

School Improvement Plan

School Year: 2010

School District: Eastern Washtenaw Multicultural Academy

Intermediate School District: Washtenaw ISD

School Name: Eastern Washtenaw Multicultural Academy

Grades Served: PK,K,1,2,3,4,5,6,7,8,9,10,11,12

Principal: Mrs. Randa Furrha

Building Code: 09446

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

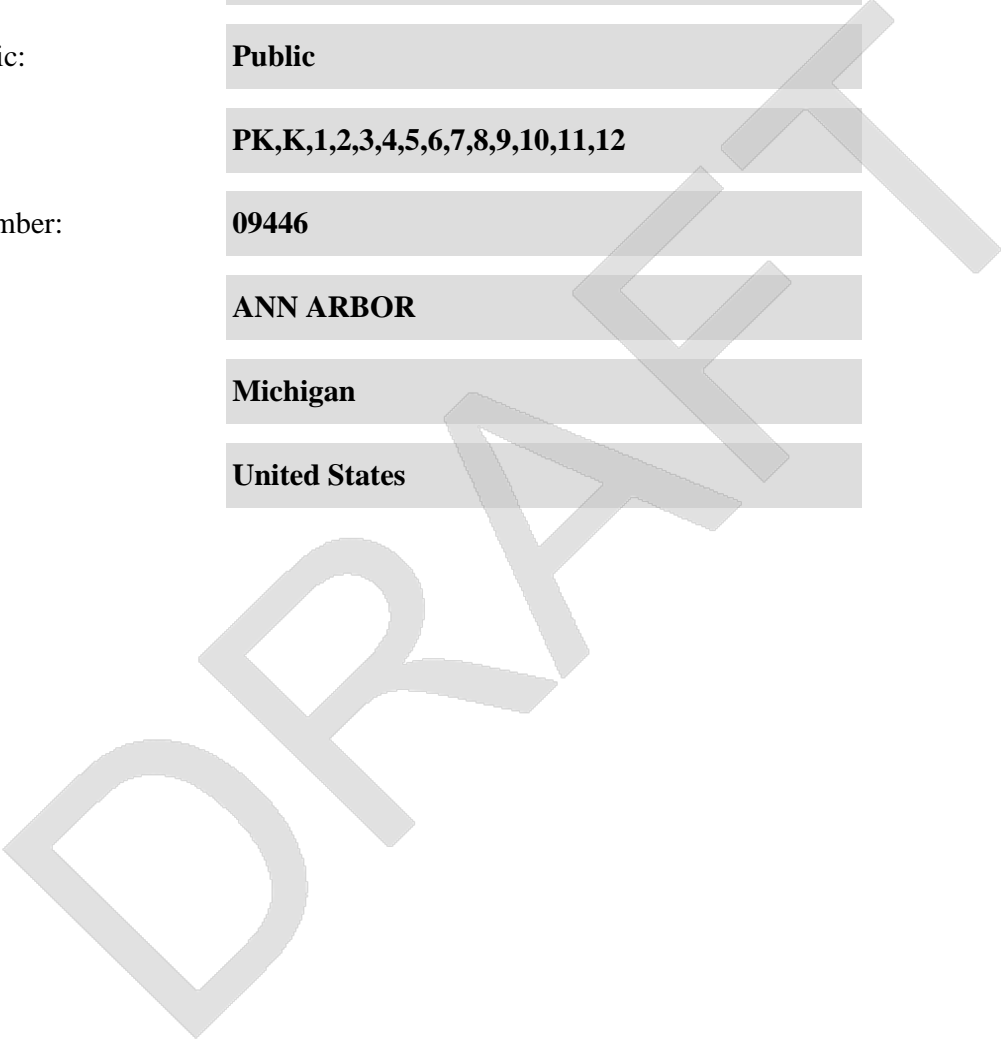
The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

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School Information

School:	Eastern Washtenaw Multicultural Academy
District:	Eastern Washtenaw Multicultural Academy
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
School Code Number:	09446
City:	ANN ARBOR
State/Province:	Michigan
Country:	United States



Vision

Vision Statement

Public education is imperative to support and sustain a diverse democratic society. To this end. We believe: All students can and must learn. School must meet the unique learning needs of each of their students. The home, school and community must serve and support one another. Teaching and learning require a healthy, safe and orderly environment. Resources and services are essential for effective instruction. All staff must continue to learn, and all school must continue to improve. Promoting good citizenship in school strengthens our community. A positive attitude in the classroom and at home enhances success. Learning is a lifelong process. The social and academic learning process is accelerated if students learn cooperation in the classroom.

Mission Statement

Eastern Washtenaw Multicultural Academy recognizes that each child is an individual who needs to experience success to develop a love for learning. We celebrate the pursuit of lifelong learning and are committed to nurturing high self-esteem, respect for diversity and an appreciation for differences. We believe that everyone can learn and experience success given the opportunity to develop confidence and independence.

Beliefs Statement

Education at the Eastern Washtenaw Multicultural Academy is experienced-based, interdisciplinary, and collaborative. There is an emphasis on educating the whole child- the intellectual, emotional, and physical aspects of the person. One of the most important organizing principles of education at EWMA is that in order for children to learn in school and to become lifelong learners, they must interact with their environment (people, places and things) and interpret their experience. There are different ways of talking about the educational philosophy of EWMA. A parent will hear some of the following descriptions when speaking with her or his child's teacher:

Experiential education: carefully designed and executed educational experiences that are reconstructed and reflected upon in a variety of ways through talking, drawing, building and acting;

Constructivism: the idea that a child makes discoveries from his or her own observations, explorations, and experiences, and then uses all of them to construct understanding. Constructivists say that the child is the "making of meaning";

Ownership of learning: because a student is directly involved with the environment and with assorted learning experiences, he or she feels more excited about learning.

Goals

ID	Name	Development Status	Progress Status
8842	Reading	Approved	Open
12254	Mathematics	Approved	Open
12259	Social Studies	Approved	Open
12261	Science	Approved	Open
14755	Writing	Approved	Open

Goal 1: Reading

Content Area : English Language Arts

Goal Source : edyes

Development Status : Approved

Student Goal Statement : All students will improve their scores in the reading and language arts.

Gap Statement : Based on the analysis of several reading assessments a gap was identified between ELL students that have been determined proficient and those that have not. This will be used as a target group to determine the effectiveness of the intervention strategies.

Cause for Gap : The ELL students Fall MEAP 2009 Reading summary report shows that a gap exists between students that were found to be proficient with those that are non-ELL. The focus is in our 8th grade classroom where the ELL students are 27% below the non-ELL students.

Students are unaware of word origins and etymology which is based on the percentage of English Language Learners (294 students enrolled, 142 are ELLs).

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

MEAP, NWEA

Curriculum and performance assessments

Teacher observation

DRA/Running records

KC4

ACT/MME

ELPA

Reading Logs

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? The criteria for success are the number of students who increase of proficiency on the MEAP and increase their NWEA scores.

The data and multiple measures of assessment include MEAP scores, NWEA scores, Lexile/DRA levels, ACT/MME, and teacher delivered classroom assessments.

Teacher will research best practices instruction and strategies for reading and share at it during grade level

meetings, then share it across grade levels.

The building level administrator and instructional staff will verify that instructional and intervention strategies are implemented through the collection of data at monthly school Improvement meetings.

Student achievement data will be collected and graphed as evidence of progress toward our goal.

Contact Name : Elizabeth Recla

List of Objectives:

ID	Objective
9483	By the end of the 2010-2011 school years, all students at Eastern Washtenaw Multicultural Academy will improve skills by 4-6%, as measured by an increase in the percentage of students scoring on the MEAP assessment. The percent of ELL students proficient on MEAP reading will increase from 76% to 80%.

EdYES! (40) Challenges : None

1.1. Objective: Increase reading scores

Measurable Objective Statement to Support Goal : By the end of the 2010-2011 school years, all students at Eastern Washtenaw Multicultural Academy will improve skills by 4-6%, as measured by an increase in the percentage of students scoring on the MEAP assessment.

The percent of ELL students proficient on MEAP reading will increase from 76% to 80%.

List of Strategies:

ID	Strategy	Locked By
9483	Title 1 teachers will be placed in general education classrooms to model effective reading instruction. They will have inclusion time in these rooms to implement guided reading, centers, compass odyssey and literature circles with the general education teacher. Title 1 and specialty teachers will also have scheduled pull out time to work intensively with our students in their deficit area.	

1.1.1. Strategy: Reading Informational Texts

Strategy Statement: Title 1 teachers will be placed in general education classrooms to model effective reading instruction. They will have inclusion time in these rooms to implement guided reading, centers,

compass odyssey and literature circles with the general education teacher. Title 1 and specialty teachers will also have scheduled pull out time to work intensively with our students in their deficit area.

Selected Target Areas

SPR (90) I.2.B.3 Student Engagement: Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

Other Required Information for Strategy

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

- MEAP Scores
- NWEA Scores
- Weekly Comprehension Tests
- Guided Reading Assessments
- Running Records
- ELPA
- Teacher Observation
- Core Unit Assessments
- Reading Logs
- Reading Journals

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
There will be additional support made available during the K-12th grade reading block. The Title 1 Teacher and the classroom teacher will be available for intervention through added section of reading to reduce group sizes. Teachers will also design a center or project with a focus on reading informational text. The teacher will include an assessment to gage student understanding.	09/08/2009	06/14/2010	PreK-12th classroom teacher, Specialty Teachers Title 1 and 31a Teachers

1.1.1.1. Activity: Reading Informational Text

Activity Description: There will be additional support made available during the K-12th grade reading block. The Title 1 Teacher and the classroom teacher will be available for intervention through added section of reading to reduce group sizes. Teachers will also design a center or project with a focus on reading informational text.

The teacher will include an assessment to gage student understanding.

Activity Type: Revised

Planned staff responsible for implementing activity: PreK-12th classroom teacher, Specialty Teachers

Title 1 and 31a Teachers

Actual staff responsible for implementing activity:

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
Guided reading books in sets of 6, Title 1 Teachers NWEA Assessment Center Supplies: Notebooks, pencils, 14 books for the teacher to do read alouds	Title I Schoolwide	30,000.00	0.00

Goal 2: Mathematics

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Each student will show adequate progress in mathematics for all grade levels.

Gap Statement : Across elementary, middle and high school, there are approximately 71% of students proficient on MEAP and MME as compared with the AYP targets of 100%.

Although student data was strong overall, one area of concern was middle school 6th, 7th and 8th African Americans students, on state tests and common assessments.

Cause for Gap : Based on the 2009-10 MEAP data analysis, there is an achievement gap of 11% in 6th grade, 11% in 7th grade, and 44% in 8th grade between Whites and African Americans in overall achievement.

In doing a gap analysis of our math series, we discovered that this was an area of weakness in the text. We need to supplement in this area.

Multiple measures/sources of data you used to identify this gap in student achievement : Sources used were:

MEAP

NWEA

ACT/MME

Grades and observation

Core unit assessments (pre and post tests)

Anecdotal

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? African Americans students identified in the gap statement will demonstrate an increase in achievement in order to close the gap. Monitoring will be done through an ongoing discussion of student work/assessment results (formative and summative). In addition ongoing meetings will be convened to

monitor implementation and impact of the plan.

Contact Name : Elizabeth Plunkett

List of Objectives:

ID	Objective
12167	By June of 2011, 80% students overall will score in the proficient level in mathematics on MEAP. The percent of African American middle school students proficient on MEAP math will increase by 4-6%. This will help close the gap between White and American Americans.

2.1. Objective: Increase Mathematic Proficiency

Measurable Objective Statement to Support Goal : By June of 2011, 80% students overall will score in the proficient level in mathematics on MEAP.

The percent of African American middle school students proficient on MEAP math will increase by 4-6%. This will help close the gap between White and American Americans.

List of Strategies:

ID	Strategy	Locked By
12167	Teachers will explicitly teach problem solving strategies through Marilyn Burns, "About Teaching Mathematics strategies", summer school, after school tutoring, and PD. Strategies that will be modeled: 1.Recognize a pattern 2.Measurable 3.Write an equation 4.Draw a picture 5.Organized list 6.Guess and check 7.Act it out 8.Make a graph or chart 9.Work backward 10.Estimate to find a reasonable answer 11.Use a numberline	

2.1.1. Strategy: Problem solving modeling

Strategy Statement: Teachers will explicitly teach problem solving strategies through Marilyn Burns, "About Teaching Mathematics strategies", summer school, after school tutoring, and PD. Strategies that will be modeled:

- 1.Recognize a pattern
- 2.Measurable
- 3.Write an equation
- 4.Draw a picture
- 5.Organized list
- 6.Guess and check
- 7.Act it out

- 8. Make a graph or chart
- 9. Work backward
- 10. Estimate to find a reasonable answer
- 11. Use a numberline

Selected Target Areas

SPR (90) I.2.B.3 Student Engagement: Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

Other Required Information for Strategy

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

- About Teaching Mathematics strategies (Marilyn Burns math)
- Best Practice (Zemelman, Daniels and Hyde)
- Classroom Instruction that Works (Robert Marzano)
- How Students Learn: History, Mathematics, and Science in Classroom(National Research Council)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will model and instruct students on using problem solving strategies to solve basic operation problems.. Students experiencing difficulty attaining proficiency will be provided with the following accommodations and interventions: Small group instruction Cooperative grouping Extended time Intensive pull out to reinforce skills or assist in gaining mastery of foundational skills Differentiation of instruction Intervention teams are convened for students experiencing difficulty in attaining proficiency Teachers will provide an enriched and accelerated curriculum for select students	09/07/2010	08/15/2011	All Classroom teachers, Specialty Teachers and Title 1 teachers, 31a teacher

2.1.1.1. Activity: Improving Math

Activity Description: Teachers will model and instruct students on using problem solving strategies to solve basic operation problems..

Students experiencing difficulty attaining proficiency will be provided with the following accommodations and interventions:

- Small group instruction
- Cooperative grouping
- Extended time
- Intensive pull out to reinforce skills or assist in gaining mastery of foundational skills
- Differentiation of instruction
- Intervention teams are convened for students experiencing difficulty in attaining proficiency

Teachers will provide an enriched and accelerated curriculum for select students

Activity Type: Revised

Planned staff responsible for implementing activity: All Classroom teachers, Specialty Teachers and Title 1 teachers, 31a teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 08/15/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math manipulative, Marilyn Burns math texts and concept stories. Title Teachers, and Summer School	Title I Schoolwide	30,150.00	0.00

Goal 3: Social Studies

Content Area : Social Studies

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be proficient in Social Studies.

Gap Statement : There is a gap in social studies achievement across grade levels, EWMA students are not performing consistently in social studies. Our MEAP scores continue to be slightly below state level at most grade levels. Based on a review of student MEAP scores only 58% of students are scoring proficient compared to the goal of 100% proficient.

Cause for Gap : Concerns were history, scientific inquiry and general knowledge.

Based on the 2009-09 MEAP data analysis, there is an achievement gap of our ELL students' scores are 43% below proficient compared to state average.

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

- Teacher observations
- Core Unit Assessments
- Pre/Post Test Data
- ALPA Tesing
- ACT/MME

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?

We will close the gap in achievement. ELL Students that are identified in the gap statement will make 4-6 % increase in achievement on MEAP testing

Monthly staff meetings allow teaching staff to discuss areas of need.

Monitoring will be done through an ongoing discussion of student work/assessment results (formative and summative). In addition ongoing meetings will be convened to monitor implementation and impact of the plan.

Contact Name : Ashley Thomas

List of Objectives:

ID	Objective
15699	-Textbooks used with other media and supplemental materials address important learning objectives.

3.1. Objective: Increase Social Studies Proficiency

Measurable Objective Statement to Support Goal : -Textbooks used with other media and supplemental materials address important learning objectives.

List of Strategies:

ID	Strategy	Locked By
15699	With the small amount of classrooms, teachers are able to discuss student progress on a daily basis. One-on-one support for students in core curriculum and technology application ensures continuous engagement. Being high ELL, many of our student's experiences, background knowledge, and vocabulary, is limited. Hands-on activities, supplemental instructors, and field experiences will be used to build general knowledge, vocabulary, and schema. Through conferences, orientations and special programs, parents and community members will have opportunities to assist in enhancing and supplementing the learning experience.	

3.1.1. Strategy: Intervention for Social Studies

Strategy Statement: With the small amount of classrooms, teachers are able to discuss student progress on a daily basis.

One-on-one support for students in core curriculum and technology application ensures continuous engagement.

Being high ELL, many of our student's experiences, background knowledge, and vocabulary, is limited.

Hands-on activities, supplemental instructors, and field experiences will be used to build general knowledge, vocabulary, and schema.

Through conferences, orientations and special programs, parents and community members will have opportunities to assist in enhancing and supplementing the learning experience.

Selected Target Areas

SPR (90) I.2.A.3 Reflection and Refinement: A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.
 SPR (90) I.2.B.3 Student Engagement: Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

Other Required Information for Strategy

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

- Recommendations for Teaching Social Studies (Zemelman, S. H. Daniels, and A. Hyde)
- Classroom Instruction that Works (Robert Marzano)
- The Curriculum Standards for Social Studies (National Council for the Social Studies)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Use of Virtual field trip films, to maintain student interest in Social Studies Area: -The Civil War - A Virtual Field Trip for your Social Studies class -Countries of the World - A lesson for Social Studies. - Early American Colonies - A trip back to early America -TheUnited States National Symbols - The pieces that make up America -Native American Dwellings -The Great Depression and WWII - A living history of our grandparents -Colonial Life - How did early Americans live?	09/07/2010	06/17/2011	All K-12 teachers

3.1.1.1. Activity: virtual field trips

Activity Description: Use of Virtual field trip films, to maintain student interest in Social Studies Area:

- The Civil War - A Virtual Field Trip for your Social Studies class
- Countries of the World - A lesson for Social Studies.
- Early American Colonies - A trip back to early America
- TheUnited States National Symbols - The pieces that make up America
- Native American Dwellings
- The Great Depression and WWII - A living history of our grandparents

-Colonial Life - How did early Americans live?

Activity Type: Revised

Planned staff responsible for implementing activity: All K-12 teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Virtual Field Trips Computer and Projection Screen Internet	Title I Schoolwide	1,000.00	0.00

Goal 4: Science

Content Area : Science

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be proficient in Science.

Gap Statement : There is a gap in science achievement across grade levels, EWMA students are not performing consistently in science. Our MEAP scores continue to be slightly below state level at most grade levels. Based on a review of student MEAP scores in 5th grade 63% and 8th grade 53% in proficient, students are behind the State goal of 100% proficient.

Cause for Gap : Based on 2009-10 there is an achievement gap of 20% difference in males in 5th grade. Males are scoring 20% below Females in 5th grade in MEAP Science.

Concerns were:

Inconsistent Science logs in all grades.

Weekly Hands-on, Inquiry-based experiments

Implementing our science curriculum, in an electronic format, with resources, resource links and assessments attached.

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

NWEA

Teacher observations

School records

Core unit assessments to identify this gap in student achievement.

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? We will close the gap of achievement in males. Males are scoring 20% below Females in 5th grade in MEAP Science. They identified group will make an increase of 4-6% in order to decrease the achievement on MEAP Science.

Monthly staff meetings allow teaching staff to discuss areas of need.
Monitoring will be done through an ongoing discussion of student work/assessment
Results (formative and summative).

Contact Name : Alicia Perrine

List of Objectives:

ID	Objective
15702	By June of 2011, 70% students overall will score in the proficient level in science on MEAP. The percent of 5th grade male students proficient on MEAP science will increase from 50% to56%. This will help decrease the gap between males and females.

4.1. Objective: Increase Science Proficiency

Measurable Objective Statement to Support Goal : By June of 2011, 70% students overall will score in the proficient level in science on MEAP.

The percent of 5th grade male students proficient on MEAP science will increase from 50% to56%. This will help decrease the gap between males and females.

List of Strategies:

ID	Strategy	Locked By
15702	Hands on student lessons will be teacher directed along with collaborative grouping. Daily usage of Science logs. Collaborative planning teams will design standards-based, guided inquiry lesson plans and monitor student progress in science using Scott Foresman. Collaborative planning teams will design differentiated instructional strategies to improve deficient skills for level 1 and 2 students. School staff will use technology tools to engage students in rigorous and relevant activities in science. Collaborative planning teams will identify priority academic student services interventions which may include: time management, organizational skills, study skills, and mentoring/tutoring support.	

4.1.1. Strategy: Intervention for Science

Strategy Statement: Hands on student lessons will be teacher directed along with collaborative grouping.

Daily usage of Science logs.

Collaborative planning teams will design standards-based, guided inquiry lesson plans and monitor student progress in science using Scott Foresman.

Collaborative planning teams will design differentiated instructional strategies to improve deficient skills for level 1 and 2 students.

School staff will use technology tools to engage students in rigorous and relevant activities in science.

Collaborative planning teams will identify priority academic student services interventions which may include: time management, organizational skills, study skills, and mentoring/tutoring support.

Selected Target Areas

SPR (90) I.2.B.3 Student Engagement: Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

SPR (90) III.2.C.3 Results-Driven: Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Other Required Information for Strategy

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

Best Practice by: Zemelman, Daniels, and Hyde

Classroom Instruction that works by: Robert Marzano

How Students Learn History, Mathematics, and Science in the Classroom by National Research Council, 2005

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will participate in staff development to implement science notebooks as learning tools and to help guide assessment. All students will demonstrate critical thinking through a deeper understanding of the inquiry process and Essential Learnings as reflected on a science notebook rubric assessment. As EWMA implements science notebooks school-wide, these rubric assessments will provide baseline and summative data. Fifth grade students will demonstrate proficiency on MEAP Science to meet the district average of 70%.	09/07/2010	06/17/2011	All classroom teachers, title 1 teachers, and specialty teachers

4.1.1.1. Activity: Science Notebooks

Activity Description: Teachers will participate in staff development to implement science notebooks as learning tools and to help guide assessment.

All students will demonstrate critical thinking through a deeper understanding of the inquiry process and Essential Learnings as reflected on a science notebook rubric assessment. As EWMA implements science notebooks school-wide, these rubric assessments will provide baseline and summative data. Fifth grade students will demonstrate proficiency on MEAP Science to meet the district average of 70%.

Activity Type: Revised

Planned staff responsible for implementing activity: All classroom teachers, title 1 teachers, and specialty teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Notebooks, pencils, supplies for activities and labs, title 1	Title I Schoolwide	26,700.00	0.00

Goal 5: Writing

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

Student Goal Statement : All students will be proficient in writing.

Gap Statement : Based on a review of student achievement data sources (MEAP, MWEA, writing prompts and classroom writing papers,) only 46% of students are scoring proficient on narrative measures compared to the goal of 100% proficient.

Cause for Gap : Students failed to expand their ideas when completing the writing prompt.

Teachers were introduced to a new writing strategy, "Lucy Calkins" which is still being implemented. Additional Professional Development is needed.

Available school resources for academic support are not properly utilized by the students that are experiencing academic difficulty.

Teachers also revealed that student's proficiency with informational writing in science and social studies are

deficient.

We have increased our enrollment from last year by 12%; consequently, the percentage of English Language Learners has increased by 10%. Of the 294 students enrolled, 142 are ELLs.

Multiple measures/sources of data you used to identify this gap in student achievement : There are a few measures used to identify the gap.

1. The MEAP assessment data, Writing portion 2009
2. The ELPA assessment data, Writing and Writing Conventions subtest 2009
3. The NWEA assessment data, Language Use subtest 2009-2010
4. School wide writing prompts
5. Graded student writing samples
6. ACT/MME

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? ELL students identified in the gap statement will demonstrate an increase in achievement in order to close the gap. Monitoring will be done through an ongoing discussion of student work/assessment results (formative and summative). In addition ongoing meetings will be convened to monitor implementation and impact of the plan.

We will close the gap in achievement. ELL Students will make a 4-6% increase in achievement on interim assessments (which ones). Progress will be monitored.

Contact Name : Zaia Ell

List of Objectives:

ID	Objective
15703	The percent of ELL students proficient on MEAP writing will increase from 46% to 54%.

5.1. Objective: Increase writing proficiency

Measurable Objective Statement to Support Goal : The percent of ELL students proficient on MEAP writing will increase from 46% to 54%.

List of Strategies:

ID	Strategy	Locked By
15703	*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. *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. *Teachers will model each step and how to write each type of paragraph (main idea, and supporting detail). *The whole class will write each type together
*Students will practice writing and/or identifying the parts of a paragraph together in centers.

5.1.1. Strategy: Group Writing Prompt Response

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.

*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.

*Teachers will model each step and how to write each type of paragraph (main idea, and supporting detail).

*The whole class will write each type together

*Students will practice writing and/or identifying the parts of a paragraph together in centers.

Selected Target Areas

SPR (90) I.2.B.3 Student Engagement: Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

SPR (90) IV.1.B.2 Extended Learning Opportunities: The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

Other Required Information for Strategy

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

SIOP? Sheltered Instruction Observation Protocol.

Understanding by Backward Design

Lucy Calkins, Primary Writing Curriculum

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
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.	09/07/2010	08/19/2011	All classroom teaching staff, Title Teachers and Specialty Teachers.

5.1.1.1. Activity: Writing Workshop

Activity Description: 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.

Activity Type: Revised

Planned staff responsible for implementing activity: All classroom teaching staff, Title Teachers and Specialty Teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 08/19/2011

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, notebooks, ruled paper, pencils, markers, easels, pencil sharpeners, dry era	Title I Schoolwide	30,309.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Schoolwide	\$118,159.00	\$0.00

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Title I Required Components

As part of the School Improvement Plan (SIP) submittal process for a given school year, each building receiving Title I funds is required to complete either a Title I Schoolwide Required Components or a Title I Targeted Assistance Required Components. The current status of the Title I Required Components is listed below. The SIP cannot be submitted until the Title I Required Components has a status of Submitted.

Report	Open Date	Due Date	Status
Required Components	12/02/2009	09/01/2010	Submitted

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Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Peggy	Yenor	Title 1 Coordinator	pyenor@gmail.com
Mrs.	Randa	Furrha	Principal	rfurrha1@gmail.com
Ms.	Cynthia	Cebuhar	Parent	cwease@comcast.net
Ms.	Elizabeth	Recla	Upper Elementary Teacher	ebeau77@yahoo.com
Ms.	Molly	Welker	Lower Elementary Teacher	mollywelker@hotmail.com
Ms.	Marilyn	Suchon	Lower Elementary Teacher	mjss25@comcast.net
Ms.	Elizabeth	Plunkett	Middle School Teacher	elizabeth.plunkett@gmail.com
Mr.	Nancy	Hage	High School Advisor/Socia	nancy.hage@gmail.com
Ms.	Melanie	Hopp	K-12th Special Ed Teacher	melaniehopp@yahoo.com
Ms.	Zaia	Ellhorst	ELL Teacher	melaniehopp@yahoo.com
Ms.	Ashley	Thomas	Middle High School	thomas200307@sbcglobal.net

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

The Academy's administration and staff work very closely together to review all issues and to make decisions in support of the academy's technical, personal and organizational domains. The school improvement committee includes a parent, the principal, all classroom teachers, and paraprofessionals.

The school improvement committee holds monthly meetings to review EWMA's mission statement and educational goals throughout the year.

The committee's decision-making process follows a format designed to reach compromise through formal discussions. Decisions depend upon a majority agreement of committee members. The final school improvement plan will be submitted to the committee and given to EWMA's board for final approval.

The administration and staff are responsible for implementing and monitoring the plan. The plan will be discussed during staff meetings throughout the year. The committee will meet quarterly for updates on SIP progress and to consider revisions. Additionally, the plan will be reviewed and discussed monthly at staff

meetings which include the entire teaching staff.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.

Decisions at Eastern Washtenaw Multicultural Academy regarding curriculum, instruction and assessment are discussed as an entire staff, then through smaller department (grade level) teams, the data is collected and disaggregated. The Academy has a monthly SIP meeting in which parents are involved in the discussions.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.

Institution and student information and progress is shared in a number of ways. Teachers communicate with stakeholders through a bi-weekly newsletter as well as email or phone conversations if necessary. The school provides a Title 1 page on our website which is continuously updated, and an online grading program with parent access. Twice a year the Title 1 coordinator reports at the school board meeting on specific school information and student achievement.

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Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:

principal

Address:

5550 Platt Rd Ann Arbor Mi 48108

Telephone Number:

734-677-0732

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

The Professional Learning activities The Academy will need; continuing sharing of strategies, time for team planning and debriefing before/after programs.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

Institution integrated of available fiscal resources is used professional development conference fund allocated; subs for pull out and conference time; allowance of PD time used in the school for developing and sharing strategies.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

Institution assessed needs for integrated use of technology to support the school improvement plan is continued monitoring; created staff space on server for sharable docs; projectors purchased for teacher use.

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