

School Improvement Plan 2014-2015

Ferry Elementary School

Grosse Pointe Public Schools

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Overview

Plan Name

School Improvement Plan 2014-2015

Plan Description

Ferry Elementary School

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Ferry Elementary School will be proficient in their math skills and concepts	Objectives: 1 Strategies: 7 Activities: 10	Academic	\$1900
2	Reading: All students at Ferry Elementary School will be proficient readers	Objectives: 1 Strategies: 5 Activities: 13	Academic	\$4900
3	Writing: All students at Ferry Elementary School will be proficient writers	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$0

Goal 1: All students at Ferry Elementary School will be proficient in their math skills and concepts

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in skills and concepts in Mathematics by 06/30/2021 as measured by MEAP.

Strategy 1:

Fact Fluency - Students will master basic math facts appropriate to their grade level as measured by district assessment tests.

Research Cited: "TEACHERS." Scholastic Teachers. N.p., n.d. Web. 07 Aug. 2013. <<http://www.scholastic.com/teachers/article/math-fluency>>.

"Evaluating and Comparing Interventions Designed to Enhance Math Fact Accuracy and Fluency: Cover, Copy, and Compare Versus Taped Problems - Springer."

Evaluating and Comparing Interventions Designed to Enhance Math Fact Accuracy and Fluency: Cover, Copy, and Compare Versus Taped Problems - Springer. N.p.,

01 Mar. 2007. Web. 07 Aug. 2013. <<http://link.springer.com/article/10.1007/s10864-006-9025-7>>.

Tier:

Activity - Master Math Facts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FASTT Math and other computerized programs, flash card drills, Smartboard lessons, Everyday Math games, music and chanting, and practice worksheets will all be utilized in a differentiated manner.	Other			09/06/2013	06/06/2014	\$0	No Funding Required	All teachers

Strategy 2:

Constructivist Approach to Instruction - Kindergarten teachers will begin using a constructivist approach to math instruction in their classrooms

Research Cited: "Everyday Mathematics." Everyday Mathematics. N.p., n.d. Web. 07 Aug. 2013. <<http://everydaymath.uchicago.edu/>>.

Burns, Marilyn. About Teaching Mathematics: A K-8 Resource. Sausalito, CA: Marilyn Burns Education Associates, 1992. Print.

Mokros, Janice R., Susan Jo. Russell, and Karen Economopoulos. "Finding Time and a Place for Math." Beyond Arithmetic: Changing Mathematics in the Elementary Classroom. Palo Alto, CA: Dale Seymour Publications, 1995. N. pag. Print.

Tier:

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Activity - Everyday Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided to kindergarten teachers to facilitate the implementation of the Everyday Math Program.	Professional Learning			09/06/2013	06/06/2014	\$0	No Funding Required	All kindergarten teachers will participate in professional development provided by district personnel.

Activity - Curriculum Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time allotted to math instruction will be disbursed throughout the day and integrated in Social Studies and Science.	Policy and Process			09/06/2013	06/06/2014	\$0	No Funding Required	All teachers

Strategy 3:

Monitor and Assess - All students will be assessed in mathematics in an on-going, systematic manner throughout the year.

Research Cited: Schmoker, Michael J. "Synthesis: From Successful Systems to a New "Improvement Literacy": Opportunities for Immediate, Unprecedented Achievement." The Results Fieldbook: Practical Strategies from Dramatically Improved Schools. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. N. pag. Print.

Tier:

Activity - NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA math testing will be utilized throughout the school year to monitor and assess student progress.	Policy and Process			09/06/2013	06/06/2014	\$0	No Funding Required	All teachers, principal, district curriculum personnel

Activity - Everyday Math Chapter Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Everyday Math chapter tests will be administered in a common manner to all k-5 students.	Policy and Process			09/06/2013	06/06/2014	\$0	No Funding Required	All teachers

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Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based upon data, teachers will utilize small group instruction to support student growth	Direct Instruction			09/06/2013	06/06/2014	\$0	No Funding Required	All teachers

Strategy 4:

Math Instructional Block - 60 minutes of instruction per day will be allotted to math instruction.

Research Cited: Third International Mathematics and Science study (TIMSS) (Schmidt, McKnight, & Raizen, 1997).

Mokros, Janice R., Susan Jo. Russell, and Karen Economopoulos. "Finding Time and a Place for Math." Beyond Arithmetic: Changing Mathematics in the Elementary Classroom. Palo Alto, CA: Dale Seymour Publications, 1995. N. pag. Print.

Schmoker, Michael J. Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, VA: Association for Supervision and Curriculum Development, 2006. Print.

Tier:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct using the full range of Everyday Math resources including journals, games, problem solving activities, and written constructed responses.	Direct Instruction			09/06/2013	06/06/2014	\$0	No Funding Required	All teachers

Strategy 5:

Parent Involvement - Parents will be given the opportunity to learn mathematical processes and concepts as presented by Everyday Math.

Research Cited: "Brochure: Helping Your Child Learn Mathematics." Brochure: Helping Your Child Learn Mathematics. N.p., n.d. Web. 07 Aug. 2013.

<<http://www2.ed.gov/parents/academic/help/math/brochure.html>>.

Tier:

Activity - Parent Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be given the opportunity to become involved through classroom communication, Back to School Nights, the District Web Site, and informational meetings.	Parent Involvement			09/06/2013	06/06/2014	\$0	No Funding Required	All teachers, principal, and district curriculum personnel

Strategy 6:

Targeted Instruction for At Risk Learners - Response to Intervention will be implemented for 20-30 minutes 3 times per week. Targeted, practice, and enrichment instruction will be provided based on student performance.

Research Cited: Response to Intervention Research

Tier:

Activity - RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school wide designated RTI time for 20-30 minutes 3 times per week	Academic Support Program	Tier 2	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	Teachers and support staff

Strategy 7:

After School Academic Support - Math and Reading Academic Support will be given to students in grades 2-5 identified as performing in the lowest 30%.

Research Cited: Success Maker

Tier: Tier 2

Activity - Success Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend an after school program 4 times per week. The instruction will target a specific area of deficit until the student demonstrates understanding.	Academic Support Program	Tier 2	Implement	09/02/2014	06/12/2015	\$1900	Other	Teachers and support staff

Goal 2: Reading: All students at Ferry Elementary School will be proficient readers

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all standards of the ELA Common Core in Reading by 06/30/2022 as measured by the state level assessment (currently MEAP).

Strategy 1:

Instructional Block - Teachers will allot a minimum of 45 minutes per day of reading instruction.

Research Cited: Calkins, L. (2010). A Guide to the Reading Workshop. Heinemann, New Hampshire. Reading instructions starts with a minimum of 45 minutes of reading instruction per day. District focus supports increased reading opportunities, understanding that reading volume predicts reading comprehension and literacy proficiencies.

Tier:

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Activity - Implementation of the MAISA Reading Units of Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the MAISA Units of study as a tool to implement the reading workshop approach to instruction.	Direct Instruction			09/06/2013	06/06/2014	\$0	No Funding Required	All teachers
Activity - Reading Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Readers Workshop approach including independent reading, conferencing, strategy groups, guided reading groups, book clubs and mini lessons.	Direct Instruction			09/06/2013	06/06/2014	\$0	No Funding Required	All teachers
Activity - Unit Implementation Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development focused on the implementation of the MAISA Units will be provided to teachers through grade level leaders in the District.	Professional Learning			09/06/2013	06/06/2014	\$0	No Funding Required	Teachers, Grade Level Leaders, and Administration
Activity - Unit Implementation Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional professional development will be available for teachers through the use of PLC collaboration, classroom rounds, visiting days, on-line webinars and other available sites.	Professional Learning			09/06/2013	06/06/2014	\$0	No Funding Required	Teachers and Principal
Activity - Classroom Leveled Libraries grades K-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue building classroom libraries with an eye to diversity.	Direct Instruction			09/06/2013	06/06/2014	\$3000	Other	Teachers and Principal

Strategy 2:

Parental Support - Parents will be provided resources for "at home" reading practice.

Research Cited: Marzano, Robert J., Waters, Timothy, McNulty, Brian A. School Leadership That Works: From Research to Results. Alexandria, Virginia; Association for Supervision and Curriculum Development; Aurora, Colorado Mid-continent Research for Education and Learning (2005)

Strategy: Collaboration Between Teachers and Parents in Assisting Children's Reading.

Dr. Joyce Epstein, Director of the Center on School, Family and Community Partnerships, suggests that parents who are informed and involved in their children's

school can positively impact their child's attitude and performance. Joyce Epstein, School, Family, and Community Partnerships: Preparing educators and improving schools. Boulder, CO: Westview Press. 2001.

Dr. Joyce Epstein's framework of six types of family involvement (1995), is frequently cited in research and has been adopted by many practitioners, most notably the National Parent Teacher Association. Epstein's framework outlines six dimensions of parent-school partnerships:

Type 1 Parenting – Assisting families with parenting skills and setting home conditions to support children as students, as well as assisting schools to understand families

Type 2 Communicating – Conducting effective communications from school-to-home and from home-to-school about school programs and student progress

Type 3 Volunteering – Organizing volunteers and audiences to support the school and students. Providing volunteer opportunities in various locations and at various times

Type 4 Learning at Home – Involving families with their children on homework and other curriculum-related activities and decisions

Type 5 Decision Making – Including families as participants in school decisions and developing parent leaders and representatives

Type 6 Collaborating with the Community – Coordinating resources and services from the community for families, students, and the school, and providing services to the community

Epstein, J., Sanders, M.G., Simon, B. Sallinas K.C., Jansorn, N.R. & VanVoorhis.F.L. (2002) School, Family and Community Partnerships: Your Handbook for Action, Thousand Oaks, CA: Corwin Press, 2002

Specifics to reading:

Intervention- helping parents with strategies

The study shows that a home-repeated reading intervention was a viable way to improve children's reading uency and accuracy. Hindin, A. & Paratore, J.R. (2007) Supporting young children's literacy learning through home- School partnerships: The effectiveness of a home repeated-reading intervention. Journal of Literacy Research, 39(3), (307-333).

Variety of text/genre

Research and experience suggest that even parents who rarely read fiction for pleasure can become inspired when teachers invite them to interact with their children around nonfiction texts, newspapers, magazines, and reference books. Duke, N. K., Bennett-Armistead, V. S., & Roberts, E. M. (2003) Bridging the gap between learning to read and reading to learn. In D. M. Barone & L. M. Morrow (Eds.) Literacy and young children: Research-based practices (pp. 226–242). New York: Guilford.

Family Literacy- impacts reading

Family literacy programs involve the parents and family members in helping their child become a better reader. Family involvement can help increase student achievement. (Abrego, M., Rubin, R. & Sutterby, J. A. (2006). They call me maestra: Preservice teachers' interactions with parents in a reading tutoring program. Action in Teacher Education. 28 (1), 3-12

When schools encourage children to practice reading at home with parents, the children make significant gains in reading achievement compared to those who only practice at school. Cited by mde.gov, Tizard, J., Schofield, W. N. and Hewison, J. (1982), Collaboration Between Teachers and Parents in Assisting Children's Reading, British Journal of Educational Psychology, 52: 1–15.

Parent Involvement impacts multiple facets of literacy. Results showed that children's exposure to books was related to the development of vocabulary and listening comprehension skills, and that these language skills were directly related to children's reading in grade 3. In contrast, parent involvement in teaching children about

reading and writing words was related to the development of early literacy skills. Early literacy skills directly predicted word reading at the end of grade 1 and indirectly predicted reading in grade 3. Sénéchal, M. and LeFevre, J.-A. (2002), Parental Involvement in the Development of Children's Reading Skill: A Five-Year Longitudinal Study. Child Development, 73: 445–460. doi: 10.1111/1467-8624.00417

Home practices support literacy development, such as parents reading with children or providing books and writing materials. Faires, Nichols & Rickelman, 2000; Effects of parental involvement in developing competent readers in first grade, Reading Psychology, 21(3) pp. 195-215

The home background factor which emerged as most strongly related to reading achievement was whether or not the mother regularly heard the child read. Hewison, J. and Tizard, J. (1980), Parental Involvement and Reading Attainment British Journal of Educational Psychology, 50: 209–215.

There is a “strong link between home environment and children’s acquisition of school-based literacy. Parents can help promote positive attitudes in children’s literacy learning.” Morrow L. M., Paratore, J., Gaber, D., Harrison, C., & Tracey, D. (1993). Family literacy: Perspectives and practices. The Reading Teacher, 47(3), 194–200.

Tier:

Activity - Reading Response Logs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide reading response logs for at home use. Parents will receive communication as to how they can work with their child to maximize the effectiveness of the log.	Parent Involvement			09/06/2013	06/06/2014	\$0	No Funding Required	Teachers

Activity - On-Line Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Razz Reader and other resources will be provided to students and parents for at home use.	Parent Involvement			09/06/2013	06/06/2014	\$0	No Funding Required	All teachers

Strategy 3:

Informed Instruction - Teachers will meet with grade level in PLC groups to analyze reading data and make informed decisions regarding differentiated instruction.

Research Cited: DuFour, R., DuFour, R., Eaker, R., Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Solution Tree: Indiana. Data represents information to inform practice, supporting informed decisions within the learning process allowing for a basis of comparison. Common assessments are typically created collaboratively by a team of teachers responsible for the same grade level and subject area and are provided to students frequently, allowing the following: Identification of individual students who need additional time and support for learning, feedback of teaching strategies effectiveness, program/curriculum concerns, and improvement for individual teachers and PLC teams.

Tier:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Groupings for instruction will be determined by Fountas and Pinnell levels, NWEA data, and teacher observation of student skill levels.	Direct Instruction			09/06/2013	06/06/2014	\$0	No Funding Required	All teachers.
Activity - Guided and Strategy Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive PD and begin to use Fountas and Pinnell data to establish Guided Reading and Strategy Reading groups	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	Other	Administration is responsible for providing PD and monitoring implementation. Teachers are responsible for implementation

Strategy 4:

Interdisciplinary Instruction - Teachers of Science and Social studies will explicitly teach reading skills during their instruction. When possible, units of instruction from varying contents will be integrated.

Research Cited: Bennett-Armistead, V., & Duke, N. (2003) Reading & writing informational text in the primary grades: Research-based practices, New York, NY: Teaching Resources.

Duke, N. K., Bennett-Armistead, V. S. & Roberts, E. M. (2002) Incorporating information text in the primary grades. In C. Roller (Ed.), Comprehensive reading instruction across grade levels (pp. 40-54). Newark, DE: International Reading Association.

Klingner, J. K. & Vaughn, S. (1999) Promoting reading comprehension, content learning, and English acquisition through Collaborative Strategic Reading (CSR) The Reading Teaching, 52, 738–747.

Moss, B. (2005) Making a case and a place for effective content area literacy instruction in the elementary grades The Reading Teacher, Sept. 59 (1), 46–55.

Simonsen, S. (1996) Identifying and teaching text structures in content area classrooms. In D. Lapp, J. Flood, & N. Farnan (Eds.), Content Area reading and Learning: Instructional Strategies (2nd ed.). Needham Heights, MA: Allyn and Bacon.

Taberski, S. (2001, March 1). Fact & Fiction read aloud; Give your students a boost in content-area reading: Read aloud paired nonfiction and fiction text sets.

Instructor, volume 110 issue 6 (1 March 2001), page 24

Tier:

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Activity - Informational Reading Curriculum Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Informational reading units of study will be taught as part of the social studies or science curriculum.	Direct Instruction			09/06/2013	06/06/2014	\$0	No Funding Required	All teachers

Activity - Informational Reading Curriculum Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide instruction in the areas of informational text features, summarizing of important ideas, comparing and contrasting key concepts, and using graphic organizers to sort information and construct understanding.	Direct Instruction			09/06/2013	06/06/2014	\$0	No Funding Required	All teachers

Strategy 5:

Targeted Instruction for At Risk Learners - Students will receive additional targeted instruction during school wide RTI time at least 3 times per week for 20-30 minutes based on area of deficiency.

Research Cited: RTI

Tier: Tier 2

Activity - RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive targeted instruction 3 times per week for 20-30 minutes.	Academic Support Program	Tier 2	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	Teachers and support staff

Activity - Success Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive after school targeted instruction in a specific area of deficiency 3-4 times per week for 45 minutes	Academic Support Program	Tier 2	Implement	09/02/2014	06/12/2015	\$1900	Other	Teachers and support staff

Goal 3: Writing: All students at Ferry Elementary School will be proficient writers

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in informational and narrative writing in English Language Arts by 06/30/2022 as measured by the state writing assessment (currently MEAP) and monitored by the Grosse Pointe Writing Assessment.

Strategy 1:

Implementation of Writing Workshop - All teachers will use the writing workshop model to provide instruction

Research Cited: Lucy Calkins Units of Study; Fountas and Pinnell Continuum of Literacy Learning

Tier:

Activity - Implementation of the MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the MAISA Writing Units as a tool to implement a writing workshop approach to instruction	Direct Instruction			09/03/2013	06/30/2022	\$0	No Funding Required	All teachers
Activity - Instructional Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will allot 45 minutes per day of writing instruction incorporating all components of writers workshop: mini-lesson, independent writing, conferencing, strategy groups, etc.	Direct Instruction			06/06/2014	06/06/2014	\$0	No Funding Required	All teachers
Activity - Curriculum Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate writing instruction around the use of constructed responses, as a part of the Math, Science, and Social Studies Curriculum.	Direct Instruction			09/06/2013	06/06/2014	\$0	No Funding Required	All teachers
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development around the use the MAISA Writing Units will be provided to teachers through Grade Level Leaders in the district.	Professional Learning			06/06/2014	06/06/2014	\$0	No Funding Required	Central Office, Grade Level Leaders, All Teachers

Strategy 2:

Conventions - Teachers at each grade level will identify key writing conventions for instruction and mastery

Research Cited: "Lucy Calkins - The Reading & Writing Project." Lucy Calkins - The Reading & Writing Project. N.p., n.d. Web. 07 Aug. 2013.

This book includes information on assessment, thematic studies, writing throughout the day, reading/writing relationships, publication, curriculum development, nonfiction writing and home/school connections. Conventions are stressed in the context of publication.

"Teaching the Features of Effective Writing." Teaching the Features of Effective Writing. N.p., n.d. Web. 07 Aug. 2013.

<http://www.learnnc.org/lp/editions/few/679>

Rather than eliminating instruction in conventions, the Features of Effective Writing model puts conventions in their proper place in the writing process — at the end, where they can be considered only after students have revised their writing for the other four features, as they prepare to publish their work.

"6 1 Trait® Writing Model of Instruction & Assessment | Education Northwest." 6 1 Trait® Writing Model of Instruction & Assessment | Education Northwest. N.p., n.d. Web. 07 Aug. 2013.

The 6+1 Trait® Writing Model of Instruction & Assessment provides a common language for teachers and students to communicate about the characteristics of writing and establishes a clear vision of what good writing looks like.

Tier:

Activity - Exit Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade levels create "exit skills" appropriate for their learners	Professional Learning			09/06/2013	06/06/2014	\$0	No Funding Required	All teachers

Strategy 3:

Spelling Instruction - Spelling instruction will focus on the high frequency words appropriate to the grade level

Research Cited: "High Frequency Words - Amazing Facts!" What Are the High Frequency Words? N.p., n.d. Web. 07 Aug. 2013.

The words in this word bank are listed in the order of their frequency of use in everyday writing. The first 25 words are used in 33% of everyday writing, the first 100 words appear in 50% of adult and student writing, and the first 1,000 words are used in 89% of everyday writing.

"My Reading Specialist.com: Why High Frequency Words Are So Important." My Reading Specialist.com: Why High Frequency Words Are So Important. N.p., n.d. Web. 07 Aug. 2013.

The Fry word list or "instant words" are widely accepted to contain the most used words in reading and writing. The list is divided into ten levels and then divided into groups of twenty-five words, based on frequency of use and difficulty.

Tier:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction will focus around the use of mini-lessons, word walls, and word study	Direct Instruction			09/06/2013	06/06/2014	\$0	No Funding Required	All teachers

Strategy 4:

Data Driven Decsion Making - Teachers will utilize data driven decision making as determined by the GP Writing Test

Research Cited: "Learning by Doing: A Handbook for Professional Learning Communities at Work."Oregon Educator Professional Development. N.p., n.d. Web. 07 Aug. 2013.

This guide examines 16 different protocols for facilitating PLC conversations and activities, group structures and processes that ensure deep exploration of ideas. Teachers meet weekly within PLC groups to analyze data from standardized and classroom assessments in order to guide instruction.

Tier:

Activity - Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give practice GP Writing Assessment for every marking period, using the rubric to assess their students' progress and plan for on-going instruction.	Direct Instruction			09/06/2013	06/06/2014	\$0	No Funding Required	All teachers

Activity - Intstruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize small group instruction to support writing growth and remediation.	Direct Instruction			09/06/2013	06/06/2014	\$0	No Funding Required	All teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction	Instruction will focus around the use of mini-lessons, word walls, and word study	Direct Instruction			09/06/2013	06/06/2014	\$0	All teachers
Small Group Instruction	Based upon data, teachers will utilize small group instruction to support student growth	Direct Instruction			09/06/2013	06/06/2014	\$0	All teachers
Curriculum Integration	Teachers will incorporate writing instruction around the use of constructed responses, as a part of the Math, Science, and Social Studies Curriculum.	Direct Instruction			09/06/2013	06/06/2014	\$0	All teachers
Monitor	Teachers will give practice GP Writing Assessment for every marking period, using the rubric to assess their students' progress and plan for on-going instruction.	Direct Instruction			09/06/2013	06/06/2014	\$0	All teachers
Master Math Facts	FASTT Math and other computerized programs, flash card drills, Smartboard lessons, Everyday Math games, music and chanting, and practice worksheets will all be utilized in a differentiated manner.	Other			09/06/2013	06/06/2014	\$0	All teachers
Everyday Math	Professional development will be provided to kindergarten teachers to facilitate the implementation of the Everyday Math Program.	Professional Learning			09/06/2013	06/06/2014	\$0	All kindergarten teachers will participate in professional development provided by district personnel.
Reading Workshop	Teachers will utilize the Readers Workshop approach including independent reading, conferencing, strategy groups, guided reading groups, book clubs and mini lessons.	Direct Instruction			09/06/2013	06/06/2014	\$0	All teachers
RTI	Students will receive targeted instruction 3 times per week for 20-30 minutes.	Academic Support Program	Tier 2	Implement	09/02/2014	06/12/2015	\$0	Teachers and support staff

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On-Line Resources	Razz Reader and other resources will be provided to students and parents for at home use.	Parent Involvement			09/06/2013	06/06/2014	\$0	All teachers
Informational Reading Curriculum Integration	Informational reading units of study will be taught as part of the social studies or science curriculum.	Direct Instruction			09/06/2013	06/06/2014	\$0	All teachers
Professional Development	Professional development around the use the MAISA Writing Units will be provided to teachers through Grade Level Leaders in the district.	Professional Learning			06/06/2014	06/06/2014	\$0	Central Office, Grade Level Leaders, All Teachers
Unit Implementation Support	Professional development focused on the implementation of the MAISA Units will be provided to teachers through grade level leaders in the District.	Professional Learning			09/06/2013	06/06/2014	\$0	Teachers, Grade Level Leaders, and Administration
Unit Implementation Support	Additional professional development will be available for teachers through the use of PLC collaboration, classroom rounds, visiting days, on-line webinars and other available sites.	Professional Learning			09/06/2013	06/06/2014	\$0	Teachers and Principal
Informational Reading Curriculum Integration	Teachers will provide instruction in the areas of informational text features, summarizing of important ideas, comparing and contrasting key concepts, and using graphic organizers to sort information and construct understanding.	Direct Instruction			09/06/2013	06/06/2014	\$0	All teachers
Curriculum Integration	Time allotted to math instruction will be disbursed throughout the day and integrated in Social Studies and Science.	Policy and Process			09/06/2013	06/06/2014	\$0	All teachers
Instruction	Teachers will utilize small group instruction to support writing growth and remediation.	Direct Instruction			09/06/2013	06/06/2014	\$0	All teachers
Instructional Block	Teachers will allot 45 minutes per day of writing instruction incorporating all components of writers workshop: mini-lesson, independent writing, conferencing, strategy groups, etc.	Direct Instruction			06/06/2014	06/06/2014	\$0	All teachers
Implementation of the MAISA Writing Units	All teachers will use the MAISA Writing Units as a tool to implement a writing workshop approach to instruction	Direct Instruction			09/03/2013	06/30/2022	\$0	All teachers
Everyday Math Chapter Tests	Everyday Math chapter tests will be administered in a common manner to all k-5 students.	Policy and Process			09/06/2013	06/06/2014	\$0	All teachers
Reading Response Logs	Teachers will provide reading response logs for at home use. Parents will receive communication as to how they can work with their child to maximize the effectiveness of the log.	Parent Involvement			09/06/2013	06/06/2014	\$0	Teachers
Exit Skills	Grade levels create "exit skills" appropriate for their learners	Professional Learning			09/06/2013	06/06/2014	\$0	All teachers

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Differentiated Instruction	Teachers will instruct using the full range of Everyday Math resources including journals, games, problem solving activities, and written constructed responses.	Direct Instruction			09/06/2013	06/06/2014	\$0	All teachers
NWEA	NWEA math testing will be utilized throughout the school year to monitor and assess student progress.	Policy and Process			09/06/2013	06/06/2014	\$0	All teachers, principal, district curriculum personnel
Parent Support	Parents will be given the opportunity to become involved through classroom communication, Back to School Nights, the District Web Site, and informational meetings.	Parent Involvement			09/06/2013	06/06/2014	\$0	All teachers, principal, and district curriculum personnel
Differentiated Instruction	Groupings for instruction will be determined by Fountas and Pinnell levels, NWEA data, and teacher observation of student skill levels.	Direct Instruction			09/06/2013	06/06/2014	\$0	All teachers.
Implementation of the MAISA Reading Units of Study	All teachers will use the MAISA Units of study as a tool to implement the reading workshop approach to instruction.	Direct Instruction			09/06/2013	06/06/2014	\$0	All teachers
RTI	A school wide designated RTI time for 20-30 minutes 3 times per week	Academic Support Program	Tier 2	Implement	09/02/2014	06/12/2015	\$0	Teachers and support staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Guided and Strategy Groups	Teachers will receive PD and begin to use Fountas and Pinnell data to establish Guided Reading and Strategy Reading groups	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	Administration is responsible for providing PD and monitoring implementation. Teachers are responsible for implementation

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Classroom Leveled Libraries grades K-5	Continue building classroom libraries with an eye to diversity.	Direct Instruction			09/06/2013	06/06/2014	\$3000	Teachers and Principal
Success Club	Students will attend an after school program 4 times per week. The instruction will target a specific area of deficit until the student demonstrates understanding.	Academic Support Program	Tier 2	Implement	09/02/2014	06/12/2015	\$1900	Teachers and support staff
Success Club	Students will receive after school targeted instruction in a specific area of deficiency 3-4 times per week for 45 minutes	Academic Support Program	Tier 2	Implement	09/02/2014	06/12/2015	\$1900	Teachers and support staff

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Strategy	Fact Fluency		Strategy and Activities will continue for 14-15 school year.	August 12, 2014	Mrs. Gloria G Hinz
Strategy	Constructivist Approach to Instruction		Will continue for the 14-15 school year	August 12, 2014	Mrs. Gloria G Hinz
Strategy	Monitor and Assess		Continue for 14-15 school year	August 12, 2014	Mrs. Gloria G Hinz
Strategy	Math Instructional Block		Will continue for 14-15 school year	August 12, 2014	Mrs. Gloria G Hinz
Strategy	After School Academic Support		New for 14-15 school year	August 12, 2014	Mrs. Gloria G Hinz
Strategy	Parent Involvement		Continue for the 14-15 school year	August 12, 2014	Mrs. Gloria G Hinz
Strategy	Targeted Instruction for At Risk Learners		New for 14-15 school year	August 12, 2014	Mrs. Gloria G Hinz
Strategy	Instructional Block		Continue for 14-15 School year	August 12, 2014	Mrs. Gloria G Hinz
Strategy	Informed Instruction		Continue for 14-15 School year	August 12, 2014	Mrs. Gloria G Hinz
Strategy	Interdisciplinary Instruction		Continue for 14-15 School year	August 12, 2014	Mrs. Gloria G Hinz
Strategy	Parental Support		Continue for 14-15 School year	August 12, 2014	Mrs. Gloria G Hinz
Strategy	Targeted Instruction for At Risk Learners		added 14-15 School year	August 12, 2014	Mrs. Gloria G Hinz
Activity	Guided and Strategy Groups	In Progress	Added in 14-15 School year	August 12, 2014	Mrs. Gloria G Hinz
Strategy	Data Driven Decsion Making		Continue for 14-15 School year	August 12, 2014	Mrs. Gloria G Hinz
Strategy	Conventions		Continue for 14-15 School year	August 12, 2014	Mrs. Gloria G Hinz
Strategy	Implementation of Writing Workshop		Continue for 14-15 School year	August 12, 2014	Mrs. Gloria G Hinz
Strategy	Spelling Instruction		Continue for 14-15 School year	August 12, 2014	Mrs. Gloria G Hinz