

Kirkwood Elementary School

Plan for Excellence 2009-2010

- A. Reading
- B. Math
- C. Writing
- D. Family Friendly Schools

Reading

The key components of the reading program are outlined in the Kirkwood Reading First Plan. The school already has in place research based instructional materials, the Open Court reading program, an intervention plan for struggling readers, 90-minute instructional blocks and leveled grouping. Through the School Improvement Action Plan for Reading, the study team has identified activities that will increase the skills of ELL students and expand the scope of best practices found in the Reading First kinder through third grade program into fourth and fifth grades.

Expectations-What we will do:

- Daily 90 minute Reading Block
- Three tier Reading Model
- Tutoring Program
- Certified and Classified professional development as needed
- New teacher and cross grade level transfers training
- Accelerated Reader procedures
- Consistent Open Court, Reading Mastery, Corrective Reading and Intervention (SIPPS, Intensity Boards) routines and procedures
- Sound Spelling Cards access for students
- Professional Learning Communities (PLC) Meetings
- DIBELS
- DIBELS Progress Monitoring
- Fluency Practice
- Tier II
- Reading Homework
- Data Driven Instruction
- Core Phonic Survey
- Diagnostic Decoding Survey
- Multisyllabic word instruction grades 2-5

Math

Kirkwood Elementary math program is Investigations 1-5. There have been many changes to the curriculum in the 2008 – 2009 school year. The changes will address district-wide concerns in mathematics, especially in the area of number sense.

Kindergarten teachers are being trained in the Kathy Richardson resource by the author of the resource herself for six days this school year and will continue next school year. A part of the Richardson training is a diagnostic assessment, which allows teachers to identify the current levels of student performance. Specific activities are linked to the diagnostic assessment that teachers can use.

First and second grades are using Investigations and a new resource called ORIGO. ORIGO concentrates on number sense, with an emphasis on mental math and strategies to help children manipulate numbers readily. In 2008-2009 second grade is also using the first grade materials, and will follow with a partial completion of the second grade materials. The ORIGO resource includes an assessment after every five lessons, and a culminating assessment for the year's work. This is necessary due to the need to make sure second graders develop a firm foundation for what is to follow. Both first and second grade are completing units in measurement, geometry, and data/statistics, which are being developed by taking elements of several resources to meet the new Performance Expectations. Algebraic thinking is included in the ORIGO materials therefore no further units are being developed to address that content strand.

Third grade is using Investigations and ORIGO as well. We are using ORIGO to ensure strategies and mental math skills are in place for a solid number sense foundation. Assessments used in third grade include district wide Investigations revised unit assessments, which align with the new PEs, and the ORIGO assessments.

Fourth and fifth grades, under the guidance of Tom Boyce, an independent math consultant, are using Investigations. Investigations employ more lessons to help students gain deeper understanding, and is a student centered/student sense making resource. Common assessments are developed with Mr. Boyce that are used district wide. All grade levels continue to use several excellent problem-solving resources: GroundWorks, Building Mathematical Ideas, Problem Solver I and II, and released, annotated WASL items.

Expectations-What we will do:

- Continue grade level PLC meetings 60 minutes a week
- Continue implementing a 60 min. (kinder) and 90 min. (gr. 1-5) daily math instruction time
- Continue problem solving at least three times per week
- Continue teaching basic math facts strategies
- Training on math curricula for staff and new hires
- MAPS Diagnostic assessment will be used three times a year
- Research and implement best teaching practices in all content and process strands of K-5 math. Best practices will include discourse (math talk/discussion), questioning strategies.
- Grades 3-5 will use incorporate the use WASL released items as a part of each unit of instruction.

Writing

For the past four years, the district has been working to implement a formal writing curriculum. The building schedule was revised for the 08 – 09 school year to provide a daily 30-minute instructional writing block. Writing curriculums were researched and the district, with the support of those who piloted the programs, chose “Step Up to Writing”, “Units of Study” and a variety of writing strategies. The district has since hired national consultants to provide support and ongoing professional development to ensure fidelity across the grade levels and throughout the schools. Yearlong grade level writing plans were developed during the 08 – 09 school year. Teachers worked in their grade level PLC’s to design lessons in which all students can participate at the current level of ability. Teachers are currently working to integrate writing into all content areas.

Expectations-What we will do:

- Dedicated time for writing instruction/application 150 minutes a week
- Evidence of student writing in content areas: social studies, science, math, and reading
- Two - four writing in-services /trainings provided per year to meet teachers’ needs as time allows
- Evidence of students/teachers using “Step Up to Writing” and Units of Study
- Research additional methods and strategies to enhance current writing skills/curriculum
- Provide training for new staff on current writing curriculum
- Provide ongoing professional development for staff based on the writing plan as funds are available
- Scope & sequenced writing plan developed

Family Friendly Schools

Several staff members have been trained by Steven Constantino to provide customer service standards and cultural awareness. The School Improvement Team will provide one training per year for all staff on customer service standards and cultural awareness. Focused Family Nights may include, but not limited to: Back to School Night, Curriculum Nights, Reading, Math, Writing, McTeacher Night, WASL Night, Halloween Carnival, Winter Program & Meet Your Teacher. Each grade level team will conduct one of the nine family nights a year.

Expectations-What we will do:

- KW Planning Committee consisting of teachers, paraprofessionals, support staff and principal will meet
- Staff members will be a part of the Parent Teacher Organization (PTO)
- Focused Family Nights may include, but not limited to: Back to School Night, Curriculum Nights, Reading, Math, Writing, McTeacher Night, WASL Night, Halloween Carnival, Winter Program & Meet Your Teacher.
- Each grade level team will conduct one of the nine family nights a year
- Student of the Month Assembly will be held: Teachers will call and invite families to attend
- All KW Staff members will attend at least 3 Family Nights per year
- One training per year for all staff on customer service standards and cultural awareness
- Staff will facilitate effective two-way communication with all KW families each month by: e-mail, phone calls, home visits, conferences, classroom websites, Family Support Team, letters or newsletters
- Family Involvement Policy will reviewed each year
- Student-led conferences conducted twice a year
- Provide family literacy classes

English Language Learners

Currently, Kirkwood Elementary has no English Language program that meets the needs of our English Language Learners (ELL). This past school year we researched an ELL program that can be implemented throughout the content areas that will support our ELL students K-5. We have adopted the Guided Language Acquisition Design (GLAD) program. All staff will be trained by 2011 school year in the 30 ELL strategies.