

Strategies	Desired Results	Results Indicators	Monitoring	Person Responsible	Timeline
<p>Teachers will increase the scores of strategic and at risk students receiving targeted interventions and additional instructional time to reach benchmark level.</p>	<p>All students will increase their knowledge and skills in phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension.</p>	<p>The percentage of 3rd and 5th grade student's reading strands will increase to 90% of students reaching benchmark level on the State Reading Assessment.</p>	<p>There will be monitoring at least monthly for strategic students and bimonthly for at risk students, K-5. Benchmark students will be assessed using DIBELS three times per year. Benchmark and high strategic students will also be assessed at the end of each theme on the Houghton Mifflin Theme Skills Assessment that covers all five strands. This happens every four to six weeks depending on the grade level. Grades K-1 every four weeks and grades 2-5 every six weeks.</p>	<p>All K-5 staff to include Reading Coaches, Toni Fisher, Peggy Junkin, and Title I teacher, April Bailie</p>	<p>Benchmark students – three times per year Strategic students – monthly At Risk students - bimonthly</p>
<p>100% of William Walker 1st through 5th grade teachers will follow the Reading First mandate that states that all children receive instruction using scientifically researched based reading core, supplemental, and intervention curriculum and materials. This will include Houghton Mifflin for benchmark, strategic and intensive students. Corrective Reading, Read Naturally, E.R.I., and Read Well programs will be utilized with strategic and at risk students as intervention programs where appropriate.</p>	<p>All students will increase their knowledge and skills in phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension.</p>	<p>The percentage of 3rd and 5th grade student's reading strands will increase to 90% of students reaching benchmark level on the State Reading Assessment.</p>	<p>There will be monitoring at least monthly for strategic students and bimonthly for at risk students, K-5. Benchmark students will be assessed using DIBELS three times per year. Benchmark and high strategic students will also be assessed at the end of each theme on the Houghton Mifflin Theme Skills Assessment that covers all five strands. This happens every four to six weeks depending on the grade level. Grades K-1 every four weeks and grades 2-5 every six weeks.</p>	<p>All K-5 staff to include Reading Coaches, Toni Fisher, Peggy Junkin and Title I teacher April Bailie.</p>	<p>Benchmark students – three times per year Strategic students – monthly At Risk students - bimonthly</p>

<p>100% of William Walker Kindergarten teachers will provide reading instruction for a minimum of 60 minutes each day. Those students who will qualify for KIIP will receive an additional 60 minutes of reading instruction for 5 days a week.</p>	<p>All students will increase their knowledge and skills in phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension.</p>	<p>The percentage of Kindergarten students will reach 90% on all DIBELS measurements (Initial Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency).</p>	<p>There will be monitoring at least monthly for strategic students and bimonthly for at risk students. Benchmark students will be assessed using DIBELS three times per year. All Kindergarten students will also be assessed at the end of each theme on the Houghton Mifflin Theme Skills Assessment that covers all five strands. This happens every four to six weeks.</p>	<p>All Kindergarten staff to include Reading Coach, Toni Fisher</p>	<p>Strategic students – monthly At Risk students - bimonthly</p>
<p>All Title I staff members will perform Progress Monitoring and data collection on a monthly basis covering knowledge and skills in each of the Big 5 ideas.</p> <p>All classroom (1-5) staff members will administer fall and spring DRA assessments.</p>	<p>All students will increase their knowledge and skills in phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension.</p> <p>All students will increase their comprehension and fluency levels.</p>	<p>The percentage of 3rd and 5th grade student's reading strands will increase to 90% of students reaching benchmark level on the State Reading Assessment.</p> <p>The percentage of 3rd and 5th grade students comprehension and fluency levels will increase from fall to spring by one grade level of base score.</p>	<p>There will be monitoring at least monthly for strategic students and bimonthly for at risk students, K-5. Benchmark students will be assessed using DIBELS three times per year. Benchmark and high strategic students will also be assessed at the end of each theme on the Houghton Mifflin Theme Skills Assessment that covers all five strands. This happens every four to six weeks depending on the grade level. Grades K-1 every four weeks and grades 2-5 every six weeks.</p>	<p>All K-5 staff to include Reading Coaches, Toni Fisher, Peggy Junkin and Title I teacher, April Bailie</p> <p>All 1st -5th grade classroom teachers</p>	<p>Benchmark students – three times per year Strategic students – monthly At Risk students – bimonthly Fall and Spring</p>

Strategies	Desired Results	Results Indicators	Monitoring	Person Responsible	Timeline
<p>100% of William Walker K through 5th grade teachers will teach to the CCGs in the five mathematical strands, in problem solving, and accuracy of basic math facts using the adopted Investigations curriculum and Everyday Counts curriculum.</p>	<p>Students will increase their knowledge and skills in all five math strands, problem solving and in mathematical accuracy with evidence of progress toward proficiency on end of unit assessments. The percentage of 3rd and 5th grade students that meet or exceed Statewide Standards in problem solving will increase and the percentage of 3rd and 5th grade students that exceed Statewide Standards on the State Math Assessments will increase.</p>	<p>The percentage of 3rd and 5th grade students that score 4's and 5's on all five mathematical strands will increase to 90% on a monthly basis.</p> <p>Student to student interactions, group work, samples of student work, teacher monitoring, accessible materials and program directed choice time.</p>	<p>There will be ongoing observational data (check lists, teacher check points, collection of student work, math reflection journals, and math logs) gathered in all five strands. The end of unit assessment will be given and will be scored based upon the District Investigations rubric, where available. Data collected from the scoring of the unit assessments will be analyzed at grade level team meetings to address the needs of students who are not making adequate progress towards proficiency.</p>	<p>All K-5 staff including Math Facilitators, Dawn Stephenson and Amy Fowles and the Math Cadre members Amanda Steele, Christina Iarossi, Adrienne Gillespie, and Barbara Evans</p>	<p>Monthly</p>
<p>1st through 5th grade teachers will continue providing math instruction for a minimum of 90 minutes each day. Kindergarten teachers provide math instruction for a minimum of 30 minutes each day.</p>	<p>Students will increase their knowledge and skills in all five math strands, problem solving and in mathematical accuracy with evidence of progress toward proficiency on end of unit assessments. The</p>	<p>The percentage of 3rd and 5th grade students that score 4's and 5's on all five mathematical strands will increase to 90% on a monthly basis.</p> <p>Student to student interactions, group work, samples of student work, teacher monitoring, accessible materials and</p>	<p>There will be ongoing observational data (check lists, teacher check points, collection of student work, math reflection journals, and math logs) gathered in all five strands. The end of unit assessment will be given and will be scored based upon the District Investigations rubric, where available. Data collected from the scoring of</p>	<p>All K-5 staff including Math Facilitators Dawn Stephenson, and Amy Fowles and the Math Cadre members Amanda Steele, Christina Iarossi, Adrienne Gillespie, and Barbara Evans</p>	<p>Monthly</p>

	percentage of 3 rd and 5 th grade students that meet or exceed Statewide Standards in problem solving will increase and the percentage of 3 rd and 5 th grade students that exceed Statewide Standards on the State Math Assessments will increase.	program directed choice time.	the unit assessments will be analyzed at grade level team meetings to address the needs of students who are not making adequate progress towards proficiency.		
100% of William Walker math teachers will assess the skills on a monthly basis in each of the five mathematical strands, and also in the area of problem solving and accuracy.	Students will increase their knowledge and skills in all five math strands, problem solving and in mathematical accuracy with evidence of progress toward proficiency on end of unit assessments. The percentage of 3 rd and 5 th grade students that meet or exceed Statewide Standards in problem solving will increase and the percentage of 3 rd and 5 th grade students that exceed Statewide Standards on the State Math Assessments will increase.	The percentage of 3 rd and 5 th grade students that score 4's and 5's on all five mathematical strands will increase to 90% on a monthly basis. Student to student interactions, group work, samples of student work, teacher monitoring, accessible materials and program directed choice time.	There will be ongoing observational data (check lists, teacher check points, collection of student work, math reflection journals, and math logs) gathered in all five strands. The end of unit assessment will be given and will be scored based upon the District Investigations rubric, where available. Data collected from the scoring of the unit assessments will be analyzed at grade level team meetings to address the needs of students who are not making adequate progress towards proficiency.	All K-5 staff including Math Facilitators, Dawn Stephenson and Amy Fowles and the Math Cadre members Amanda Steele, Christina Iarossi, Adrienne Gillespie, and Barbara Evans	Monthly

<p>Teachers will collaborate monthly to discuss student progress. Our two facilitators, Amy Fowles and Dawn Stephenson, along with the Math Cadre, will continue to provide staff development, model lessons, and utilize Best Practices during staff meetings and Staff Development days.</p>	<p>Students will increase their knowledge and skills in all five math strands, problem solving and in mathematical accuracy with evidence of progress toward proficiency on end of unit assessments. The percentage of 3rd and 5th grade students that meet or exceed Statewide Standards in problem solving will increase and the percentage of 3rd and 5th grade students that exceed Statewide Standards on the State Math Assessments will increase.</p>	<p>The percentage of 3rd and 5th grade students that score 4's and 5's on all five mathematical strands will increase to 90% on a monthly basis.</p> <p>Student to student interactions, group work, samples of student work, teacher monitoring, accessible materials and program directed choice time.</p>	<p>There will be ongoing observational data (check lists, teacher check points, collection of student work, math reflection journals, and math logs) gathered in all five strands. The end of unit assessment will be given and will be scored based upon the District Investigations rubric, where available. Data collected from the scoring of the unit assessments will be analyzed at grade level team meetings to address the needs of students who are not making adequate progress towards proficiency.</p>	<p>All K-5 staff including Math Facilitators Dawn Stephenson and Amy Fowles and the Math Cadre members Amanda Steele, Christina Iarossi, Adrienne Gillespie, and Barbara Evans</p>	<p>Monthly</p>
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<p>100% of William Walker math teachers will employ Best Practices in their instruction. William Walker has created a core team of math leaders represented by each grade level to facilitate the implementation of Best Practices by all grade K-5 math teachers.</p>	<p>Students will increase their knowledge and skills in all five math strands, problem solving and in mathematical accuracy with evidence of progress toward proficiency on end of unit assessments. The percentage of 3rd and 5th grade students that meet or exceed Statewide Standards in problem solving will increase and the percentage of 3rd and 5th grade students that exceed Statewide Standards on the State Math Assessments will increase.</p>	<ul style="list-style-type: none"> • Collaborative scoring • Implementation of strategies within Best Practices • Increase of leadership capacity • Collaborative lesson planning 	<ul style="list-style-type: none"> • OMLI representation at quarterly meetings • Staff development provided by K-5 math leaders • Implement differentiation strategies to support progress of all K-5 students towards proficiency in math • Attend NCSM/NCTM Conference in Spring 	<p>Amanda Steele, Christina Iarossi, Amy Fowles, Dawn Stephenson, Adrienne Gillespie, and Barbara Evans*</p>	<p>Monthly</p>
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William Walker 2006/2007 School Improvement Action Plan: Writing

School: William Walker Elementary Schoolwide Title 1	Team Members: Adrienne Gillespie, Jennifer Harrison, Steve Palau, Barbara Evans and Site Council	Date: October 1, 2007			
Comprehensive Needs Assessment: 59.7% of 4th grade students scored proficient or higher on the 2006/2007 State Writing Assessment. This is an increase of 8.9% from the 2005/2006 school year.					
Prioritized Needs: The traits of conventions and organization were particularly low. Our ELL students scored lower on all traits, but in addition to conventions and organization other areas of concern, because of low scores, were the traits of Sentence Fluency and Ideas.					
“Smart Goal” Statement: SMART – Specific, Measurable, Achievable, Relevant, Timely The percentage of 4th grade students scoring proficient and higher in Writing will increase from 59.7% to 67.7% by the end of the 2007/2008 school year as measured by the State Writing Assessment administered in Spring 2008.					
Strategies	Desired Results	Results Indicators	Monitoring	Person Responsible	Timeline
Teachers will increase the number of K-5 teaching staff that assesses monthly writing using the six-trait rubric.	Students will participate daily in writing tasks and will demonstrate evidence of progress toward mastery in all six traits and use of the scoring rubric.	The percentage of students that score 4’s and 5’s on all six traits will increase by 8.39%.	<ul style="list-style-type: none"> •There will be an increase in the number of nonfiction writing assignments. •There will be collaborative scoring of some student samples by grade level teams during monthly collaborations •Grade level team meetings will include topics related to the six-trait rubric. •There will be data collection and progress monitoring of monthly writing scores. 	All K-5 staff	Monthly

<p>Increase the number of teachers collaboratively participating in scoring writing conventions once per week</p>	<p>Students will participate daily in writing tasks and will demonstrate evidence of progress toward mastery in all six traits and use of the scoring rubric.</p>	<p>The percentage of students that score 4's and 5's on all six traits will increase by 8.39%.</p>	<ul style="list-style-type: none"> •There will be an increase in the number of nonfiction writing assignments. •There will be collaborative scoring of some student samples by grade level teams during monthly collaborations •Grade level team meetings will include topics related to the six-trait rubric. •There will be data collection and progress monitoring of monthly writing scores. 	<p>All K-5 staff</p>	<p>Monthly</p>
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