

2007 ANNUAL REPORT

OTTAWA ELEMENTARY SCHOOL

<http://www.buchananschools.com>

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OTTAWA MISSION STATEMENT

Our vision is to cultivate the desire for life-long learning in all students by providing the means of becoming effective citizens. The cooperative teamwork of the Ottawa School staff will create a caring environment for education, enrichment, and enjoyment. Our goal is that all students will attain maximum potentials in academic achievement, interpersonal relationships, personal growth in self-esteem and self-discipline.

WELCOME TO OUR SCHOOL!

Overview of Ottawa School

Ottawa School serves grades K-5 and is located in the city of Buchanan. Of the 306 students at Ottawa, 50% are boys and 51% are girls. The racial ethnic makeup of the students is predominately Caucasian. 8.9 percent of students are from minority groups. Approximately 42% of Ottawa students receive free or reduced lunch.

There are two sections of each grade level and two special education classes at Ottawa School. At this time, all teachers meet the full certification requirements of the State of Michigan and of the *No Child Left Behind Act* and are considered "Highly Qualified." There are 15 full-time and four part-time professional teacher staff members.

Teacher qualifications

1 has a BA degree

2 have a BA + 15 hours college credit

9 have a master's degree

5 have a master's degree + 15 hours of college credit

2 have a double master's or MA + 30 hours of college credit

In addition, there are the following professional support staff: school psychologist, school social worker, teacher consultant, speech and language pathologist, categorical special education teachers, media assistant, mobility specialist, teacher consultants of the visually impaired and the hearing impaired, occupational and physical therapists, school counselor, reading/math/writing intervention specialist, integrated arts (music, dance, drama) specialist, physical education specialist, visual arts specialist and media specialist. Assisting all of us in keeping the building operating in an organized manner, making the building clean and safe, serving nutritious food and helping students and teachers are custodians, an administrative assistant, three playground supervisors, two food service personnel, and a principal.

Each student in grades K-5 receives 35 minutes of instruction in physical education, visual arts, integrated arts, life skills, and media/technology each week. Additionally each grade receives an additional class in media/technology each week as well as these additional classes; first grade an integrated arts class, second grade a life skills class, third grade a visual arts class, fourth grade another media class and fifth grade a physical education class. Those electing to participate can also join the 5th grade band.

All students are assigned to Ottawa Elementary based upon attendance within the geographic boundaries of the school as well as students who wish to transfer based upon slots available in the district's intra-district schools of choice program. Buchanan Community Schools also participate in the State of Michigan cross-district schools of choice program.

STAFF MEMBERS BUILD SKILLS

In order to ensure a well-trained staff that understands the importance of teaching for learning, we have been involved in these staff development workshops and in-service activities this year:

- Medication distribution in school
- CPR training
- START intensive training in autism
- START training for administrators
- Classroom collaboration with technology
- Counselor academy
- Learning strategies for Content Teaching
- Crisis Team Debriefing Meeting
- Physical education seminar
- Teacher Reading Academy
- School wide Behavior and Effective Class Management
- LETRS Foundations trainer annual follow-up
- 6 + 1 writing workshop
- Education for ASD eligibility
- Bullying and Harassment
- State Music Conference
- MEAP review and prep
- Transition planning
- Making Math Accessible to Special Needs Students
- Prewriting Skills
- Science Curriculum update
- Producing Pod casts
- PowerPoint Technology
- On-line Videoing Conferencing
- MI Health Model
- Social Studies in Action K-5
- Yearbook workshop
- Distance learning workshop
- 123 VC: Jazzing Up your Curriculum with Videoconferencing
- IDEA speech and language updates
- Content provider Showcase

- Implementing support for sped
- Preventing Violence in Schools
- Math curriculum writing
- Arts (visual & performing) curriculum writing
- Tungsten testing (data use, constructing reports, targeted instruction, benchmark cutoffs)

ACCREDITATION STATUS and EDUCATION YES! GRADES

Accreditation is a process whereby the State of Michigan’s Board of Education establishes a set of standards identified as necessary for a quality education. These standards are identified as the Education YES! Program.

Michigan’s school accreditation system will be weighed with one third of the weight based on the Indicators of School Performance. The remaining two-thirds are equally weighted among three MEAP student achievement measures: (1) Achievement Status, (2) Achievement Change, and (3) Achievement Growth.

OTTAWA REPORT CARD

The State of Michigan report card provides an assessment of several measures of school performance.

<u>Components</u>	2006-2007		2005-2006	
	Score	grade	score	grade
Student achievement				
MEAP scores				
1. English Language Arts scores	78.8	C	77.6	C
2. Mathematics scores	89	B	80.1	B
Achievement Subtotal	83.9	B	78.8	C
Indicators/School Performance	92	A	94	A
Composite grade	86	B	84	B
AYP (Adequate yearly progress)		yes		yes

The school continues to be accredited with the State of Michigan.

Student Achievement has two components. The first one is achievement status. It is determined by using up to three years of comparable data from the Michigan Educational Assessment Program (MEAP) in English Language Arts and Mathematics. Individual student scores are weighted with the lowest scores given the most weight to encourage schools to place priority on improving the achievement of the lowest students on the MEAP assessments.

The second component, achievement change, uses up to five years of the same MEAP data to determine if a school is improving fast enough to attain the goal imposed by the Federal government of 100% proficiency by all students by the school year 2013-14. This standard is required by the Federal No Child Left Behind Act. Ottawa’s actual rate of improvement (or change) year to year is compared to the target rate of improvement needed to have total student mastery on the MEAP tests by 2013/14 in mathematics and English Language Arts. All students are required to participate in the MEAP assessment tests.

INDICATORS OF SCHOOL PERFORMANCE

Education Yes! Report card

Strand I: Teaching for Learning

vStandard 1: Curriculum

School has a cohesive plan for instruction and learning that serves as the basis for teachers’ and student’s active involvement in the construction and application of knowledge.

Standards alignment: exemplary

Curriculum includes 100% of the Michigan Curriculum Framework Content Standards and Benchmarks, as well as the Grade Level Content Expectations in the ELA (English Language Arts for reading, writing, speaking, listening, and viewing), math, science, and social studies. Visual and performing arts, physical education, career and employability skills (Life skills), and media/technology are also completed.

Staff: implemented

Curriculum documents have been aligned within and across grade levels by staff via grade level meetings.

Students: implemented

Goals and objectives for each grade level are shared with students for each course of study in language that is developmentally appropriate.

vStandard 2: Instruction

Intentional processes and practices are used by Ottawa School’s teachers to facilitate high levels of student learning

Content appropriateness: implemented

Standards-aligned, field-tested, and published resources have been adopted for classroom instruction and are used by teachers to plan appropriate practices for curriculum instruction.

Developmental Appropriateness: implemented

Attention is paid to individual learner abilities, learning styles, and cultural differences as well as active learning opportunities.

Reflection and Refinement: implemented

Teachers meet together to gather data, analyze information, and make decisions regarding changes in instructional practices. Modification of instruction incorporates research, assessment data, etc.

Delivered curriculum: implemented

Teachers meet to discuss instructional practices and how to meet the needs of students so they can be successful achievers of the curriculum learning standards.

Best practice: implemented

Teachers monitor and evaluate the effectiveness of best practice strategies from research.

Student engagement: implemented

Long-term projects represent cross-curricular integrated units are taught with application to a real world context.

vStandard 3: Assessment

Alignment/content validity: implemented

Assessments chosen match the written/taught curriculum and Michigan Assessment Standards.

Multiple measures: implemented

Student learning is evaluated and monitored via classroom-based, district-wide, end-of-unit, and quarter/semester grades along with yearly MEAP scores for students in 3rd, 4th, and 5th grades.

Strand II: Leadership

vStandard 1: Instructional leadership

The principal assists in creating and sustaining a context for learning that puts students' learning first.

Knowledge of curriculum, instruction, and assessment: implemented

Principal provides staff with research, material resources, and professional development activities in the areas of curriculum, instruction, and assessment.

Knowledge of adult learning: implemented

Principal observation and feedback on teaching strategies and the implementation of district curriculum.

Focus on Student Results: implemented

Interpretation of data (MEAP, Tungsten, district-wide assessments, etc. are shared by the principal and used by staff to improve student skill acquisition, lesson designs, and the teaching/reteaching cycle.

Monitoring: implemented

Principal has high expectations for staff and students and serves as a participant in making building instructional decisions.

Clear expectations: implemented

Principal emphasizes high expectations for all students and is applies rules consistently and fairly to the students.

vStandard 2: Shared leadership

All staff has collective responsibility for student learning.

Collaborative inquiry: implemented

Teachers collaborate on building, grade level and content area teams to improve instruction.

Data-driven Culture: implemented

State, district, school, and classroom assessment information is analyzed to set curricular priorities, determine the effectiveness of instruction, and work toward the achievement of the criteria for AYP progress.

Collaborative Decision-making process

The process to make all major curriculum and instruction decisions includes all staff impacted by the changes.

Monitored: implemented

Over-all plans are in place at the beginning of each year for implementing goals and objectives specific to improving student achievement.

vStandard 3: Operational and resource management

The school is organized and managed to support teaching and learning.

Time: implemented

Data is used to make decisions on time allocation.

Strand III: Personnel and Professional Learning

vStandard 1: Personnel qualifications

School staff qualifications, knowledge, and skills support student learning.

Content knowledge: implemented

Staff members update their content area competencies through professional development offerings and staff collaboration.

vStandard 2: Professional learning

Educators acquire or enhance skills and knowledge needed to create high achievement for all students.

Staff participates in learning teams: implemented

Staff teams meet within and across grade levels to collaborate and share learning experiences.

Uses best practice: implemented

Professional development based on current research and best practices, focuses on content and instructional methods.

Induction/mentoring/coaching: partially implemented

New staff members are mentored/coached by building staff to learn curriculum pacing, methods of instructional practice, etc.

Aligned: exemplary

Professional development experiences are aligned with the Michigan Curriculum Framework and the school improvement plan.

Job-embedded: implemented

Teacher and staff training enhances curriculum and teaching practices.

Results-Driven: implemented

Professional development effectively assists in implementing and improving the school's instructional programs.

Strand IV: School and Community Relations

vStandard 1: Parent/Family Involvement

The school involves families in student learning and other school activities.

Diversity: Exemplary

The school uses e-mail, school and classroom newsletters, phone calls, home visits, EdLine 24/7, and parent/teacher conferences to communicate with families.

Extended Learning Opportunities: Implemented

Parents receive suggestions for helping their child from school and classroom newsletters, homework packets, "read to/with me" books sent home, parent/teacher conferences, and Ed-Line as well as PTA sponsored parent workshops.

Decision-making: implemented

The PTA assists the school in helping to improve student achievement.

vStandard 2: Community Involvement

The community supports student learning and other school activities.

Diversity: implemented

The school publishes via the local paper and the district's web site, opportunities for community participation in its activities. As well as student needs and accomplishments.

Community Agencies: Implemented

Agencies such as the Lions Club or the Berrien County Dental Van provide instructional, health, and human services to students.

Strand V: Data and Information Management

vStandard 1: Data Management

The school has policies and procedures for generating, collecting, storing, and retrieving data.

Systematic: Exemplary

Data use is part of the routine at school used by everyone to make decisions.

Multiple Sources: Implemented

Multiple kinds (content, process, and perception) and sources of data are collected for analysis and decision-making use by the school.

Process: Implemented

Staff uses data on a collaborative, regular basis.

vStandard 2: Information Management

Data is used to support decision-making.

Analysis: Implemented

Data information is regularly used to summarize and examine instructional decisions.

Dialogue About Meaning: Implemented

Staff regular dialogues about collected data to use when evaluating their decisions.

Dissemination: Implemented

Data is shared in a variety of formats before instructional programming is changed.

Data-driven Decision Making: Implemented

Key decisions about students, teaching instruction, and school-wide policies and programs are made to sustain effective practices and to eliminate ineffective ones.

Retention Rates

Eight students were retained in grades K-2nd in 2006/07. Three students were retained in K-1st in 2005/06.

This chart reflects the grade levels within our school along with each grade’s average class size for 06/07.

Grade	Avg. Class Size
Kindergarten	20
First	26
Second	28
Third	29
Fourth	26
Fifth	26

Parent/Teacher Conferences

Year	# Attending		% Attending	
	Fall	Spring	Fall	Spring
2005-06	281	284	97	98
2006-07	300	299	98	98

PARENT INVOLVEMENT CRUCIAL TO SUCCESS

Buchanan Community Schools believe that the education of children is a joint responsibility shared with parents. The district demonstrates this through school board policies # 2112 and 9250 and Ottawa’s parent involvement plan as published in the Ottawa parent/student handbook/calendar.

Ottawa agrees that one of the most important factors in a child’s success in school is the involvement of parents or guardians in the educational process. Ottawa Elementary has a high degree of parental involvement. Parent activities this year included:

- Classroom tutors in reading and math
- Room project and paperwork helpers
- Field day
- Book Fair
- Talent show
- Open house
- Monthly PTA meetings
- Grandparent/Special Friend Day
- 5th Grade night graduation
- Testing oral reading skills in Kindergarten & 1st grade
- How to Study for the MEAP parent help night
- Staff dinners during parent/teacher night conferences
- Night integrated arts performances by 1st grade students
- MEAP information meeting for parents of 3rd,4th and 5th graders at night
- Father/daughter dance
- Mother/son date night
- Social networking sites workshop
- District capital expenses committee
- Reproductive Health informational materials available for parents of 4th/5th graders to preview
- 4th grade Michigan historical projects fair at night
- 3rd grade birdhouse making measurement project at night
- Market Day
- 2nd grade movie night on careers, literacy and the year in review
- 5th grade Trash to Treasures projects at night
- PTA traveling attendance trophy
- New-to-Ottawa parent tour of building
- Scholarship fund continues to help student unable to pay field trip costs such as museum entrance fees, etc.
- Fundraising support
- 5th grade band concert attendance
- Field trip chaperones

- Room chairs for parties
- Friday Night Prime Time (2)
- Reading Month awards
- School improvement curriculum representative
- K celebration at night

Every student had a parent participate in at least one of the above activities for 2006/2007.

SCHOOL FUNDRAISING

Our largest revenue source is the annual fall fundraiser from sales of candy, gifts, etc. This money supports a yearly PTA budget as well as targeted PTA projects. The PTA has pledged to use their future monies for capital improvements such as playground wood chips, outside drinking fountains and field trip gas and driver costs. In the past, PTA purchases provided learning materials, computers, etc.

As our needs have increased, we have sought ways to enhance the resources available for school activities and materials. All of these sources of revenue are time-consuming of volunteer hours. Though monetary yields are low, every little bit helps. All monies go to purchase school supplies.

- ◆ Market Day chaired by Michelle Wesner is a fundraising food co-op. The company has been in operation since 1975. Ten percent profit is earned by Ottawa from family purchases of restaurant quality food products which are delivered once a month throughout the school year. Give it a try! \$4600.00 for classroom needs has been raised since the program started in 2005!!!
- ◆ A drink-vending machine located in the main foyer sells bottles for \$1.00 each before 8:30 a.m. and after 3:00 p.m. each day. Money purchases additional classroom instructional materials needed.
- ◆ Campbell's Labels for Education (Campbell's Soups, Beans, Tomato Juice, Franco-American Gravies, Spaghetti O's & Pasta, Swanson Broths and Canned Poultry, Prego Sauces, Pace Salsa, Picante, Picante ConQueso, V8 Vegetable and V8 Splash Juices and Pepperidge Farm products) collected, (Dianne Ross), counted and bundled (Mrs. Esther Florey) Labels collected this year were used for computer software and games.
- ◆ Meijer store plastic bags collected for recycling. A collection drop point is also located at the Buchanan Senior Center. Bags are turned in to recycling company for cash used to purchase classroom extras.
- ◆ Meijer Community Rewards program contributes money back to Ottawa School via Meijer guest card or credit card purchased designated for our school! Help us out! Sign up for this fantastic program. Our ID number is **126153**.
- ◆ Martin's Supermarket advantage cards points were redeemed. Ellison Die Cutter shapes which allow teachers to cut several shapes at the same time for bulletin boards or student use. Our ID number is **4686**.
- ◆ ETCEP (Educational Technology Conservation Exchange Program) allows us to recycle the ink cartridges from printers, etc. in exchange for payment by check to school.
- ◆ Target stores rebate 1% of charge purchases back to Ottawa School for customers who register in the program. Payment is by check to school.
- ◆ Gordon Food Service "Fun Foods" card monies to be used for school needs. Payment is by check to school.
- ◆ General Mills Cereal "Boxtops for Education" collections (Pat Davis) are also redeemed for cash for classroom extras.
- ◆ Fundraisers for 5th grade camp include candy bar sales and sales of spring portraits taken at school.
- ◆ Book fair held annually to raise funds for library book purchases
- ◆ 5th graders gym (garage) sale raised money to purchase enrichment activities, games and auction incentives for the block classes in 4th & 5th grades.
- ◆ Tyson® Project A+™ gave us .24¢ for every label we collect from Tyson products (frozen, boxed, bagged items and packaged meats). Clip and send them in!
- ◆ Office Depot is Taking Care of Education in 2006 by giving 5% of qualifying purchases back to Ottawa. Our ID number is **70048988**.

We are very proud to be a part of a caring community of business, parents, friends and neighbors who support all of our projects! We couldn't survive without your volunteer time and monetary donations!

AWARDS AND HONORS

- ❖ Peace Mediator of the Year (5th grader)
- ❖ Happy Birthday card and pencil from the principal
- ❖ Pencils to all 1st graders when they read to the principal
- ❖ Perfect attendance certificates (for each of 4 marking periods, each semester and the entire year as individually earned)
- ❖ Band certificate
- ❖ Ronald N. Skinner Memorial Citizenship Award (5th grade)
- ❖ Student Council certificates
- ❖ PTA Leadership Award (5th grade)
- ❖ Achievement certificates in individual subject area (5th grade)
- ❖ Library Club certificate
- ❖ Library Adopt-A-Shelf Club
- ❖ Sign Club
- ❖ Talent Show
- ❖ Student Council
- ❖ 5th Grade Artist of the Year
- ❖ Presidential Academic Excellence Awards (5 in grade 5)
- ❖ Presidential Physical Fitness Awards grades 1-5
- ❖ National Physical Fitness Awards grades 1-5
- ❖ Safety Patrol certificate and Safety Patrol of the Year
- ❖ Student (lunchtime) Administrative Assistant certificate
- ❖ Student Lunch Serving Helper certificate
- ❖ National Geographic Geography Bee certificate for participants & finalist who also receives a medallion.
- ❖ School Store manager recognition
- ❖ Open House and Special Friends Day door prizes
- ❖ Student from each room read winning D.A.R.E. essay at D.A.R.E. graduation & one received a D.A.R.E. bear; one runner-up received a D.A.R.E. medallion
- ❖ K-5 overall attendance award (5th graders missing fewer than 5 days in 6 years)

PTA PURCHASES for 2006-07

- 2 school multimedia presentation systems for movie production of student events and parent keepsakes
- Field trip support - mileage, gas, driver costs (about \$3200.00 per year)
- Classroom desktop computers and curriculum software
- Happy Birthday card and pencil from the principal
- Pencils to all 1st graders when they read to the principal
- All 5th grade award plaques
- T-shirts for Spelling Bee participants
- 5th grade camp T-shirts

- Magnets to parents of new students
- Popcorn for parties and Campbell Soup Label monthly classroom winners
- Wood chips for the playground
- Field day treats, ribbons, supplies
- Playground paint for maps etc.
- Reading incentives for “March is Reading Month”
- Grandparents/Special Friends Day pictures, food, decorations
- 5th Grade and Kindergarten Graduation refreshments
- Friday Folders
- Button making parts and supplies
- Indoor recess games
- RIF program refreshments
- RIF books (1st grade Running Start reading incentive program)

Overall School Improvement Process

In the 2006/2007 school year, the stakeholders evaluated Ottawa School against the new EdYes! State of Michigan standards. These strand standards focused on teaching and learning, leadership, personnel and professional learning, school and community relations, and data and information management. This report was filed on-line with the state. Our grade on this portion of our comprehensive needs assessment was an A as it was in the past three years under different criteria. Our only area that achieved the status of partially implemented was the area of mentoring/coaching new teachers with a person on staff at Ottawa School and conducting a multiple day orientation for new teachers (the district is working on this portion to meet the standards). Beginning in 2007, a staff member at Ottawa School will mentor new staff members in conjunction with the district hired retired teachers/administrators. The stakeholders also studied NCLB legislation requirements and revised the School Improvement Plan.

Data and information is gathered from MEAP assessments, Tungsten computerized monthly testing, designated local grade level assessment in each of the four core subject areas (language arts, math, science and social studies) in each of the four marking periods, alternative assessments, stakeholder observation via interviews and surveys of staff, students, and parents on an informal or formal basis. All stakeholders (teachers, paraprofessionals, staff, and volunteer parents) serve on committees to collect, disaggregate, and analyze the data. Any stakeholder can share issues of concern at any time so that the decision-making process can address that potential school need. Results are shared to the stakeholders who function all together as the SIT team. Areas of concern are determined. Student outcomes, teaching strategies and assessments are developed through research of curriculum content, teaching and learning process, etc. Appropriate strategies are then implemented, evaluated, and adjusted. Once the cycle is completed, it begins again as a continuous review process for change and excellence.

Additionally, in selecting our improvement goals for the 2006/07 school year, we directed our attention to the item analysis for each content area (reading, writing, math, science and social studies). We carefully noted the benchmarks where Ottawa students scored 10 or more percentage points below the district and/or state scores. We also looked at the “bubble” students – those who just missed passing the MEAP assessment in a content area. Objectives were written so our scores would keep ahead of the target scores set by the state plus keep us in an always improving mode (achievement change over the years). Gender differences were noted and improvement planned. Academic goals were focused at each grade level based on collected/analyzed MEAP and Tungsten data to spell out exactly what students should know and be able to do in the four core academic content areas. District board approved curriculum was reviewed along with the MEAP and Tungsten results to determine gaps.

Overall Implementation

The overall curricular implementation plan for these objectives consisted of the following for each content area:

1. Obtaining information from our district staff who participated on the BCISD prototype curriculum writing team relative to strategies/techniques which could be used to improve student learning.
2. At after-school grade level meetings, teachers read and shared research articles with each their grade level team. Ideas and strategies were brainstormed that worked in the other school(s) where scores were better than ours. It was decided that Tungsten writing prompts would be used each month for instructional purposes and shared with the principal. Also, once the State MEAP office released the fall 2006 writing prompts, these would also be used with students with the 2nd graders using the 3rd grade prompts etc. In this way the teachers could determine areas of weakness yet this year and instruct students to reduce their deficit errors in writing.
3. Input and professional development was received from the consultants from the companies where our new math materials were purchased.
4. Grade level partners met to plan out their curriculum for the year, folding content (math, science, social studies, and English language arts) together where applicable into thematic units and where it could provide students with “the big picture.”
5. Focus was on the math area where we had not purchased new materials since 1981!!
6. Seminars, workshops, etc. in our area that were pertinent to our objectives were attended by staff members who returned to Ottawa School and shared their new insights. 1st-2nd grade teachers attended the Teacher Literacy Academy and received information on instructional strategies to help in phonemic awareness, phonics, and informational reading tasks.
7. Release time for teachers to develop products, rubrics, etc. to use with students. Also several careful reviews of the GLCE’s in each core content area. 4th and 5th grade teachers met as a team once a week to determine specific strategies to assist their students.
8. Modeled and “practiced” teaching skills with grade level peers. Watched demonstration videos. Visited other districts to watch model teaching, review their materials, etc. Studied Marzano’s Dimensions of Learning materials for strategies that would provide broad, connected learning experiences across core content areas.

Overall Evaluation of 06/07 Data

Of the six 3rd, 4th, and 5th grade objectives, we improved in five at the 3rd grade level with one score remaining constant. We improved in two at the 4th grade level with one remaining constant and three declined. In 5th grade, two scores improved (math) and the other four declined. However the science goals for 5th grade were both achieved!! Of the twenty total goals, nine were achieved, two remained constant with the scores from 05/06, and seven showed decline in 4th and 5th grades.

We continue to exceed the state’s target scores on math and ELA at all three grade levels. When ELA scores are broken down, in writing special education 3rd, 4th, and 5th graders still struggle. Economically disadvantaged 4th graders as well as 5th grade males are below the target overall ELA scores for their grade level.

With the major changes in curriculum and instructional material/methods/strategies the past four years we determined we need to give teachers more time to manage the teaching/learning flow and share ideas for classroom time and materials management. Major curriculum changes at the elementary level are exhausting as teachers scramble to master materials and stay one step ahead of their students plus strive to improve instruction on each benchmark/GLCE in their curriculum so students learn and master the necessary content! Unlike the middle school and high school levels where a teacher has one or two areas to teach, elementary teachers are affected by every curriculum change in every content area (core and otherwise).

In evaluating the data, we chose to slightly modify our objectives to get a broader perspective by including 3rd, 4th, and 5th grade scores in ELA areas and math. The process this year was complicated by vast amounts of time needed to analyze three grade levels of MEAP scores in math, reading and writing, one grade level of scores in science, and four grade levels of Tungsten scores in reading and math.

School Improvement Progress for 06/07

English Language Arts

05/06 Priority Goal #1 : To improve overall students' writing skills and written responses to reading skills and equalize female and male MEAP writing scores.

ELA – Writing Objectives:

The numbers of 3rd, 4th, and 5th grade students scoring at the high end of the rubric for the written response to reading shall increase 10% in each year of the three years of this plan.

The numbers of 3rd, 4th, and 5th grade students scoring at levels 1 & 2 on the MEAP writing test will increase by 10% in each of the three years of this plan.

The numbers of 3rd, 4th grade males scoring at levels 1 & 2 on the MEAP test will increase 10% in each of the three years of this plan to become statistically equal with their female grade level peers.

05/06 Priority Goal #3: to improve student use of syntactic, semantic and context cues when reading.

ELA – Reading Objectives:

The numbers of 3rd, 4th and 5th grade students scoring at levels 1 & 2 on the MEAP reading test will increase by 10% in each of the three years of this plan.

Data to support goal selection:

Item analysis of reading MEAP from 2003, 2004 and 2005 (spring & fall) all grades. Item analysis of MEAP writing scores and written response to reading selections scores 2003, 2004, 2005 (spring and fall) all grades.

Planned strategies and Interventions:

Emphasize use of intended audience & purpose when writing.

Emphasize use of draft prewriting strategies.

Emphasize use of:

- Clear, concise central idea or position
- Focused theme
- Supporting details & examples
- Removal of irrelevant details
- Wide variety of words, phrases & sentences
- Strong descriptive verbs especially for feeling
- Writing to specific prompt request

Write daily!

Greater emphasis on prewriting skills using graphic organizers to add details and examples to adequately develop ideas and content.

Establish tighter rubrics and standards for district grade level writing prompts.

Teach students to better assess their own writing.

Master teacher to teach all reading in 4th & 5th grades

All teachers explain vocabulary used in class read-alouds utilizing context, semantic & syntax cues with metacognitive modeling

Use of imagery based techniques or dramatic representation to learn new words not writing sentences with the new words in them.

Provide students with lists of new vocabulary & examples of each in all content areas prior to starting a new unit. Limit key terms & phrases to improve learning.

Specific instruction on words that are key to new content to be learned

Step 1) Present students with a brief explanation or description of the new term or phrase.

Step 2) Present students with a nonlinguistic representation of the new term or phrase.

Step 3) Ask students to generate their own explanations or descriptions of the term or phrase.

Step 4) Ask students to create their own nonlinguistic representation of the term or phrase.

Step 5) Periodically ask students to review the accuracy of their explanations and representations.

Accomplishments:

ELA-Writing

Scores greatly improved for 3rd graders overall (2005=33% and 2006=66%), for the response to reading scores as well as the male (19% up to 55%) and female (52% to 78) scores. However male scores were still below those of the females (55% compared to 78%).

Scores in 4th and 5th did not improve overall (4th 57% to 43% and 5th 67% to 50%) or male to female with 4th grade scores of males 38%-36% and females 82% to 52% and 5th grade scores of males 67% to 32% and females staying constant at 67%.

ELA-Reading

Scores stayed constant with no statistically significant changes. 3rd and 4th grade scores were close to the district and state averages with 5th grade scores at 77% and district scores at 82%, state at 84%)

Implications for next year:

2007/08 goal

To improve students' writing skills and written responses to reading skills for students with disabilities in grades 3, 4, 5 and grade 5 males and overall reading scores in 5th grade. To improve student use of syntactic, semantic, and context clues when reading especially with informational text and when combining information from two texts in a written response to reading.

Objectives:

The numbers of 3rd, 4th, and 5th grade students with disabilities scoring in the basic level on the MEAP writing will decrease 10% in each year of the three years of this plan.

The numbers of 5th grade male students scoring at level 3 on the MEAP writing test will decrease by 10% in each of the three years of this plan.

The numbers of all 5th graders scoring at level 3 on the MEAP reading test will decrease 10% in each of the three years of this plan

Math

05/06 Priority Goal #2: To improve student problem solving abilities in math in all areas.

Math - objectives

The numbers of 3rd, 4th, 5th grade students that score in levels 3 and 4 on the MEAP math test will decrease by 10% in each of the three years of this plan as will those scoring less than 2.0 on the math constructed response rubric.

The numbers of 3rd, 4th & 5th grade females scoring at levels 1 & 2 on the MEAP test will increase 10% in each of the three years of this plan to become statistically equal with their male grade level peers.

Data to support goal selection:

Item analysis of MEAP math scores from 2003, 2004, 2005 spring & fall for all grades.

Planned strategies and Interventions:

Master teacher to teach all math in 4th & 5th grades

Focus student inquiry as they practice devising and testing out strategies for each problem type

After mass practice at the beginning stages of learning a skill, teachers will move to distributed practice sessions rather than dropping the skill practice altogether. A spiraling curriculum was chosen for new materials implemented in 2006/07.

Teachers must stress:

1. Values of decimals on number line and in money.
2. Review expanded forms of numbers
3. Meaning of median on a graph
4. Meaning of the word attribute
5. Pattern work with visuals for Patterning changes which they can then use words to explain.
6. values of fractions on a number line
7. solving unknowns in equations
8. constructing graphs
9. adding #s to 100 and ordering numbers to 1000

Accomplishments:

Scores improved at every grade level. 3rd grade scores rose from 88% to 90%, 4th grade from 84% to 90% and 5th grade scores rose from 65% to 85%!!!! Students in levels 4 and 4 declined from 12 to 9 in 3rd grade, from 16 to 10 in 4th grade, and from 36 to 15 in fifth grade!!!!Male and female scores at every grade level were within 5-6% points of each other. Last year the scores were 12-13% points from each other. Our new math review and material use at the beginning of school really paid off in improved student achievement.

Implications for next year:

2007/08 goal

To improve 5th grade student problem solving abilities (economically disadvantaged and students with disabilities) in math targeting decimals, fractions, measurement and written math explanations of problem solving. To maintain continued growth in overall math scores.

Objectives

The numbers of 3rd, 4th, 5th grade students that score in levels 3 and 4 on the MEAP math test will decrease by 10% in each of the three years of this plan as will those scoring less than 2.0 on the math constructed response rubric.

The numbers of economically disadvantaged and students with disabilities in 5th grade scoring in basic level 3 on the MEAP math test will decrease by 10% in each of the three years of this plan

Science

05/06 Priority Goal # 4:

To improve abilities in understanding physical science & scientific units of measurement.

Science – objective The numbers of 5th graders scoring in levels 3 and 4 on the MEAP science test will decrease by 10% in each of the three years of this plan. Scores for female students will become statistically equal to their male grade level peers also.

Data to support goal selection:

Item analysis of MEAP science scores 2003, 2004, 2005 (spring & fall) for 5th grade

Planned strategies and Interventions:

Master teacher to teach all science in 4th & 5th grades.

Teaching students using the following strategies so they will learn to use them on their own:

1. the 3 minute pause
2. use of variety of senses
3. KWL strategy
4. concept attainment process
5. reciprocal teaching techniques
 - a. summarizing
 - b. questioning
 - c. clarifying
 - d. predicting
6. before, during, after strategy
7. graphic organizers
 - a. descriptive patterns
 - b. time-sequence pattern
 - c. process/cause—effect patterns
 - d. episode patterns (problem/solution)
 - e. generalization / principle patterns
 - f. concept patterns

Accomplishments:

Levels 3 and 4 scores declined from 30% to 14% in 2006!!!!!! Female scores went up from 63% to 85% to almost equal male scores of 88 this year.

Implications for next year:

2007/08 goal:

To improve abilities in understanding physical science & scientific units of measurement. Goal remains the same as these are still the areas where students struggle with their learning.

Objectives :

The numbers of 5th graders scoring in levels 3 and 4 on the MEAP science test will decrease by 10% in each of the three years of this plan. Scores for female students will become statistically equal to their male grade level peers also.

Social Studies

Last year we did not target social studies for improvement as our scores have dramatically improved since 2004/05.

07/08 Priority Goal #4:

To improve student overall scores in history and civics.

Social studies – objective The number of students scoring in level 3 basic on the MEAP social studies test will decrease by 10% in each of the three years of this plan.

Data to support goal selection:

No disaggregated information is available. Feeder school information available only in benchmark analysis form.

Planned strategies and Interventions:

Master teacher to teach all social studies in 4th and 5th grades.

Teaching students using the following strategies so they will learn to use them on their own when waiting to describe or explain:

1. the 3 minute pause
- 2 use of variety of senses
3. KWL strategy
4. concept attainment process
5. reciprocal teaching techniques
 - a. summarizing
 - b. questioning
 - c. clarifying
 - d. predicting
6. before, during, after strategy
7. graphic organizers
 - a. descriptive patterns
 - b. time-sequence pattern *****extra effort here*****
 - c. process/cause—effect patterns
 - d. episode patterns (problem/solution)
 - e. generalization /principle patterns
 - f. concept patterns

Practice writing short essay responses to social studies policy issue decisions.

Accomplishments:

This is the goal and objective for 07/08. Last year we did not target social studies for improvement as our scores have dramatically improved since 2004/05.

Local benchmark achievement testing:

We assess all our 2nd, 3rd, 4th, and 5th grade students in an on-line monthly assessment program in math and reading. The information provided helps the teachers monitor student progress over the year and to make timely instructional adjustments where appropriate based on the data collected from these assessments. These Tungsten tests measure student performance against the Michigan State Standards, benchmarks, and grade level content expectations that are not typically tested until the end of the school year.

TUNGSTEN DATA

Sept – June score improvements (percentages)

06/07 scores in bold

READING

	2 ND	3 RD	4 TH	5 TH
Informational Text				
Text Organization	55-58 38-82	47-68 43-61	65-71 67-69	78-83 74-89
Text Features	53-78 52-85	38-57 60-69	57-62 48-63	61-44 54-67
Genre Characteristics	47-78 69-72	51-69 63-84	58-51 37-37	63-65 63-41
Cause and effect		63-88		
Compare/contrast		70-75		
Text evidence		63-77		
Theme/main idea		59		
Other			56	
Literary Text				
Literacy Devices	40-82 60-93	80-59	28-32 61-80	55-60 67-78
Literacy Elements	47-68 57-90	50-74 52-78	48-63 82-86	78-78 58-72
Analyze Literature	41-49 37-96	70-45 53-77	69-89 57-92	63-71 56-57
Genre Characteristics	46-53 65-70	63-75	51-64 67-51	70-63 57-78
Analyze Text	41-48 57-88	62-74 63-81	52-67 29-63	61-73 53-75
Application		41-63	79-56	76-88
Author's purpose		59-71		
Analyzing character		59		
Process and Comprehension				
Context clues		43		
Graphic Organizers	36-60 38-86			
Make Connections	57-84 36-93	70-68 52-80	26-34	55-62 56-76
Summarizing/Retelling	42-57 45-80	65-65 46-71	44-60 41-57	53-56 77-86
Application	50-76 69-98	62-58	52-68	24-35
Word Analysis/Vocabulary				
Vocabulary	55-44 55-89	50-74 48-73	49-61 37-54	41-58 96-98
Critical Standards				
Evaluating Text	49-54 46-54	60-81 43-58	30-71 68-78	61-69 43-70

MATH

	2 ND	3 RD	4 TH	5 TH
Data and Probability				
Data Representation	61-60 57-98	26-61 50-69	48-71 37-67	32-30 43-87
Interpretation & Analysis				18-67 37-61
Geometry				
Geometric shape, properties & mathematical arguments	80-94 66-100	50-71 42-72	20-30 43-53	31-51 30-59
Spatial reasoning & geometric modeling	83-93 65-87	44-63 43-67	45-78 27-50	
Location & spatial relationships		71 67		
Transformation & symmetry			22-50 49-70	59-77 59-57
Measurement				
Problem solving	63-75 41-83	38-56 22-52	61-82 51-80	6-42 15-26
Units & systems	79-95 57-96	52-70 46-76	31-39 50-88	45-64 6-13
Techniques & formulas			29-55 42-83	20-47 9-25
Numbers & Operations				
Fluency w/oper. & est.	64-95 65-97	52-68 67-82	34-75 33-80	36-64 41-92
Meaning, notation, place value & comparisons	76-77 60-96	55-84 55-86	57-89 52-73	56-71 20-39
Number relationships & meaning of operations	81-90 72-100	67-77 56-76	42-56 37-74	62-76 37-60
Algebra & Analytical Thinking				
Operations & their Properties		95		

Core Curriculum Status

Curriculum Development

Curriculum Alignment

Equitable access for all students

No variance from State of Michigan standards, benchmarks, or grade level content expectations

The cycle of curriculum review for the Buchanan Community Schools is a six-year process. Year one involves the establishment of a K-12 Review Committee, which in turn, is composed of K-5, 6-8 and 9-12 sub-committees. Chairpersons for each sub-committee are appointed. These three chairpersons also serve as chairpersons of the K-12 committee. An administrator is assigned as a coordinator for the group. The Review Committee is composed of faculty/staff members, parent representatives and student representatives where appropriate.

During the **first year** of the review cycle, the K-12 group and/or the three sub-committees review the current Michigan Curriculum Frameworks (content standards, benchmarks and grade level content expectations (GLCE's)) for their area of study. They also review appropriate National Standards. The committee(s) reviews all available assessment results of their subject area (MEAP, ACT, MME, Tungsten, district-wide assessments, etc.). Finally, the committee(s) review the most recent research concerning their subject area and look at Best Practices which have been used locally, statewide and/or nationally. A summary of their work is presented to the Curriculum Council at the end of the year's study.

Based upon the research and study of the first year, **year two** involves an examination and revision of the current Buchanan curriculum in this particular subject area to ensure that all Michigan Curriculum Framework content standards, benchmarks and GLCE's (grade level content expectations) in a given subject area are taught to students in a comprehensive curriculum. For English Language Arts, Math and Science we have adopted the prototype curriculum developed by the Intermediate School District. Various Buchanan teachers served on each writing team – Language Arts (Trigg), Math (Brown and Vaz), and Science (Borr). The revised curriculum is then submitted to the Curriculum Council. After Council review and approval, the committee(s) begin their research of new materials, software, texts, manipulatives, etc. which would best assist in the teaching of the revised subject area curriculum. By the end of year two the selection of new materials is completed and submitted for approval to the Curriculum Council. When the Council has approved, the request is then submitted to the Administrative Council and finally to the Buchanan Board of Education. Following approval by the Board of Education, the necessary purchase orders are completed and submitted to the Business Office for processing.

Year three is the time for implementing the new curriculum and teaching materials. Any needed in-service activities are conducted. At the conclusion of year three the committee(s) assesses the progress of implementation and any problems encountered. Plans for addressing continuing needs in year four are developed.

Years four, five and six involve continued evaluation and monitoring of the new materials and curriculum.

Year seven puts the committee back at step one.

At the elementary level, every teacher is involved with the development of the curriculum once the subject area curriculum group has recommended changes to make after their year one review of the literature and local assessment data has been completed. All grade level teachers thoroughly dissect the BCISD prototype curriculum up for review in any particular year. This review plus the information gleaned from the assessment data gives them a structure to use for teaching and learning in Buchanan. Every professional staff member has their own copy of the content standards, benchmarks, and grade level content expectations (GLCE's) in each subject area. Special education teachers have K-5 materials. Special education teachers use the same curriculum as regular education though it may be used at a different pace or in a different way for math and language arts instruction. All K-5 special education students receive science and social studies instruction in the regular classrooms with accommodations by general education teachers and support from special education personnel as required by each student's individual IEP. There is no variance from the Michigan Curriculum Framework by any of the three district's elementary schools.

Parent and student representatives from each elementary school are members of curriculum groups as needed. The district curriculum council provides K-12 coordination and articulation of student standards, benchmarks, and GLCE's (Grade Level Content Expectations), teaching/learning materials, and instructional techniques and meets three times each year.

English Language Arts:

1. Process in place to review and revise curriculum:

Alignment:

All grade level content expectations in language arts of the Michigan Curriculum Framework received instructional emphasis by teachers in grades K – 5. These State curriculum standards, objectives, benchmarks, and GLCE's have been established as the Buchanan Community School district's core academic curriculum for all students. School improvement goals address student needs in the core academic curriculum by evaluating yearly MEAP content analysis assessment results for grades 3 – 5 in reading and writing, monthly Tungsten computerized testing results in reading, MLPP data in grades K – 3, and established district assessments in ELA (reading, writing, speaking, listening and viewing). Additional data based on student gender, ethnic, disabilities, and economically disadvantaged academic achievement differences are examined and evaluated when they are statistically relevant to instruction and achievement issues.

Assessment:

Assessments as listed above in curriculum alignment are systematically conducted with results evaluated at teacher, grade, school and district levels by all relevant personnel. Staff has identified the important ideas, concepts and themes in language arts at each grade level that require assessments. District assessment tasks to address a concept, problem or issue require students to:

- a) organize, synthesize interpret, explain or evaluate complex information
- b) consider alternative solutions, strategies, perspectives or points of view
- c) use and understand prominent ideas, theories or perspectives in language arts
- d) use methods of research, communication, or inquiry central to language arts such as determining author's purpose
- e) use extended writings to demonstrate their understanding, explanations or conclusions
- f) connect to the world beyond the classroom
- g) share their knowledge via a product or performance for an audience beyond the school building

Instruction:

Content standards and grade level expectations in language arts are reviewed according to the district level curriculum support cycle as attached. A district-wide Curriculum Council oversees the development and revision of the K – 12 curriculum. The curriculum proposal process for years 1 – 6 of the review cycle is attached. Additionally, curriculum review occurs during staff content analysis of MEAP, MLPP, etc. data. All staff has copies of the core academic curriculums in hard copy or disk form to refer to as they plan their instruction. Grade level peers have co-planning time each week to coordinate their implementation of the content standards. Parents receive information relative to the content expectations learning for their child each year via the State's parent guides in math and language arts. Instructional strategies involve students in higher-order thinking, deep knowledge interdisciplinary connections and connections to the world outside the classroom. Content is integrated across the core content areas so instruction represents real-life situations.

Evaluation:

There are no local variations from the Michigan Content Expectations. Curriculum review timeline is attached. At the elementary level, all teachers participate in the four core curriculum review committees. They together with parent representatives analyze data and current research proven instructional strategies that focus their review and revision decisions on improving instructional delivery and student achievement in a poor understanding of critical content vocabulary or the limited ability to express themselves in writing with proper sequences of ideas, detail, etc. in a particular content area or a lack of an ability to communicate (speaking/writing) their understanding of the processing skills in one of the four core content areas.

Curriculum mapping will be completed in the 2007-2008 school year. Included will be: GLCE's, concepts, skills, assessments, instructional strategies, and a timeline for yearly implementation. Reference: Mapping the Big Picture: Integrating Curriculum and Assessment K – 12 by Heidi Hayes Jacobs ACSD 1999 member book.

2. Processes to develop / use alternative measures of assessment:

Processes to develop alternative measures of assessment: Ottawa teachers meet with grade level colleagues from Stark and Moccasin to determine appropriate alternative assessments which include written teacher quizzes or tests, oral teacher developed tests, demonstrations and/or projects and/or research papers with rubrics, graded homework, MLPP assessments, publisher's unit or chapter tests, and teacher observation. Alternative assessments are chosen as to how they align with the district's written and taught content standards, benchmarks and grade level content expectations curriculum. Assessments chosen require students to organize complex information in a variety of ways, to use extended written responses, to address real life problems, to communicate their knowledge beyond the school in the form of a project, performance, etc., to use processes common to the content area such as inquiry in science and social studies, to consider multiple perspectives, to integrate concepts across content areas and to demonstrate understanding of the content area's big ideas, its concepts and vocabulary. Additionally, the two Ottawa teachers at each grade level meet together to determine other common assessments as needed that would be particular to Ottawa students only. At this time, Ottawa's fourth and fifth teachers are developing integrated, thematic units that will encompass all four core academic curriculum areas together. In 2006-07 they teamed together so each teacher taught in their master teacher area: one each in reading, science, math, and social studies. Additionally each teacher taught written expression utilizing the concepts and big ideas in his/her area. Students also develop career portfolios in their Lifeskill classes.

Math, science, and social studies follow the same process.

