

# Goal Details

Thomas Jefferson Elementary School

Redford, Michigan, United States

Prepared for the Michigan Department of Education

Goal Development Status: Approved

Goal Progress Status: In Progress

# Goal Details

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# Goal: Math proficiency

**Content Area :** Math

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students at Jefferson Elementary will be proficient in the math strand of numbers and operations

**Gap Statement :** Based on a review of three different grade levels of MEAP assessment data, African American students scored 7% lower than the all student average in 3rd grade, 13% lower in 4th grade, and 12% lower in 5th grade.

**Cause for Gap :** In reviewing the school item analysis report, African American students scored an average of 10.6% lower than the all student average. We also considered the following questions when looking at our male students:

New to building

Family trauma

4/5 math curriculum

**Multiple measures/sources of data you used to identify this gap in student achievement :** - MEAP math test  
- NWEA math test  
- Demographic data

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** - Evaluate Math Professional Development

- Analyzing math data from MEAP and NWEA

- Wayne RESA Math AYP Alignment Guide Assessments

## Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

**Contact Name :** Kathy Bastine

## List of Objectives:

ID	Objective
6658	100% of all students will score in the proficient category of numbers and operations on the MEAP and

**ci Challenges :** None

## 1.1. Objective: Improve understanding of Number and Operations

**Measurable Objective Statement to Support Goal :** 100% of all students will score in the proficient category of numbers and operations on the MEAP and

### Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

### List of Strategies:

ID	Strategy	Locked By
6658	Teachers will research best practices that focus on number and operations, and differentiate instruction for targeted groups, especially African American students. They will do this by incorporating collaboration among grade level teachers, sharing strategies and results, and including the use of technology.	

### 1.1.1. Strategy: Professional Development

**Strategy Statement:** Teachers will research best practices that focus on number and operations, and differentiate instruction for targeted groups, especially African American students. They will do this by incorporating collaboration among grade level teachers, sharing strategies and results, and including the use of technology.

#### Selected Target Areas

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#### Other Required Information for Strategy

*What research did you review to support the use of this strategy and action plan?*

Marilyn Burns

### Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Activity Name: Wayne RESA Math AYP 2009 Number and Operations Roll-Out (#3089) Activity Description: Become familiar with the latest research based strategies for teaching mathematics, specifically to Special Education and struggling students. Learn how to use the AYP IEP Alignment System in the number strand of the GLCEs to raise student achievement. The domains (place value, additional and subtraction, multiplication and division, decimals, fractions, and rations, proportions, exponents, and integers) are each covered in detail with Big Ideas, major concepts, vocabulary, and assessments. Learn how to align assessments results with IEP goals and objectives. Actual Staff responsible for implementing activity: Planned Timeline: Tuesday, May 26th from 8:30am-3:00pm	05/26/2009	05/26/2009	Math team chair

**1.1.1.1. Activity: Wayne RESA Math AYP 2009 Number and Operations Roll-Out**

**Activity Description:** Activity Name: Wayne RESA Math AYP 2009 Number and Operations Roll-Out (#3089)

Activity Description: Become familiar with the latest research based strategies for teaching mathematics, specifically to Special Education and struggling students. Learn how to use the AYP IEP Alignment System in the number strand of the GLCEs to raise student achievement. The domains (place value, additional and subtraction, multiplication and division, decimals, fractions, and rations, proportions, exponents, and integers) are each covered in detail with Big Ideas, major concepts, vocabulary, and assessments. Learn how to align assessments results with IEP goals and objectives.

Actual Staff responsible for implementing activity:

Planned Timeline: Tuesday, May 26th from 8:30am-3:00pm

**Activity Type:** None

**Planned staff responsible for implementing activity:** Math team chair

**Actual staff responsible for implementing activity:** Math Team chair

**Planned Timeline:** Begin Date - 05/26/2009, End Date - 05/26/2009

**Actual Timeline:** Begin Date - 05/26/2009, End Date - 05/26/2009

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title 2A for professional development	Title II Part A	30.00	30.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

# Goal Details

Thomas Jefferson Elementary School

Redford, Michigan, United States

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Goal Development Status: Approved

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# Goal Details

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# Goal: Reading Proficiency

**Content Area :** English Language Arts  
**Goal Source :** Continuous Improvement  
**Development Status :** Approved

**Student Goal Statement :** All students will improve their reading skills.

**Gap Statement :** Based on the targeted reading assessments for Grades 3 - 5, 83% of our students were proficient on the MEAP 2008 Reading Assessments.

**Cause for Gap :**

Our MEAP scores have shown little change. The cause we will focus on is consistent (K-5) use of instructional strategies and vocabulary.

**Multiple measures/sources of data you used to identify this gap in student achievement : - MEAP**

- NWEA
- QRI

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? - yearly MEAP progress**

- beginning- and end-of-year NWEA progress
- yearly QRI progress through QRI

**Goal Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

**Contact Name :** Kim Badham

**List of Objectives:**

ID	Objective
6667	100% of our Grade 3 - 5 students will receive a Proficient score on MEAP Reading Assessments

**ci Challenges :** None

## 1.1. Objective: Improve Reading Proficiency

**Measurable Objective Statement to Support Goal :** 100% of our Grade 3 - 5 students will receive a Proficient score on MEAP Reading Assessments

**Objective Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

**List of Strategies:**

ID	Strategy	Locked By
6667	Teachers will receive training in best practices that focus on reading strategies, assessment (i.e., QRI) and use of reader's workshop. Teachers will also research best practices for students who are in need of additional support.	

**1.1.1. Strategy: Reading Proficiency**

**Strategy Statement:** Teachers will receive training in best practices that focus on reading strategies, assessment (i.e., QRI) and use of reader's workshop. Teachers will also research best practices for students who are in need of additional support.

**Selected Target Areas**

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**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*

- Reading strategies such as Visualizing, Inferring, Making Connections, etc., are recognized best-practices endorsed by the International Reading Association.
- The reader's workshop is a common strategy used by educators.
- The Michigan Literacy Profile is a compilation of best practices in reading and writing, including reading strategies and reader's workshop information. It is a program provided by many Michigan Intermediate School Districts
- The QRI test is nationally recognized as a valuable assessment tool for reading fluency, accuracy and comprehension. It has been used by the South Redford School District for more than five years.

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
1) Train staff members in Reading Strategies that Work by Stephanie Harvey. Activity Description: Have WCRESA consultant or qualified staff member train teachers.	10/19/2009	12/18/2009	- All teaching staff - Consultant
Have District Reading Specialist, WCRESA consultant or qualified staff member train teachers	09/29/2009	12/18/2009	- All or select teaching staff
Have District Reading Specialist, WCRESA consultant or qualified staff member train teachers who are not familiar with reader's workshop. Training should include a member of teaching staff providing examples of use and success of the workshop in the classroom.	08/31/2009	03/15/2010	- All or select teaching staff
Collaborate with grade-level partners and other specialized teachers to determine consistent, applied use of reading strategies, MLPP practices, and reader's workshop implementation.	09/15/2009	06/07/2010	- All teaching staff
Reading team will meet to determine interventions necessary to close the gap. This includes researching best practices, determining a plan of action, and involving all school staff in the plan and implementation.	10/14/2009	06/08/2010	- Reading team - Teaching staff
6) Grade-level partners and other specialized teachers will meet three times a year to score and review assessments and monitor the progress of the gap closure.	09/22/2009	05/18/2010	- Applicable teaching staff

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**1.1.1.1. Activity: Professional Development**

**Activity Description:** 1) Train staff members in Reading Strategies that Work by Stephanie Harvey.

Activity Description: Have WCRESA consultant or qualified staff member train teachers.

**Activity Type:** None

**Planned staff responsible for implementing activity:** - All teaching staff  
- Consultant

**Actual staff responsible for implementing activity:** - All teaching staff  
- Consultant

**Planned Timeline:** Begin Date - 10/19/2009, End Date - 12/18/2009

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development Materials	Title II Part A	200.00	0.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

**1.1.1.2. Activity: Train staff members in MLPP.**

**Activity Description:** Have District Reading Specialist, WCRESA consultant or qualified staff member train teachers

**Activity Type:** None

**Planned staff responsible for implementing activity:** - All or select teaching staff

**Actual staff responsible for implementing activity:** - All or select teaching staff

**Planned Timeline:** Begin Date - 09/29/2009, End Date - 12/18/2009

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
MLPP materials	General Funds	200.00	0.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

**1.1.1.3. Activity: Train applicable staff members in reader's workshop.**

**Activity Description:** Have District Reading Specialist, WCRESA consultant or qualified staff member train teachers who are not familiar with reader's workshop. Training should include a member of teaching staff providing examples of use and success of the workshop in the classroom.

**Activity Type:** None

**Planned staff responsible for implementing activity:** - All or select teaching staff

**Actual staff responsible for implementing activity:** - All or select teaching staff

**Planned Timeline:** Begin Date - 08/31/2009, End Date - 03/15/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Train applicable staff members in reader's workshop.	No Funds Required	0.00	0.00
Train applicable staff members in reader's workshop. (misc. materials))	General Funds	500.00	0.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

**1.1.1.4. Activity: Grade level Collaboration**

**Activity Description:** Collaborate with grade-level partners and other specialized teachers to determine consistent, applied use of reading strategies, MLPP practices, and reader's workshop implementation.

**Activity Type:** None

**Planned staff responsible for implementing activity:** - All teaching staff

**Actual staff responsible for implementing activity:** - All teaching staff

**Planned Timeline:** Begin Date - 09/15/2009, End Date - 06/07/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Collaborate with grade-level partners	No Funds Required	0.00	0.00

**Activity Progress Update:**

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Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

**1.1.1.5. Activity: 5) Reading team will meet to determine interventions necessary**

**Activity Description:** Reading team will meet to determine interventions necessary to close the gap. This includes researching best practices, determining a plan of action, and involving all school staff in the plan and implementation.

**Activity Type:** None

**Planned staff responsible for implementing activity:** - Reading team  
- Teaching staff

**Actual staff responsible for implementing activity:** - Reading committee

**Planned Timeline:** Begin Date - 10/14/2009, End Date - 06/08/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Reading team will meet to determine interventions (materials)	General Funds	200.00	0.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

**1.1.1.6. Activity: Review assessments**

**Activity Description:** 6) Grade-level partners and other specialized teachers will meet three times a year to score and review assessments and monitor the progress of the gap closure.

**Activity Type:** None

**Planned staff responsible for implementing activity:** - Applicable teaching staff

**Actual staff responsible for implementing activity:** - Applicable teaching staff

**Planned Timeline:** Begin Date - 09/22/2009, End Date - 05/18/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Review assessments	No Funds Required	0.00	0.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

# Goal Details

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# Goal: Writing proficiency

**Content Area :** English Language Arts  
**Goal Source :** Continuous Improvement  
**Development Status :** Approved

**Student Goal Statement :** All students will improve their writing skills.

**Gap Statement :** Based on a review of achievement, perception and demographic data, only 55% of our students are scoring proficient in writing

**Cause for Gap :** Specifically, beginning in the fourth grade a 15% gap is demonstrated in the male subgroup as being less proficient. This gap increases to 36% in the fifth grade with the male subgroup continuing to be less proficient. Further analysis indicates that student writing lacks focus, details and connections especially in the male subgroup.

**Multiple measures/sources of data you used to identify this gap in student achievement :** - MEAP writing scores  
 - Perception data from staff and student surveys  
 - Demographic data

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Consider:**  
 Evaluate Professional Development  
 Lucy training, look into range finding training, conferences geared towards writing, RESA consultation with Cathy Wallee  
 Analyzing Student Writing  
 Classroom writing in response to peer writing (K-2 teacher directed; 3-5 independent)  
 Quarterly writing prompts in the classroom (K-5)  
 Grade levels switch writing and evaluate/grade.  
 MEAP- monitoring progress and thereby success of goal

## Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

**Contact Name :** Kristen Sitek

## List of Objectives:

ID	Objective
6661	100% of students will improve their writing proficiency in all 3 of the assessments in writing. Specifically, with fourth grade students taking the writing portion of the MEAP, male students will demonstrate a 10% increase to result in 75% of our fourth grade male students being proficient.

ci Challenges : None

## 1.1. Objective: Improve Writing Proficiency

**Measurable Objective Statement to Support Goal :** 100% of students will improve their writing proficiency in all 3 of the assessments in writing. Specifically, with fourth grade students taking the writing portion of the MEAP, male students will demonstrate a 10% increase to result in 75% of our fourth grade male students being proficient.

### Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

### List of Strategies:

ID	Strategy	Locked By
6661	Staff will receive training in Lucy Calkins; focusing on Writing Workshop set up, Common Writing Vocabulary and a variety of genre writing. Staff will also collaborate on the implementation process and share strategies while aligning our writing instruction to state standards and across grade levels. Staff will help establish a school wide writing community.	
6661	Staff will implement the Writing Workshop from the Lucy Calkins curriculum and develop student knowledge of writing in different genre areas, while using common vocabulary related to the Calkins curriculum across grade levels. Quarterly writing prompts and peer response activities will be implemented and reviewed by staff to monitor progress and review best practices and instructional strategies.	

### 1.1.1. Strategy: Professional Development and Professional Learning Community

**Strategy Statement:** Staff will receive training in Lucy Calkins; focusing on Writing Workshop set up, Common Writing Vocabulary and a variety of genre writing. Staff will also collaborate on the implementation process and share strategies while aligning our writing instruction to state standards and across grade levels. Staff will help establish a school wide writing community.

#### Selected Target Areas

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#### Other Required Information for Strategy

**What research did you review to support the use of this strategy and action plan?**

MEAP scores indicated the need to augment our teaching methods. Best practice programs that were suggested and explored were:

Lucy Calkins, Primary Writing Curriculum  
 DuFour, Professional Learning Communities

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Send staff to training. Have consultant come to school, teachers model Calkins technique in classroom, and share writing samples as a staff. Staff participates in study groups using additional Lucy Calkins resources.	06/18/2008	01/31/2009	- All teaching staff and classroom paras K-5 - Consultant

**1.1.1.1. Activity: Training and on going staff development for all teachers in Lucy Calkins Pr**

**Activity Description:** Send staff to training. Have consultant come to school, teachers model Calkins technique in classroom, and share writing samples as a staff. Staff participates in study groups using additional Lucy Calkins resources.

**Activity Type:** None

**Planned staff responsible for implementing activity:** - All teaching staff and classroom paras K-5  
 - Consultant

**Actual staff responsible for implementing activity:** - All teaching staff K-5  
 - Consultant, Cathy Wallee

**Planned Timeline:** Begin Date - 06/18/2008, End Date - 01/31/2009

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Profesional Development	Title II Part A	195.00	0.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

**1.1.2. Strategy: Implementation of Lucy Calkins Units of Study and Grade level Prompts**

**Strategy Statement:** Staff will implement the Writing Workshop from the Lucy Calkins curriculum and develop student knowledge of writing in different genre areas, while using common vocabulary related to the Calkins curriculum across grade levels. Quarterly writing prompts and peer response activities will be implemented and reviewed by staff to monitor progress and review best practices and instructional strategies.

**Selected Target Areas**

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**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*

MEAP scores indicated the need to augment our teaching methods. Best practice programs that were suggested and explored were:

Lucy Calkins, Primary Writing Curriculum  
 DuFour, Professional Learning Communities

**Strategy Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Staff uses the Lucy Calkins Units of Study to guide writing instruction on a daily basis.	09/08/2009	06/14/2010	- All teaching staff and classroom paras K-5
Staff/Parents use the Publishing Center to formally publish student work and develop a high interest in writing and establish Jefferson as a community of Writers.	03/02/2009	05/28/2010	- All teaching staff and classroom paras K-5 - Parent Volunteers
Staff will develop and use male centered writing prompts and use/make male mentor videos to promote	09/30/2009	06/14/2010	- All teaching staff and classroom paras. K-5

writing in this subgroup. "Brainstormers" Assembly group will visit school and emphasize the power of writing, especially among our male students.			
A school wide Literacy block will be explored to ensure essential writing time and flexibility for staff to team up and support student learning in the area of writing.	04/01/2009	09/30/2009	- All teaching staff and classroom paras. K-5 - Principal and special area teachers develop schedule
: K-5 teachers will assess writing quarterly using prepared prompts and rubrics. The assessments will be reviewed by Writing Team, staff and grade level teams.	09/08/2009	05/28/2010	- All teaching staff and classroom paras K-5
: K-2 classrooms will participate in a teacher directed Peer Response Activity in preparation for future grades. 3-5 classrooms will do independent Peer Response writing assessments which will be reviewed by staff.	09/15/2009	05/28/2010	- All teaching staff and classroom paras K-5

**1.1.2.1. Activity: Writing Workshop**

**Activity Description:** Staff uses the Lucy Calkins Units of Study to guide writing instruction on a daily basis.

**Activity Type:** None

**Planned staff responsible for implementing activity:** - All teaching staff and classroom paras K-5

**Actual staff responsible for implementing activity:** - All teaching staff K-5

**Planned Timeline:** Begin Date - 09/08/2009, End Date - 06/14/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
?Lucy Calkins materials (binders, units of study box set, anchor books, seed notebooks, paper)	General Funds	1,500.00	0.00
?Lucy Calkins materials (binders, units of study box set, anchor books, seed notebooks, paper)	Title II Part A	200.00	0.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

**1.1.2.2. Activity: Publishing Center**

**Activity Description:** Staff/Parents use the Publishing Center to formally publish student work and develop a high interest in writing and establish Jefferson as a community of Writers.

**Activity Type:** None

**Planned staff responsible for implementing activity:** - All teaching staff and classroom paras K-5  
- Parent Volunteers

**Actual staff responsible for implementing activity:** - All teaching staff K-5  
- Parent Volunteers

**Planned Timeline:** Begin Date - 03/02/2009, End Date - 05/28/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
?Paper, binding combs, lamination film	General Funds	1,000.00	0.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

**1.1.2.3. Activity: Focus on Male Authors**

**Activity Description:** Staff will develop and use male centered writing prompts and use/make male mentor videos to promote writing in this subgroup. "Brainstormers" Assembly group will visit school and emphasize the power of writing, especially among our male students.

**Activity Type:** None

**Planned staff responsible for implementing activity:** - All teaching staff and classroom paras. K-5

**Actual staff responsible for implementing activity:** - All teaching staff K-5

**Planned Timeline:** Begin Date - 09/30/2009, End Date - 06/14/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Assembly presenters	PTO	1,500.00	0.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

**1.1.2.4. Activity: Literacy Block**

**Activity Description:** A school wide Literacy block will be explored to ensure essential writing time and flexibility for staff to team up and support student learning in the area of writing.

**Activity Type:** None

**Planned staff responsible for implementing activity:** - All teaching staff and classroom paras. K-5  
- Principal and special area teachers develop schedule

**Actual staff responsible for implementing activity:** - All teaching staff K-5

**Planned Timeline:** Begin Date - 04/01/2009, End Date - 09/30/2009

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Literacy Block Scheduling	No Funds Required	0.00	0.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

**1.1.2.5. Activity: Quarterly Writing Prompts**

**Activity Description:** : K-5 teachers will assess writing quarterly using prepared prompts and rubrics. The assessments will be reviewed by Writing Team, staff and grade level teams.

**Activity Type:** None

**Planned staff responsible for implementing activity:** - All teaching staff and classroom paras K-5

**Actual staff responsible for implementing activity:** - All teaching staff K-5

**Planned Timeline:** Begin Date - 09/08/2009, End Date - 05/28/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Writing prompts development	No Funds Required	0.00	0.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress

**1.1.2.6. Activity: Peer Response Writing Assessment**

**Activity Description:** : K-2 classrooms will participate in a teacher directed Peer Response Activity in preparation for future grades. 3-5 classrooms will do independent Peer Response writing assessments which will be reviewed by staff.

**Activity Type:** None

**Planned staff responsible for implementing activity:** - All teaching staff and classroom paras K-5

**Actual staff responsible for implementing activity:** - All teaching staff K-5

**Planned Timeline:** Begin Date - 09/15/2009, End Date - 05/28/2010

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Peer Response Writing Assessment Development	No Funds Required	0.00	0.00

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status

08/31/2009	greenwood@southredford.net	In Progress	Progress Status changed from Open to In Progress
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