➤ Student Problem Solving Teams		<ul style="list-style-type: none">➤ Meeting Minutes➤ Instructional Planning Forms➤ Grade Level Intervention Schedule➤ Student Data
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Math

Present Level of Performance

A. ISAT/IAA

Based on March 2006 assessment data, **92.9%** of students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

Based on March 2007 assessment data, **97.5%** of students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

Based on March 2008 assessment data, **95.1%** of students met or exceeded Illinois standards in the area of mathematics achievement across the third through fifth grades.

The following table summarizes ISAT Math achievement performance by subgroup:

	05-06			06-07		07-08	
	% M/E	Student Count	% M/E	Student Count	% M/E	Student Count	
ISAT Subgroup Math Performance	White	93	183	97	181	93.8	193
	Black	78	45	100	27	94.9	39
	Hispanic	90	21	90	22	88.2	17
	Asian/Pac	98	49	81	66	98.8	85
	Native Am	0	0	0	0	0	0
	Multiracial	86	29	100	20	100	16
	LEP	80	<10	77	9	92.3	13
	IEP	73	44	90	40	74.4	39
	FRL	53	19	100	11	81.3	16

B. Curriculum Based Measurement (CBM) – Mathematics Computational Fluency

We will utilize the reading general outcome measure to assess and monitor student growth and progress throughout the course of the school year.

Math Computation Fluency CBM Data by Student Subgroup

Math curriculum based measurements are used to monitor student growth and progress in the area of math fact automaticity throughout the course of the school year.

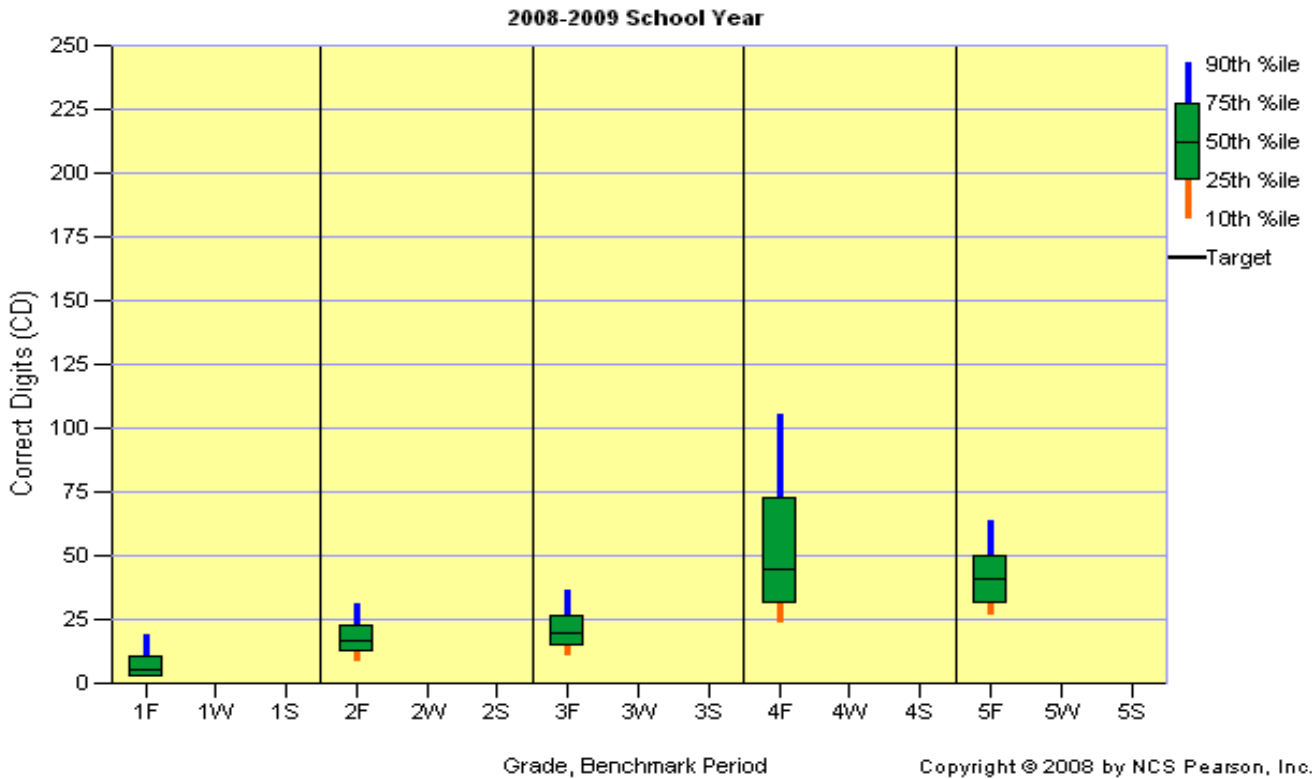
Grade Level Math CBM	All Students Math Fall 2008 Benchmark	IEP Students Math Fall 2008 Benchmark	ELL Students Math Fall 2008 Benchmark	FRL Students Math Fall 2008 Benchmark
ALL Students Within the Subgroup Area	72%	49%	55%	44%
KDG	81%	78%	54%	34%
1st	54%	28%	55%	40%
2nd	84%	70%	64%	50%
3rd	68%	41%	33%	30%

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4 th	66%	46%	66%	33%
5 th	80%	58%	50%	80%

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Math Computation Fluency CBM Data by Grade Level



Math Goal

In the spring of 2008, 94.6% of 3rd-5th grade students met Illinois State Standards in the area of math on the ISAT whereas, 67.6% of 3rd-5th grade special education students met Illinois State Standards on the ISAT. Our school goal is to narrow and close the math achievement gap with this subgroup. Our goal for the 2008-2009 school year is to increase our scores for this subgroup of students by 7%. Our three year plan is to eliminate the gap between regular and special education students so that there are fewer than 15 percentage points between our special education and regular education students' performance.

Math Action Plan

Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Planning and Structure <ul style="list-style-type: none"> ➤ Student problem solving team to monitor instructional minutes to: <ol style="list-style-type: none"> 1. Ensure that all below grade level students are receiving double or triple learning time in the area of math 2. Monitor the integrity and quality of math interventions 3. Evaluate the growth rate of student progress to make sure that it is adequate and appropriate 	<ul style="list-style-type: none"> ➤ Student Problem Solving Team ➤ PPS Team ➤ Grade Level Teams 	<ul style="list-style-type: none"> ➤ 2008-2011 School Year 	<ul style="list-style-type: none"> ➤ Grade Level ➤ Intervention Schedule ➤ Student CBM Data
Curriculum <ul style="list-style-type: none"> ➤ Utilization of grade level state math standards in the creation of iep goals that will help students to bridge the learning gap ➤ Utilization and Implementation of 	<ul style="list-style-type: none"> ➤ PPS Team ➤ Student Problem Solving Team ➤ Grade Level Teams 	<ul style="list-style-type: none"> ➤ 2008-2011 School Year 	<ul style="list-style-type: none"> ➤ Student IEP Goals ➤ Instructional Planning Forms that indicate students' intervention supports ➤ Student Data

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<p>appropriate math materials and interventions for tier 2 and tier 3 students</p>			
<p>Pedagogy and Professional Development</p> <ul style="list-style-type: none"> ➤ Utilize effective instructional practices that focus on multiple levels of student engagement, higher level questioning, Bloom’s Taxonomy, and Marzano’s instructional practices ➤ Monitor and discuss data collected through Instructional Practices Inventory (IPI) walkthroughs to ensure: <ol style="list-style-type: none"> 1. High levels of student engagement 2. Higher level questioning 3. Instructional practices are varied and address the multiple levels of student engagement <p>Professional Development</p> <ul style="list-style-type: none"> ➤ Provide professional development that is purposeful, meaningful, and imbedded within the school day. Professional development will focus upon the following <ol style="list-style-type: none"> 1. Marzano’s Effective Instructional Practices 2. Bloom’s Taxonomy 3. Higher Level Questioning 4. Student Engagement 5. Culturally Relevant Pedagogy 	<ul style="list-style-type: none"> ➤ Building Leadership Team ➤ IPI Team ➤ Grade Level Teams ➤ Classroom Teachers ➤ Building Leadership Team ➤ Professional Development Task Force ➤ Grade Level Teams ➤ IPI Walk Through Team ➤ Building Leadership Team ➤ Professional Development Task Force ➤ Grade Level Teams 	<ul style="list-style-type: none"> ➤ 2008-2011 School Year ➤ 2008-2011 School Year ➤ 2008-2011 School Year 	<ul style="list-style-type: none"> ➤ Data points collected from IPI walkthroughs ➤ Faculty Meeting agendas and minutes ➤ Professional Development Agendas ➤ Formal and Informal Observations ➤ Data collected from IPI Walkthroughs ➤ Grade Level Minutes ➤ Professional Development Minutes ➤ Formal and Informal Observations ➤ Professional Development Meeting Agendas and Minutes ➤ Formal and Informal Observations ➤ Grade Level Team Goals
<p>Assessment</p> <ul style="list-style-type: none"> ➤ Consistent and regularly scheduled review of student progress through the use of cbm data: <ol style="list-style-type: none"> 1. Weekly/Bi-weekly (yellow and red students) 2. Monthly (green students) 	<ul style="list-style-type: none"> ➤ Student Problem Solving Meetings ➤ PPS Teams ➤ Grade Level Teams 	<ul style="list-style-type: none"> ➤ 2008-2011 School Year 	<ul style="list-style-type: none"> ➤ CBM Data ➤ Meeting Minutes ➤ Instructional Planning Forms

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<p>Intervention</p> <ul style="list-style-type: none"> ➤ Dedicated intervention block to provide opportunities for additional learning time and for re-teaching (Intervention) ➤ Provide opportunities for flexible grouping within each grade level (Intervention) ➤ Continued staff training in the implementation of interventions and reading instruction ➤ Bi-weekly grade level collaboration meetings: <ol style="list-style-type: none"> 1. Review student data and to 2. Develop grade level intervention plan for tier 2 and tier 3 students 3. Monitor the integrity and quality of implemented interventions 4. Utilize Instructional Planning Forms (IPF's) for all yellow and red students to communicate intervention plan for students 	<ul style="list-style-type: none"> ➤ Building Leadership Team ➤ Grade Level Teams ➤ PPS Teams ➤ Student Problem Solving Teams ➤ Building Leadership Team ➤ Grade Level Teams ➤ PPS Teams ➤ Student Problem Solving Teams 	<ul style="list-style-type: none"> ➤ 2008-2010 School Year 	<ul style="list-style-type: none"> ➤ Meeting Minutes ➤ Instructional Planning Forms ➤ Grade Level Intervention Schedule ➤ Student Data ➤ Meeting Minutes ➤ Instructional Planning Forms ➤ Grade Level Intervention Schedule ➤ Student Data
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Writing

A. Writing ISAT/IAA

Based on March 2007 assessment data, **56%** of students met or exceeded Illinois standards in the area of writing achievement in fifth grade.

Based on March 2008 assessment data, **83%** of fifth grade students met or exceeded Illinois standards in the area of writing achievement in fifth grade.

The following table summarizes ISAT Writing achievement performance by subgroup:

	06-07		07-08	
	% M/E	Student Count	% M/E	Student Count
ISAT Subgroup Writing Performance	50	62	81.5	65
White	50	62	81.5	65
Black	53	15	80	10
Hispanic	40	5	100	5
Asian/Pac	72	21	83.3	18
Native Am	0	0	0	0

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	Multiracial	75	8	85.7	7
	LEP	NA	NA	NA	NA
	IEP	25	16	41.6	12
	FRL	60	5	66.7	3

B. Curriculum Based Measurement (CBM) – Writing General Outcome Measure

Based on January 2008 data, **81%** of students met or exceeded district performance standards on the general outcome measure of writing.

Based on June 2008 data, **88%** of students met or exceeded district performance standards on the general outcome measure of writing.

Based on September 2008 data **80%** of students met or exceeded district performance standards on the general outcome measure of writing.

Writing curriculum based measurements are used to monitor student growth and progress in the area of writing throughout the course of the school year.

Grade Level Writing General Outcome Measure CBM	Writing Winter 2007 Benchmark	Writing Spring 2008 Benchmark	Writing Fall Benchmark 2008
1st	NA	NA	NA
2nd	86%	91%	79%
3rd	71%	87%	87%
4th	77%	85%	85%
5th	86%	89%	70%

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Writing Goal

In the spring of 2008 ISAT Writing Data indicates that 82.8% of 5th grade students met Illinois State Standards in writing. This school year 3rd and 5th grade students will participate in the writing portion of the ISAT. Our goal for the 2008-2009 school year is to maintain our current level of performance. Our two year school goal is to increase our students' writing scores so that they are commensurate with our achievement scores in reading and math.

Writing Action Plan

Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Structures</p> <ul style="list-style-type: none"> ➤ Develop a building-wide master instructional schedule that indicates a dedicated block (45 minutes – 60 minutes) of writing instruction at each grade level. Writing instruction will be scheduled at the same time across each grade level in order to allow time for flexible grouping and small group interventions across the grade level. ➤ Utilize grade level articulation and planning meetings to clearly articulate and develop quarterly grade level writing expectations development of long-range grade level plans 	<ul style="list-style-type: none"> ➤ Building Leadership Team ➤ Grade Level Teams 	<ul style="list-style-type: none"> ➤ Spring 2007/Fall 2008 	<ul style="list-style-type: none"> ➤ Master Instructional Schedule ➤ Meeting Agendas ➤ Meeting Minutes
<p>Planning</p> <ul style="list-style-type: none"> ➤ Utilize professional development to focus on the consistent implementation of writing workshop and the effective utilization of grade level writing curriculum. 	<ul style="list-style-type: none"> ➤ Professional Development Task Force ➤ Building Leadership Team 	<ul style="list-style-type: none"> ➤ 2008-2011 School Year 	<ul style="list-style-type: none"> ➤ Professional Development Plan ➤ Meeting Agendas ➤ Meeting Minutes
<p>Curriculum</p> <ul style="list-style-type: none"> ➤ Consistently implement the writing workshop process to teach the content of the district writing curriculum ➤ Use consistent language and vocabulary across the grade levels ➤ Provide regular opportunities for extended periods of uninterrupted writing practice with a prompt for all students in between each writing unit <ul style="list-style-type: none"> ▪ 1st-10 minutes ▪ 2nd-10-20 minutes ▪ 3rd-20-30 minutes ▪ 4th-30-40 minutes ▪ 5th-30-40 minutes 	<ul style="list-style-type: none"> ➤ Building Leadership Team ➤ Grade Level Teams 	<ul style="list-style-type: none"> ➤ 2008-2011 School Year 	<ul style="list-style-type: none"> ➤ Formal and Informal Observations ➤ Instructional Practice Inventory Walkthroughs ➤ Data collected from student writing pieces ➤ Grade Level Articulation Meeting Minutes
<p>Pedagogy</p> <ul style="list-style-type: none"> ➤ Monitor and discuss data collected through Instructional Practices Inventory (IPI) walks to ensure: <ol style="list-style-type: none"> 1. High levels of student engagement 2. Higher level questioning 3. Instructional practices are varied and address the multiple levels of student engagement ➤ Provide students with Culturally Relevant materials to be used within the immersion writing process ➤ Utilize effective teaching practices from the district writing immersion program 	<ul style="list-style-type: none"> ➤ Building Leadership Team ➤ Equity Team ➤ Grade Level Teams ➤ Building Leadership Team ➤ Grade Level Teams ➤ Professional Development Task Force ➤ IPI Walk Through Team 	<ul style="list-style-type: none"> ➤ 2008-2011 School Year 	<ul style="list-style-type: none"> ➤ Data collected from IPI Walkthroughs ➤ Grade Level Minutes ➤ Formal and Informal Observations ➤ Data collected from IPI Walkthroughs ➤ Grade Level Minutes ➤ Formal and Informal Observations

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<p>Assessment</p> <ul style="list-style-type: none"> ➤ Develop quarterly school-wide writing assessment to monitor students growth and progress in the writing process ➤ Utilize the Writing cbm to monitor students' progress in the area of correct word sequence and number of words written ➤ Create Grade level rubrics for each unit of study 	<ul style="list-style-type: none"> ➤ Professional Development Task Force ➤ Student Problem Solving Teams ➤ Grade Level Teams 	<ul style="list-style-type: none"> ➤ 2008-2010 School Year ➤ 2008-2009 School Year ➤ 2008-2010 School Year 	<ul style="list-style-type: none"> ➤ Data collected from Quarterly Writing Prompts and Writing CBMs ➤ Grade Level Rubrics for Units of Study
<p>Intervention</p> <ul style="list-style-type: none"> ➤ Utilize a dedicated intervention block to provide flexible grouping that includes opportunities for additional learning time and re-teaching experiences ➤ Provide opportunities for flexible grouping within each grade level 	<ul style="list-style-type: none"> ➤ Building Leadership Team ➤ Grade Level Teams ➤ Student Problem Solving Teams 	<ul style="list-style-type: none"> ➤ 2008-2010 School Year 	<ul style="list-style-type: none"> ➤ Instructional Planning Forms ➤ Student Data
<p>Professional Development</p> <ul style="list-style-type: none"> ➤ Utilize professional development opportunities for grade level teams to discuss effective writing instructional practices using materials from Regie Routman, Katie Wood Ray, and Marzano 	<ul style="list-style-type: none"> ➤ Professional Development Task Force ➤ Grade Level Teams 	<ul style="list-style-type: none"> ➤ 2008-2011 School Year 	<ul style="list-style-type: none"> ➤ Professional Development Meeting Agendas and Minutes ➤ Formal and Informal Observations ➤ Grade Level Team Goals