

# **School Improvement Plan**

Galewood Early Elementary School

Charlotte Public Schools

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## Overview

### Plan Name

School Improvement Plan

### Plan Description

Three Year Plan

2019-2020 SY, 2020-2021 SY, 2021-2022 SY

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Galewood Early Elementary students will be proficient mathematicians.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$1000
2	Galewood Early Elementary students will be proficient readers.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$1000
3	Galewood Early Elementary students will be proficient writers.	Objectives: 1 Strategies: 5 Activities: 8	Academic	\$1000
4	Galewood Early Elementary students will be proficient scientists.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$0

## Goal 1: Galewood Early Elementary students will be proficient mathematicians.

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency in Mathematics by 06/30/2022 as measured by local assessments and/or the Common Core State Assessment.

### Strategy 1:

Workshop Model - All Galewood staff will provide students with daily instruction in mathematics based upon the Workshop Model, as well as utilize conferring techniques in order to determine student strengths, needs and future teaching points.

Category: Mathematics

Research Cited: Research Cited:

Routman, Regie. Teaching Essentials: Expecting the Most and Getting the Best from Every Learner, K-8 Through her work, Routman promotes the belief that the child must be at the center of all learning and to do so, educators must abandon traditional instructional models such as lecturing and skill drilling. Instead, she states, teachers must employ a model of optimal learning where learners gradually move from dependence to independence. Through a teaching philosophy known as the workshop model, students are highly engaged in their learning and work on materials appropriate to their specific proficiency level. Over the past decade, the workshop model has been documented as one of the most effective instructional models where learners are encouraged and supported in trying out what is being demonstrated, taking risks, monitoring themselves, and setting goals while moving toward independence. The workshop model is designed to access the range of ways that children learn and acquire knowledge—from listening to the teacher model a skill to hands-on learning opportunities. It is a rigorous and challenging, yet affirming, educational model that generally consists of the following components: a teacher lead mini-lesson (teaching point) with direct and explicit modeling of a skill/strategy; an opportunity for students to practice the modeled skill/strategy together with the teacher (active engagement); students working independently or collaboratively on a project/assignment that allows them to employ and develop the particular skill/strategy; an opportunity for students to share their work with others, and to engage in a whole-class discussion. Routman believes that through the use of the workshop model, teachers begin to think about teaching in terms of their students' needs and interests, and recognize teaching as a powerful, invitational relationship that draws in the learner.

Calkins, Lucy; Hartman, Amanda; White, Zoe. One to One The authors of One to One remind us that whether in math workshop, writing workshop, reading workshop, or art, the individual conversations we have with children to lift the level of their work, to solidify and nurture their identities as students of whatever subject we are currently studying, are crucial. Further, they point out that transferring what we know about good conferring in writing workshop to other content areas, such as math or science, will not only benefit our students, but will also help us to assess them across differing content areas, providing us with a deeper and more well-rounded understanding of each child.

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Tier: Tier 1

Activity - Model Lessons and Inter/Intravisation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood staff will have access to viewing high-quality mathematical instruction within/outside of the building, and meet collaboratively in order to determine instructional implications.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal

Activity - PD: Workshop Model, Mathematics Journaling, Conferring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood staff will be provided with high-quality PD to deepen their understanding of the Workshop Model, Mathematics Journaling, and Conferring techniques.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2022	\$0	No Funding Required	Principal, Eaton RESA, Ingham ISD

Activity - Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood staff will make their students aware of their Independent and Instructional levels, as well as establish, and inform them of, specific skill-based goals based upon their Instructional level.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal

**Strategy 2:**

Mathematics Journals - All Galewood staff will implement daily mathematics journals in order to assist their students in examining, expressing and tracking their mathematical reasoning, while learning to communicate mathematically.

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Category: Mathematics

Research Cited: Research Cited: Burns, Marilyn. Writing in Math In Writing in Math, Burns indicates that she cannot imagine teaching mathematics without making writing an integral aspect of students' learning as it helps them think more deeply and clearly, while providing an invaluable tool in assessing learning and understanding. According to Burns, writing within math is essential because it requires students to organize, clarify and reflect upon their ideas—which are all useful processes for making sense of mathematics. In addition, when students write, their papers/journal entries provide insight into their understandings, their misconceptions, and their feelings about the content they are learning. Further, and more importantly, writing within mathematics provides a way for students to reflect upon and clarify their own learning, and to explore, extend and cement their ideas about the mathematics they study. Such writing creates an ongoing record of what students are accomplishing within math class, and provides a chronological record of learning experiences

Tier: Tier 1

Activity - Construct and Record Models	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood students will construct and record mathematical models (i.e. pictures, words, numbers) in order to solve problems in everyday life.	Direct Instruction	Tier 1	Getting Ready	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD

Activity - Explicit Vocabulary and Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood staff will explicitly teach mathematics vocabulary, and provide their students with frequent and varied opportunities to think about and use mathematics vocabulary in order to enhance their verbal and written communication.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD

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Activity - Self-Evaluation of Problem Solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood students will self-evaluate their own mathematical thinking and/or analytical problem solving through the use of the National Council of Teachers of Mathematics (NCTM) Process Standards Rubrics.	Direct Instruction	Tier 1	Getting Ready	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD

### Strategy 3:

Vertical PLCs - All Galewood staff will participate in school-wide vertical PLCs for the purpose of informing mathematics instruction.

Category: Mathematics

Research Cited: Research Cited: Dufour, Richard; Eaker, Robert. Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement The authors of Professional Learning Communities at Work provide specific how-to information about transforming schools into results-oriented professional learning communities which emphasize relationships, shared ideals, and a strong culture. Of the six key characteristics (shared mission, vision, and values; collective inquiry; collaborative teams; action orientation and experimentation; continuous improvement; results orientation), we are reminded that the basic structure of any professional learning community (PLC) are collective teams that share a common purpose—to learn from one another, to work collaboratively, and to hold themselves accountable for the results. Doing so, the authors stress, creates the necessary momentum in order to fuel continued organizational renewal and improvement.

Tier: Tier 1

Activity - Data to Inform Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood staff will participate in school-wide vertical PLCs as the vehicle for reviewing/analyzing data for the purpose of informing mathematics instruction.	Teacher Collaboration	Tier 1	Implement	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD

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Activity - Book Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood staff will meet during common planning, building-wide professional development sessions, and/or designated staff meetings in order to read and discuss self-selected professional literature related to the teaching of mathematics and the associated goals within this SIP.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2022	\$1000	General Fund	All classroom teachers/at-risk staff, principal

## Goal 2: Galewood Early Elementary students will be proficient readers.

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency in Reading by 06/30/2022 as measured by local assessments and/or the Common Core State Assessment.

### Strategy 1:

Workshop Model - All Galewood staff will provide students with daily instruction in reading based upon the Workshop Model, as well as utilize conferring techniques in order to determine student strengths, needs, and future teaching points.

Category: English/Language Arts

Research Cited: Research Cited:

Routman, Regie. Teaching Essentials: Expecting the Most and Getting the Best from Every Learner, K-8 Through her work, Routman promotes the belief that the child must be at the center of all learning and to do so, educators must abandon traditional instructional models such as lecturing and skill drilling. Instead, she states, teachers must employ a model of optimal learning where learners gradually move from dependence to independence. Through a teaching philosophy known as the workshop model, students are highly engaged in their learning and work on materials appropriate to their specific proficiency level. Over the past decade, the workshop model has been documented as one of the most effective instructional models where learners are encouraged and supported in trying out what is being demonstrated, taking risks, monitoring themselves, and setting goals while moving toward independence. The workshop model is designed to access the range of ways that children learn and acquire knowledge—from listening to the teacher model a skill to hands-on learning opportunities. It is a rigorous and challenging, yet affirming, educational model that generally consists of the following components: a teacher lead mini-lesson (teaching point) with direct and explicit modeling of a skill/strategy; an opportunity for students to practice the modeled skill/strategy together with the teacher (active engagement); students working independently or collaboratively on a project/assignment that allows them to employ and develop the particular skill/strategy; an opportunity for students to share their work with others, and to engage in a whole-class discussion. Routman believes that through the use of the workshop model, teachers begin to think about teaching in terms of their students' needs and interests, and recognize teaching as a powerful, invitational relationship that draws in the learner.

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Calkins, Lucy; Hartman, Amanda; White, Zoe. One to One The authors of One to One remind us that whether in math workshop, writing workshop, reading workshop, or art, the individual conversations we have with children to lift the level of their work, to solidify and nurture their identities as students of whatever subject we are currently studying, are crucial. Further, they point out that transferring what we know about good conferring in writing workshop to other content areas, such as math or science, will not only benefit our students, but will also help us to assess them across differing content areas, providing us with a deeper and more well-rounded understanding of each child.

Tier: Tier 1

Activity - Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood staff will make their students aware of their Independent and Instructional reading levels, as well as establish, and inform them of, specific skill-based goals based upon their Instructional level.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal

Activity - PD: Workshop Model, Mathematics Journaling, Conferring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood staff will be provided with high-quality PD to deepen their understanding of the Workshop Model, Guided Reading, and Conferring techniques.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD

Activity - Model Lessons and Inter/Intravisiatation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All Galewood staff will have access to viewing high-quality reading instruction within/outside of the building, and meet collaboratively in order to determine instructional implications.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD
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Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood staff will incorporate Guided Reading into their daily reading block in order to provide their students with high quality, skill- based reading instruction based upon their Instructional levels.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal

### Strategy 2:

Explicit Comprehension Instruction - All Galewood staff will explicitly teach comprehension strategies (making connections, questioning, visualizing, inferring, determining importance, synthesizing, and self-monitoring) to their students.

Category: English/Language Arts

Research Cited: Research Cited: Harvey, Stephanie; Goudvis, Anne. Strategies That Work: Teaching Comprehension for Understanding and Engagement Harvey and Goudvis share that in order to engage students fully within their reading, enhance their understanding, acquire knowledge, and learn from and remember what they've read, that teachers have the responsibility to make what is implicit, explicit. Explicit instruction means that teachers show their learners how they, themselves, think when they read. Explicitly teaching reading comprehension strategies needs to occur so that readers are able to use them in order to construct meaning, as well as to do so flexibly, seamlessly and independently as they read, write, and discuss their thinking.

Miller, Debbie. Reading with Meaning: Teaching Comprehension in the Primary Grades. Miller believes that in order for children to be active, thoughtful, and proficient readers and thinkers, they must have deep understanding of comprehension strategies, and an awareness of when and how they assist them. In her work, she promotes a model of explicit reading instruction using four distinct stages that guide children to independence within reading: explicit teacher modeling/explanation of a strategy; guided practice, where teachers gradually give students more responsibility for task completion; independent practice accompanied by feedback; application of the strategy to real reading situations. Of these, explicit modeling, or showing kids how, is essential. Teacher modeling includes explaining the strategy, thinking aloud about the mental processes used to construct meaning, and demonstrating when and why it is most effective. Thinking aloud about what's going on inside our heads as we read, Miller states, allows us to make the invisible visible and the implicit explicit.

Tier: Tier 1

Activity - Explicit Comprehension Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood staff will explicitly teach comprehension strategies (making connections, questioning, visualizing, inferring, determining importance, synthesizing, and self-monitoring) to their students.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD

**Strategy 3:**

Running Records - All Galewood staff will assess their students' reading levels a minimum of 4x per year (quarterly) utilizing curriculum-embedded as well as traditional running records, and do so intermittently based upon skill level as follows: Intensive Level= weekly running records; Strategic Level= tri-weekly running records; Benchmark= quarterly.

Category: English/Language Arts

Research Cited: Research Cited:

Clay, Marie. AN OBSERVATION SURVEY OF EARLY LITERACY ACHIEVEMENT Running records, according to the research presented here, capture what young readers actually say and do while reading continuous text. When a record has been completed, teachers can review what happened immediately, leading to a teaching decision on the spot, or at a later time. Additionally, teachers can judge what a student already knows, what has been attended to, and what has been overlooked. This information allows teachers to prompt, support and challenge individual learners, as well as describe how children are working on text.

Taberski, Sharon. ON SOLID GROUND: Strategies for Teaching Reading K-3 Through her writing, Taberski stresses the importance and use of running records in order to learn more about children's reading processes through observation of their reading behaviors, specifically their miscues (any deviation made from the actual printed text). Such miscues, she points out, are not random occurrences, but logical, systematic representations of how children understand the reading process and the cueing systems they use. Running records are essential components of effective reading instruction and provide teachers with three distinct advantages: first, when used frequently and purposefully, they become more of a tool for teaching rather than an instrument to report on a child's stages of reading; second, they assist teachers in recognizing a student's pattern of errors— leading to more informed instruction when analyzed; third, they offer more flexibility as well as opportunities for

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teachers to collect authentic “samples” of children’s actual reading.

Tier: Tier 1

Activity - Data to Inform Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood staff will participate in school-wide vertical PLCs as the vehicle for reviewing/analyzing data for the purpose of informing reading instruction.	Teacher Collaboration	Tier 1	Implement	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD

### Strategy 4:

Vertical PLCs - All Galewood staff will participate in school-wide vertical PLCs for the purpose of informing reading instruction.

Category: English/Language Arts

Research Cited: Research Cited: Dufour, Richard; Eaker, Robert. Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement The authors of Professional Learning Communities at Work provide specific how-to information about transforming schools into results-oriented professional learning communities which emphasize relationships, shared ideals, and a strong culture. Of the six key characteristics (shared mission, vision, and values; collective inquiry; collaborative teams; action orientation and experimentation; continuous improvement; results orientation), we are reminded that the basic structure of any professional learning community (PLC) are collective teams that share a common purpose—to learn from one another, to work collaboratively, and to hold themselves accountable for the results. Doing so, the authors stress, creates the necessary momentum in order to fuel continued organizational renewal and improvement.

Tier: Tier 1

Activity - Book Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All Galewood staff will meet during common planning, building-wide professional development sessions and/or designated staff meetings in order to read and discuss self-selected professional literature related to the teaching of reading comprehension, and the associated goals within the School Improvement Plan.	Professional Learning		Implement	08/19/2019	06/30/2022	\$1000	General Fund	All classroom teachers/at-risk staff, principal
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### Goal 3: Galewood Early Elementary students will be proficient writers.

#### Measurable Objective 1:

80% of All Students will demonstrate a proficiency in Writing by 06/30/2022 as measured by local assessments and/or the Common Core State Assessment.

#### Strategy 1:

Workshop Model - All teachers will provide students with daily instruction in writing based upon the Workshop Model, as well utilize conferring techniques in order to determine student strengths, needs and future teaching points.

Category: English/Language Arts

Research Cited: Research Cited:

Routman, Regie. Teaching Essentials: Expecting the Most and Getting the Best from Every Learner, K-8 Through her work, Routman promotes the belief that the child must be at the center of all learning and to do so, educators must abandon traditional instructional models such as lecturing and skill drilling. Instead, she states, teachers must employ a model of optimal learning where learners gradually move from dependence to independence. Through a teaching philosophy known as the workshop model, students are highly engaged in their learning and work on materials appropriate to their specific proficiency level. Over the past decade, the workshop model has been documented as one of the most effective instructional models where learners are encouraged and supported in trying out what is being demonstrated, taking risks, monitoring themselves, and setting goals while moving toward independence. The workshop model is designed to access the range of ways that children learn and acquire knowledge—from listening to the teacher model a skill to hands-on learning opportunities. It is a rigorous and challenging, yet affirming, educational model that generally consists of the following components: a teacher lead mini-lesson (teaching point) with direct and explicit modeling of a skill/strategy; an opportunity for students to practice the modeled skill/strategy together with the teacher (active engagement); students working independently or collaboratively on a project/assignment that allows them to employ and develop the particular skill/strategy; an opportunity for students to share their work with others, and to engage in a whole-class discussion. Routman believes that through the use of the workshop model, teachers begin to think about teaching in terms of their students' needs and interests, and recognize teaching as a powerful, invitational relationship that draws in the learner.

Anderson, Carl. how's it going? A PRACTICAL GUIDE TO CONFERRING WITH STUDENT WRITERS Anderson's work is an essential component to our SIP as

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Galewood teachers begin engaging in one-on-one conferences during writing workshop, and zero in on exactly what students need as writers. Anderson stresses that the key to powerful writing conferences lies in understanding that they are conversations with a clear purpose, as well as a predictable structure—and the best lens through which to view the task of talking about writing. Through his work, classroom teachers learn how to take what they already know about effective conversations and apply that knowledge. Further, they are provided with an in-depth discussion of their role in conferences, strategies on how to teach their students to take on a more active role, as well as learn new ways of thinking regarding writing instruction.

Tier: Tier 1

Activity - Model Lessons and Inter/Intravisation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood staff will have access to viewing high-quality writing instruction within/outside of the building, and meet collaboratively in order to determine instructional implications.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal

Activity - PD: Workshop Model, Writing Across the Curriculum, Conferring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood staff will be provided with high-quality PD to deepen their understanding of the Workshop Model, Writing Across the Curriculum, and Conferring techniques.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD

Activity - Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All Galewood staff will make their students aware of their Independent and Instructional levels, as well as establish, and inform them of, specific skill-based goals based upon their Instructional level.	Direct Instruction	Tier 1		08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal
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### Strategy 2:

Writing Across the Curriculum - All Galewood staff will provide ample opportunities for all students to write across the content areas of the curriculum, with a stronger emphasis on mathematics, science and social studies

Category: English/Language Arts

Research Cited: Research Cited:

Davis, Judy; Hill, Sharon. The No-Nonsense Guide to Teaching Writing Through their work, Davis and Hill wisely remind us of the importance of high quality writing instruction, and the importance of balancing writing across all curriculum areas. Writing in the content areas of science, social studies and mathematics has a number of benefits including assisting students in researching a variety of sources, gaining knowledge and understandings related to the specific content being studied, synthesizing and organizing information, and being able to make generalizations based on their knowledge of that content. Through daily implementation of Writing Workshop, via the workshop model, students are provided with ample opportunities to apply the strategies they have learned about drafting, revising/crafting, and editing to their writing in the content areas, and to any writing they set out to do. To make a stronger impact, Davis and Hill state that teachers must also expose their students to the differing types and qualities of powerful nonfiction genres that will aid them in tackling their writing within the content areas. Doing so will help ensure that student work is authentic, relevant and well crafted.

Routman, Regie. Writing Essentials: Raising Expectations and Results While Simplifying Teaching In Writing Essentials, Routman states that students who have opportunities to do a great deal of writing in the content areas (i.e. learning logs, summaries, essays, writing for specific audiences) learn the subject matter more thoroughly than students who do not engage in much writing. Additionally, she points out the correlation between content-area writing and higher achievement levels within reading, particularly reading comprehension. As such, Routman strongly believes that content area writing instruction must be a matter of course within our classrooms in order to help students not only construct meaning, but to develop higher-order thinking and understanding as well. Further, she indicates that content-area writing, in addition to work within other genres via daily writing instruction, will help students in becoming fluent writers who write easily and effortlessly, and aid in developing writing endurance.

Tier: Tier 1

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Activity - Mentor Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood staff will incorporate and make use of mentor texts within Writers' Workshop to teach students to write like readers	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal

### Strategy 3:

Explicit Instruction: 6+1 Traits of Writing - All Galewood staff will explicitly teach the 6+1 Traits of Writing: ideas, voice, organization, conventions, sentence fluency, word choice, presentation.

Category: English/Language Arts

Research Cited: Research Cited:

Culham, Ruth. 6+1 Traits of Writing: THE COMPLETE GUIDE, GRADES 3 AND UP The 6+1 Traits of Writing model has become a highly respected, essential tool for evaluating student writing, planning instruction across all content areas, and increasing students' abilities to write with confidence and precision. The 6+1 Traits model offers a shared vision and common vocabulary for describing the qualities of writing: ideas, organization, voice, word choice, sentence fluency, conventions and presentation. By understanding these qualities, and thus having a common language for writing assessment, teachers can: make explicit not only the features of good writing, but also the techniques writers use to craft messages for particular audiences and purposes; provide their students with precise, complete feedback on their writing performance; articulate more clearly the goals of their writing curriculum (to each other and their students) so as to individualize writing instruction; ensure that their students write in a variety of genres and modes, and for a variety of purposes and audiences daily; assist students in gaining control and confidence in their writing; make use of a framework for examining their curriculum.

Tier: Tier 1

Activity - Student Self-Evaluation of Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood students will self-evaluate their own writing using a 5-Point 6+1 Traits of Writing rubric in order to develop a common language associated with writing instruction, and to foster a culture of examining ones work for strengths and weaknesses.	Direct Instruction	Tier 1	Getting Ready	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal

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### Strategy 4:

Performance Assessments and Learning Progressions - All Galewood staff will make use of the assessment tools located within Lucy Calkins' Writing Pathways in order to make their students' progress in writing as transparent, concrete, and obtainable as possible, and put ownership for that progress into the hands of their learners, allowing them to work toward a very clear image of what good writing entails.

Category: English/Language Arts

Research Cited: Research Cited: Calkins, Lucy.

Writing Pathways: Performance Assessments and Learning Progressions

Calkins has devised an "assessment system" that can be utilized across a district, school or classroom. Aligned to the Common Core State Standards as well as to her knowledge of the teaching of writing, the assessments she expounds upon here are designed to accelerate students' progress. Calkins references a growing body of research that suggests that the use of performance assessments that are directly embedded into curriculum can support building higher-order complex skills, and can improve instruction. Her system not only informs educators a way to engage in formative assessment, but also a way to lift the level of the actionable feedback that is provided to students, making it a potent formula for success.

Tier: Tier 1

Activity - Formative Writing Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood staff will make use of rubric-based formative assessments in order to better score pieces of student writing within the following CCSS writing genres: opinion, information, narrative.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal

### Strategy 5:

Vertical PLCs - All Galewood staff will participate in school-wide vertical PLCs for the purpose of informing writing instruction.

Category: English/Language Arts

Research Cited: Research Cited:

Dufour, Richard; Eaker, Robert. Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement The authors of Professional Learning

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Communities at Work provide specific how-to information about transforming schools into results-oriented professional learning communities which emphasize relationships, shared ideals, and a strong culture. Of the six key characteristics (shared mission, vision, and values; collective inquiry; collaborative teams; action orientation and experimentation; continuous improvement; results orientation), we are reminded that the basic structure of any professional learning community (PLC) are collective teams that share a common purpose—to learn from one another, to work collaboratively, and to hold themselves accountable for the results. Doing so, the authors stress, creates the necessary momentum in order to fuel continued organizational renewal and improvement.

Tier: Tier 1

Activity - Book Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood staff will meet during common planning, building-wide professional development sessions, and/or designated staff meetings in order to read and discuss self-selected professional literature related to the teaching of writing and the associated goals within this SIP.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2022	\$1000	General Fund	All classroom teachers/at-risk staff, principal

Activity - Data to Inform Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood staff will participate in school-wide vertical PLCs as the vehicle for reviewing/analyzing data for the purpose of informing writing instruction.	Teacher Collaboration	Tier 1	Implement	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal

## Goal 4: Galewood Early Elementary students will be proficient scientists.

## School Improvement Plan

Galewood Early Elementary School

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency in Science by 06/30/2022 as measured by local assessments and/or the Common Core State Assessment.

### Strategy 1:

Inquiry Model of Instruction - All Galewood staff will make use of an inquiry model in order to provide scientific instruction, as well as utilize conferring techniques in order to determine student strengths, needs, and future teaching points.

Category: Science

Research Cited: Research Cited: Harvey, Stephanie; Daniels, Harvey. COMPREHENSION & COLLABORATION: Inquiry Circles in Action In Comprehension & Collaboration, Harvey and Harvey share years of research on the importance of establishing classrooms that promote active learning and collaborative inquiry where students, and teachers alike, pose questions, locate answers, and take action. In these classrooms, thinking is not a spectator sport. Rather, it is active with students reading, writing, drawing, talking, listening, and investigating in order to acquire knowledge, form understanding, and put new knowledge to work in the world. Through the use of inquiry and project-based learning, teachers foster active use of knowledge, and encourage students to think and work together in order to construct new knowledge that is relevant and that matters to them and their lives. Additionally, such work helps extend students' natural curiosities, create an irresistible urge to ponder, wonder, and rethink their misconceptions, and to work deeply, powerfully, and joyfully with one another.

Tier: Tier 1

Activity - PD: Inquiry Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood staff will be provided high-quality PD in order to deepen their understanding of the inquiry model of instruction.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD, Amplify Science staff developers

## School Improvement Plan

Galewood Early Elementary School

Activity - Inquiry Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood staff will incorporate authentic and relevant inquiry projects into the curriculum in order to promote active use of scientific knowledge.	Direct Instruction	Tier 1	Getting Ready	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD, Amplify Science staff developers

### Strategy 2:

Explicit Instruction - All Galewood staff will provide explicit, hands-on instruction within the content area of science utilizing district-created curriculum maps and in-house inquiry-based science kits and/or materials.

Category: Science

Research Cited: Research Cited: Harvey, Stephanie; Daniels, Harvey. COMPREHENSION & COLLABORATION: Inquiry Circles in Action In Comprehension & Collaboration, Harvey and Daniels share years of research on the importance of establishing classrooms that promote active learning and collaborative inquiry where students, and teachers alike, pose questions, locate answers, and take action. In these classrooms, thinking is not a spectator sport. Rather, it is active with students reading, writing, drawing, talking, listening, and investigating in order to acquire knowledge, form understanding, and put new knowledge to work in the world. Through the use of inquiry and project-based learning, teachers foster active use of knowledge, and encourage students to think and work together in order to construct new knowledge that is relevant and that matters to them and their lives. Additionally, such work helps extend students' natural curiosities, create an irresistible urge to ponder, wonder, and rethink their misconceptions, and to work deeply, powerfully, and joyfully with one another.

Tier: Tier 1

Activity - Explicit Vocabulary and Usage	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Galewood Early Elementary School

All Galewood staff will explicitly teach science vocabulary, and provide their students with frequent and varied opportunities to think about and use scientific vocabulary in order to enhance their verbal and written communication.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal
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Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Galewood staff will provide ample opportunities for all students to write across the content area of science	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal

### Strategy 3:

Vertical PLCs - All Galewood staff will participate in school-wide vertical PLCs for the purpose of informing science instruction.

Category: Science

Research Cited: Research Cited: Dufour, Richard; Eaker, Robert. Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement The authors of Professional Learning Communities at Work provide specific how-to information about transforming schools into results-oriented professional learning communities which emphasize relationships, shared ideals, and a strong culture. Of the six key characteristics (shared mission, vision, and values; collective inquiry; collaborative teams; action orientation and experimentation; continuous improvement; results orientation), we are reminded that the basic structure of any professional learning community (PLC) are collective teams that share a common purpose—to learn from one another, to work collaboratively, and to hold themselves accountable for the results. Doing so, the authors stress, creates the necessary momentum in order to fuel continued organizational renewal and improvement.

Tier: Tier 1

Activity - Data to Inform Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Galewood Early Elementary School

All Galewood staff will participate in school-wide vertical PLCs as the vehicle for reviewing/analyzing data for the purpose of informing science instruction	Teacher Collaboration	Tier 1	Implement	08/19/2019	06/30/2022	\$0	No Funding Required	All classroom teachers/at-risk staff, principal
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Guided Reading	All Galewood staff will incorporate Guided Reading into their daily reading block in order to provide their students with high quality, skill-based reading instruction based upon their Instructional levels.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal
Data to Inform Instruction	All Galewood staff will participate in school-wide vertical PLCs as the vehicle for reviewing/analyzing data for the purpose of informing mathematics instruction.	Teacher Collaboration	Tier 1	Implement	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD
PD: Workshop Model, Writing Across the Curriculum, Conferring	All Galewood staff will be provided with high-quality PD to deepen their understanding of the Workshop Model, Writing Across the Curriculum, and Conferring techniques.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD
Student Self-Evaluation of Writing	All Galewood students will self-evaluate their own writing using a 5-Point 6+1 Traits of Writing rubric in order to develop a common language associated with writing instruction, and to foster a culture of examining ones work for strengths and weaknesses.	Direct Instruction	Tier 1	Getting Ready	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal
Goal Setting	All Galewood staff will make their students aware of their Independent and Instructional levels, as well as establish, and inform them of, specific skill-based goals based upon their Instructional level.	Direct Instruction	Tier 1		08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal
Model Lessons and Inter/Intravisitation	All Galewood staff will have access to viewing high-quality mathematical instruction within/outside of the building, and meet collaboratively in order to determine instructional implications.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal

## School Improvement Plan

Galewood Early Elementary School

Data to Inform Instruction	All Galewood staff will participate in school-wide vertical PLCs as the vehicle for reviewing/analyzing data for the purpose of informing writing instruction.	Teacher Collaboration	Tier 1	Implement	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal
Goal Setting	All Galewood staff will make their students aware of their Independent and Instructional reading levels, as well as establish, and inform them of, specific skill-based goals based upon their Instructional level.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal
Writing Across the Curriculum	All Galewood staff will provide ample opportunities for all students to write across the content area of science	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal
Model Lessons and Inter/Intravisitation	All Galewood staff will have access to viewing high-quality reading instruction within/outside of the building, and meet collaboratively in order to determine instructional implications.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD
Goal Setting	All Galewood staff will make their students aware of their Independent and Instructional levels, as well as establish, and inform them of, specific skill-based goals based upon their Instructional level.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal
Explicit Vocabulary and Usage	All Galewood staff will explicitly teach mathematics vocabulary, and provide their students with frequent and varied opportunities to think about and use mathematics vocabulary in order to enhance their verbal and written communication.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD
Inquiry Projects	All Galewood staff will incorporate authentic and relevant inquiry projects into the curriculum in order to promote active use of scientific knowledge.	Direct Instruction	Tier 1	Getting Ready	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD, Amplify Science staff developers

## School Improvement Plan

Galewood Early Elementary School

PD: Workshop Model, Mathematics Journaling, Conferring	All Galewood staff will be provided with high-quality PD to deepen their understanding of the Workshop Model, Guided Reading, and Conferring techniques.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD
Data to Inform Instruction	All Galewood staff will participate in school-wide vertical PLCs as the vehicle for reviewing/analyzing data for the purpose of informing science instruction	Teacher Collaboration	Tier 1	Implement	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal
Explicit Comprehension Instruction	All Galewood staff will explicitly teach comprehension strategies (making connections, questioning, visualizing, inferring, determining importance, synthesizing, and self-monitoring) to their students.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD
PD: Workshop Model, Mathematics Journaling, Conferring	All Galewood staff will be provided with high-quality PD to deepen their understanding of the Workshop Model, Mathematics Journaling, and Conferring techniques.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2022	\$0	Principal, Eaton RESA, Ingham ISD
Data to Inform Instruction	All Galewood staff will participate in school-wide vertical PLCs as the vehicle for reviewing/analyzing data for the purpose of informing reading instruction.	Teacher Collaboration	Tier 1	Implement	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD
Self-Evaluation of Problem Solving	All Galewood students will self-evaluate their own mathematical thinking and/or analytical problem solving through the use of the National Council of Teachers of Mathematics (NCTM) Process Standards Rubrics.	Direct Instruction	Tier 1	Getting Ready	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD

## School Improvement Plan

Galewood Early Elementary School

PD: Inquiry Model	All Galewood staff will be provided high-quality PD in order to deepen their understanding of the inquiry model of instruction.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD, Amplify Science staff developers
Mentor Texts	All Galewood staff will incorporate and make use of mentor texts within Writers' Workshop to teach students to write like readers	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal
Formative Writing Assessment	All Galewood staff will make use of rubric-based formative assessments in order to better score pieces of student writing within the following CCSS writing genres: opinion, information, narrative.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal
Explicit Vocabulary and Usage	All Galewood staff will explicitly teach science vocabulary, and provide their students with frequent and varied opportunities to think about and use scientific vocabulary in order to enhance their verbal and written communication.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal
Model Lessons and Inter/Intravisiatation	All Galewood staff will have access to viewing high-quality writing instruction within/outside of the building, and meet collaboratively in order to determine instructional implications.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal
Construct and Record Models	All Galewood students will construct and record mathematical models (i.e. pictures, words, numbers) in order to solve problems in everyday life.	Direct Instruction	Tier 1	Getting Ready	08/19/2019	06/30/2022	\$0	All classroom teachers/at-risk staff, principal, Eaton RESA, Ingham ISD

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**School Improvement Plan**

Galewood Early Elementary School

Book Studies	All Galewood staff will meet during common planning, building-wide professional development sessions, and/or designated staff meetings in order to read and discuss self-selected professional literature related to the teaching of writing and the associated goals within this SIP.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2022	\$1000	All classroom teachers/at-risk staff, principal
Book Studies	All Galewood staff will meet during common planning, building-wide professional development sessions and/or designated staff meetings in order to read and discuss self-selected professional literature related to the teaching of reading comprehension, and the associated goals within the School Improvement Plan.	Professional Learning		Implement	08/19/2019	06/30/2022	\$1000	All classroom teachers/at-risk staff, principal
Book Studies	All Galewood staff will meet during common planning, building-wide professional development sessions, and/or designated staff meetings in order to read and discuss self-selected professional literature related to the teaching of mathematics and the associated goals within this SIP.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2022	\$1000	All classroom teachers/at-risk staff, principal