

Building: Hayes Elementary

Principal: Laurie Selvey

**FREMONT CITY SCHOOLS**  
**BUILDING COMPREHENSIVE CONTINUOUS IMPROVEMENT PLAN**  
**2008-2009**

**Overarching Goal:** By 2010, the Fremont City School District will meet or exceed standards established by the State of Ohio for Excellent Districts.

**District Goals:**

1. Increase student achievement.
2. Close the socio-economic, ethnic and disability gaps in student achievement.
3. Build hope, trust and respect with our community.

**2008-09 Building Performance Goals:**

Grade 3	<u>75%</u> Reading	<u>90%</u> Math			
Grade 4	<u>92%</u> Reading	<u>85%</u> Math	<u>92%</u> Writing		
Grade 5	<u>80%</u> Reading	<u>75%</u> Math	<u>75%</u> Science	<u>75%</u> Social Studies	
Grade 6	<u>75%</u> Reading	<u>78%</u> Math			
Grade 7	_____ Reading	_____ Math	_____ Writing		
Grade 8	_____ Reading	_____ Math	_____ Science	_____ Social Studies	
Grade 10	_____ Reading	_____ Math	_____ Writing	_____ Science	_____ Social Studies
Grade 11	_____ Reading	_____ Math	_____ Writing	_____ Science	_____ Social Studies
	<u>96%</u> Attendance		_____ Graduation (09-10)		

Due: October 31st

January 30th

March 31st

June 30th

Final Report: TBD

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<b>GOAL ONE: Increase student achievement.</b>								
<b>Strategy</b>	<b>Building Action Steps</b>	<b>Lead</b>	<b>Cost/Source</b>	<b>Outcomes Aug.-Oct.</b>	<b>Outcomes Nov.-Jan.</b>	<b>Outcomes Feb.-Mar.</b>	<b>Outcomes April-June</b>	<b>Final Evaluation</b>
<b>A.Implement standards-based curriculum through instruction and lesson planning</b>	*Follow the process of assess>plan>teach	Teachers	\$0	*Standards and indicators are posted in the classroom *Lesson plans are detailed with notation of the standards and indicators *refer to usage of pacing guides in staff meetings and various reminders of their purpose *teachers analyze quarterly assessments in order to provide data on what students know and don't know *analyze half-length practice OAT results *analyze data of Spring 2008 OAT results in order to determine the drive for instruction in areas of need *organize ways to differentiate instruction in classrooms	*Assessments are being used as a teaching tool: reteach and reassess *ongoing discussions relating to differentiating instruction through IAT meetings and with students & parents of those who are struggling *subject materials and resources are available at various levels for students *standards-based lesson plans and instruction are based off of the standards/ benchmarks/ indicators; all are part of the evaluation process *via email among teachers to collaborate on	*Quarterly assessments analyzed by grade level to break down information & target specific areas that need focus and directive teaching *Posted standards are seen throughout classrooms/ noted on observations and discussed through post-observations on communicating goals and objectives to students. *Lesson plans collected monthly; discussions		
	*utilize pacing guides in lesson planning	Teachers	\$0					
	*understand how to differentiate instruction by using building resources	Teachers/ L. Selvey	\$0					
	*utilize new evaluation tool in order to improve learning and teaching performance	L. Selvey/ Teachers	\$0					
	*Collaboratively work together to become an "Excellent" school	Teachers/parents/ students/community members						

				<p>through centers and small group instruction</p> <p>*review IPDP goals and discuss how it is applied to the evaluation tool</p>	<p>student success</p> <p>*64% of 3<sup>rd</sup> graders passed the fall OAT in reading</p>	<p>directed towards standards met and tracking</p> <p>*Use of benchmarks/objectives/indicators</p>		
<p>B. Provide and implement programs that allow for student success.</p>	<p><b>*High Honors/Honor Roll recognition</b></p> <p><b>*Focused tutoring</b></p> <p><b>*Academic Assist</b></p> <p><b>*Title I/At-Home Reading Program</b></p> <p><b>*Helping Hands Volunteer program</b></p>	<p><b>Teachers</b></p> <p><b>6 teachers</b></p> <p><b>Teachers/P. Kerns</b></p> <p><b>D.Diedrich/Kathy Hudson</b></p> <p><b>*J. Gleba/S. Adams co-coordinators</b></p>	<p><b>Prin. Fund PTO</b></p> <p><b>District intervention fund</b></p> <p><b>\$0</b></p> <p><b>Title I funds</b></p> <p><b>Dist. Interv. fund</b></p>	<p><b>*Grades 4-6: 3 High Honor Roll students; 34 Honor Roll</b></p> <p><b>*Organized focus tutoring program for students scoring basic/limited on Spring/Fall '08 OAT in reading/math</b></p> <p><b>*once a week students in grades 1-4 are rewarded for completing daily assignments with extra recess; students needing extra assistance remain with teacher for 1-1 or small group reinforcement</b></p> <p><b>*Title I:small group instruction as pull out or small group</b></p> <p><b>*Helping Hands volunteers work with 1<sup>st</sup>/2<sup>nd</sup> graders on reading and math</b></p> <p><b>*IAT meetings</b></p>	<p><b>*Grades 4-6: 5 High Honor Roll students; 34 Honor Roll</b></p> <p><b>*30 students participated in after-school tutoring in reading and math (Nov. and Dec.)</b></p> <p><b>*Positive feedback from teachers participating in Academic Assist program(1-4)</b></p> <p><b>*Ongoing flow of students being served for Title I pull-out ; in class Title I support</b></p> <p><b>*Faithful volunteers read and practice math facts with 1<sup>st</sup> and 2<sup>nd</sup> graders</b></p> <p><b>* 1<sup>st</sup>-3<sup>rd</sup> At-Home Reading Program</b></p>	<p><b>*3<sup>rd</sup> quarter high honor awards and honor roll special recognition; numbers are unknown at this time</b></p> <p><b>*Focused tutoring groups: 3<sup>rd</sup>-20 students; 4<sup>th</sup>- 8; 5<sup>th</sup>-7; 6<sup>th</sup>-6=41 total after school tutoring</b></p> <p><b>*Academic Assist/extra recess time once a week-participants in grades 1-4</b></p> <p><b>*Helping Hands volunteers in grades K-3; main focus with 1<sup>st</sup> &amp; 2<sup>nd</sup></b></p> <p><b>*Kindergarten students participating in At-Home reading</b></p>		

<p>C. Implement the Downey Walk-Through process on an ongoing basis</p>	<p><b>*understanding of this as an effective tool for teachers and administrators</b>  <b>*improvement on becoming better reflective thinkers through the reflective questioning process</b>  <b>*gather data to provide feedback for teachers by determining patterns and commonalities</b></p>	<p>Teachers/L. Selvey</p> <p>Teachers/L. Selvey</p> <p>L. Selvey</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p>	<p><b>*conduct Downey Walk-Throughs</b>  <b>*Dialogue about new textbook series in language arts, science and social studies</b>  <b>*conversations in using pacing guides in other disciplines where the pacing is more of a challenge</b></p>	<p><b>*observed LA/math/SS/Sci curriculum</b>  <b>*teachers used peer teaching, small and large group teaching throughout instruction</b>  <b>*data from assessments used for planning and teaching;</b>  <b>*concentrated effort on OAT vocabulary and higher thinking strategies</b>  <b>*reflective questions focused on differentiating instruction</b></p>	<p><b>*concentrated areas of focus on StoryTown/ language arts; social studies; science and math</b>  <b>*centers used in kindergarten</b>  <b>*identify the level of students' learning on the Bloom's scale</b>  <b>*reflective questions/ discussions on utilizing assessment results</b></p>		
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<p>D. Increase student attendance</p>	<p><b>*daily tracking of attendance by staying within the 96% range</b>  <b>*end of quarter reward for perfect attendance</b>  <b>*monitor attendance and conduct truancy mediations through Project Attend</b></p>	<p><b>G. Reed</b></p> <p><b>L. Selvey/D. Diedrich</b></p> <p><b>G.Reed/L.Selvey/V. Rhea</b></p>	<p><b>\$0</b></p> <p><b>Title I funds</b></p> <p><b>\$0</b></p>	<p><b>*1<sup>st</sup> qtr. Perfect Attendance token and coupons</b>  <b>*Attendance average for 1<sup>st</sup> qtr.= 96.8%</b>  <b>*Attendance award- donuts and juice :104 students</b>  <b>*October Count Week&gt;&gt;drawing for daily winner of a Basketball Jones basketball</b></p>	<p><b>*2<sup>nd</sup> qtr. Perfect Attendance token and coupons</b>  <b>*Attendance average for 2<sup>nd</sup> qtr. = 95.8%</b>  <b>*Attendance award - ice cream sundae party (81 students)</b></p>	<p><b>*3<sup>rd</sup> qtr. Perfect Attendance reward will be breakfast</b>  <b>*Attendance avg. for 3<sup>rd</sup> qtr. = 93.7%</b>  <b>*Scheduled 21 Project Attend meetings over 3 days; all attended</b></p>		
<p>E. Decrease discipline issues; reinforce respect oneself; respect others; respect property</p>	<p><b>*tracking of detentions/ISA/OSS</b>  <b>*proactive approach to lessen "refocuses"</b></p>	<p><b>P. Kerns</b></p> <p><b>Teachers/P. Kerns/M. Hull</b></p>	<p><b>\$0</b></p> <p><b>\$0</b></p>	<p><b>*60 det./6 ISA/ 5.5 OSS</b>  <b>*Caught Being Good coupons 5=prize from the treasure chest and name announced</b></p>	<p><b>*83 det./11.5 ISA 9 OSS</b>  <b>*Caught Being Good coupons 5=prize from the treasure chest and name announced</b></p>	<p><b>*99 det./7 ISA/ 11 OSS</b>  <b>*Exit tickets required after detentions are served</b>  <b>*Caught Being Good rewards with 5 tickets</b></p>		

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<b>GOAL TWO: Close the socio-economic, ethnic, and disability gaps in student achievement.</b>									
<b>Strategy</b>	<b>Building Action Steps</b>	<b>Lead</b>	<b>Cost/Source</b>	<b>Outcomes Aug.-Oct.</b>	<b>Outcomes Nov.-Jan.</b>	<b>Outcomes Feb.-Mar.</b>	<b>Outcomes April-June</b>	<b>Final Evaluation</b>	
<b>F. Provide extended learning opportunities</b>	<ul style="list-style-type: none"> <li>*Identify students for targeted intervention</li> <li>*Focused tutoring program for students in grades 3-6 with limited/basic scores on OAT in reading and math; teacher recommendation</li> <li>*WSOS after-school program</li> <li>*Title I after-school programs</li> </ul>	<ul style="list-style-type: none"> <li>*2-3<sup>rd</sup> grade tutors; 1-4<sup>th</sup> grade tutor; 1-5<sup>th</sup> grade tutor; 2-6<sup>th</sup> grade tutors</li> <li> </li> <li>*WSOS staff</li> <li> </li> <li>*D. Diedrich</li> </ul>	<ul style="list-style-type: none"> <li>District Intervention fund</li> <li> </li> <li>WSOS \$\$</li> <li> </li> <li>Title I funds</li> </ul>	<ul style="list-style-type: none"> <li>*organized budget, staffing, and materials for tutoring</li> <li>*letters of invitation sent out with students</li> <li>*organized lesson planning for sessions</li> <li>*PAC meeting took place @ Middle School</li> </ul>	<ul style="list-style-type: none"> <li>*30 students participated in 3-6 grade tutoring for Nov. and Dec.</li> <li>*2<sup>nd</sup> session of tutoring will begin in Jan.</li> <li>*Academic assist time for 1<sup>st</sup>- 4<sup>th</sup> graders during once a week extra recess</li> <li>*Title I &amp; library Build a Book activity</li> <li>*COSI on Wheels: Simple Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>*41 students participating in focused tutoring beginning in Jan.-Apr.</li> <li>*Academic Assist</li> <li>*Young Authors' Tea(Title I) to celebrate with families the books authored by students</li> <li>*Art Club-Mondays after school 6<sup>th</sup> graders- Ms. Patel</li> <li>*NAACP Oratorical Contestants</li> </ul>			
<b>G. Improve on building climate and culture by monitoring and assisting with the implementation of the building CCIP on Climate and Control that was developed at</b>	<ul style="list-style-type: none"> <li>*3 goals established: increase academic achievement of minority subgroups; engaging parents in students' success; increase minority</li> </ul>	<ul style="list-style-type: none"> <li>Minority Achievement Council School Team</li> <li> </li> <li>BCCIP on Climate and Culture&gt;&gt;developed at MAC retreat</li> </ul>	<ul style="list-style-type: none"> <li>General fund \$\$</li> <li> </li> <li>PTO funds for murals and hallways painted</li> <li> </li> <li>PTO funds</li> </ul>	<ul style="list-style-type: none"> <li>*July-August&gt; Hallways and motivational/inspirational murals painted on walls</li> <li>*staff t-shirts made: "Hayes Today...College Dreams for Tomorrow" &amp; has list of colleges from where all staff graduated; every staff member has</li> </ul>	<ul style="list-style-type: none"> <li>*Assemblies reinforcing positive values</li> <li>*Rally Day with high school seniors</li> <li>*Door decorating contest</li> <li>*Collection of</li> </ul>	<ul style="list-style-type: none"> <li>*Social Committee event of continental breakfast before a staff mtg.</li> <li>*Weekly Bulletins-encouraging</li> </ul>			

<p>the MAC retreat</p>	<p>population in extra-curricular activities  * Diverse groups are displayed on murals in school hallways  * Bilingual aide helps to bridge gap with Hispanic population  * staff working together to improve climate and culture at Hayes  * Concentrate on teacher-parent-child success with a team approach  * Develop a plan to implement student-led conferences for '09-10 school year</p>	<p>A. Herrera   Teachers/staff members   Teachers/parents/students   Teachers/L. Selvey</p>	<p>for shirts   Title I \$\$ for retreat   \$0   \$0</p>	<p>one; were worn at Open House (shows unity and strive for academic dreams)  * August Staff Retreat 8/8/08  * planning and scheduling for Parent-Teacher conferences  * Staff Weekly Bulletins</p>	<p>foods for Food Pantry&gt;&gt;giving back to our community  * 94% participation at Parent-Teacher conferences  * Staff Weekly Bulletins  * positive and encouraging communication in monthly newsletters, District newsletter, and News-Messenger  * Schoolwide field trip to movie theater  * Caroling Sing-a-long</p>	<p>quote/ "food for thought"  * Student Council activities:  stuffed animal raffle;  St. Pat's candy sale;  paper towel drive for Liberty Center;  Cookie Dough sale for 2<sup>nd</sup> floor murals  * Building/District newsletters;  News-Messenger  * Lunch w/principal-monthly birthdays</p>	
<p>H. Improve Intervention Assistance Team meetings by reviewing collective data on students that are having academic or behavioral challenges</p>	<p>* Develop and maintain a collaborative team effort  * Concentrate on interventions and the effectiveness of these interventions  * Receptive of ideas for new interventions to be put into place for the individual child</p>	<p>IAT=Intervention Assistance Team</p>	<p>\$0</p>	<p>* Teachers submitted requests and completed the intervention packet  * parents and team were invited to a meeting  * documentation was done and decisions were made by the team for implementing what was best for the child  * scheduled to reconvene at a later date to review new interventions or MFE  * 9 IAT meetings were held</p>	<p>* Interventions documented and practiced on IAT referral forms  * Interventions discussed at IAT meetings both at home and at school  * Progress report data; midterm and end of qtr.; weekly 6<sup>th</sup> grade reports  * 8 IAT meetings held for academic and behavioral concerns</p>	<p>* IAT mtgs.held; interventions discussed/implemented/reconvene to review  * introductory discussions RTI (response to intervention);  * 5 IAT meetings/Conference with parents academic/behavioral concerns</p>	

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<b>GOAL THREE: Build hope, trust and respect with our community.</b>								
<b>Strategy</b>	<b>Building Action Steps</b>	<b>Lead</b>	<b>Cost/Source</b>	<b>Outcomes Aug.-Oct.</b>	<b>Outcomes Nov.-Jan.</b>	<b>Outcomes Feb.-Mar.</b>	<b>Outcomes April-June</b>	<b>Final Evaluation</b>
<b>I.Support, reinforce and extend professional development plans established through the district</b>	<ul style="list-style-type: none"> <li>*Analyze, use and practice using current data to drive instruction</li> <li>*Produce a professional development plan for the summer '09 retreat</li> <li>*Continual work on data analysis</li> <li>*Use of School Quality Survey (SQS) for school improvement planning</li> </ul>	<p>Teachers L. Selvey</p> <p>Teachers L. Selvey</p> <p>Teachers L. Selvey</p>	Title I funds	<ul style="list-style-type: none"> <li>*Reviewed SQS at August Staff Retreat</li> <li>*Concentrated effort at Retreat in analyzing the culture and climate at Hayes and ways to intervene for change</li> <li>*Took closer look at students by completing Class Profile sheets on the "record walk"</li> <li>*Recorded specific date from State Report Card</li> <li>*Focused use of "SUCCESS" website to gather data</li> <li>*gathered critical data information from assessments</li> </ul>	<ul style="list-style-type: none"> <li>*Attended professional development committee meeting to plan for January PD day</li> <li>*Encourage teachers to attend conferences or workshops that will support curriculum and instruction</li> <li>*Teachers' growth and knowledge are extended by providing information and data; data is analyzed and reviewed repeatedly</li> </ul>	<ul style="list-style-type: none"> <li>*Organize Strategic Planning Meeting for April</li> <li>*Volunteer teachers for Strategic Planning Team; yet to be established</li> <li>*Volunteer teacher to be trained for doing Downey Walk-Throughs</li> <li>*Ongoing curriculum discussions and utilizing teaching materials</li> <li>*Grade level meetings to analyze assessment data</li> </ul>		
<b>J. Increase Parent Involvement</b>	<ul style="list-style-type: none"> <li>*Integrate results of SQS as part of improvement plan; concentrated area of 9 dimensions</li> <li>*Title I family events</li> <li>*Communicate to parents and families about</li> </ul>	<p>L. Selvey D. Diedrich Staff volunteers D. Diedrich/L. Selvey/M. Brockway</p> <p>L. Selvey</p>	\$0  Title I funds	<ul style="list-style-type: none"> <li>*Open House</li> <li>*monthly PTO meetings</li> <li>*PTO Family Fall Festival</li> <li>*Title I PAC meeting</li> <li>*Monthly building newsletter</li> <li>*Teachers</li> </ul>	<ul style="list-style-type: none"> <li>*November Book Fair</li> <li>*PTO meetings</li> <li>*School-wide field trip to movie theater with parents</li> <li>*Title I/library Build a Book activity with</li> </ul>	<ul style="list-style-type: none"> <li>*February &amp; March PTO meetings</li> <li>*PTO movie night</li> <li>*Grandfriends' Lunch - 130 guests</li> <li>*IAT meetings and</li> </ul>		

	student successes and upcoming events	Teachers		newsletters to home *District newsletter *School news in News-Messenger *Hayes sign in front of school *Book Fair family night	parents *Communication from school to home through teacher, school, district newsletters *Family First intervention w/ parents(Kay K.)	Parent/Teacher meetings *Young Authors' Tea *Kindergarten Transition meetings *Communication folders & home-school-school home open communication		
K. Provide programs that involve stakeholders as partners	*Involve various grade levels that meet regularly with outside resources in the community	Teachers L. Selvey Stakeholders		3 <sup>rd</sup> -Health Awareness w/ OSU extension office 4 <sup>th</sup> -Life Skills 5 <sup>th</sup> -Career Education>REACH program (Chamber of Commerce) 6 <sup>th</sup> - Ray Grob weekly lectures	3 <sup>rd</sup> Health Awareness 4 <sup>th</sup> LifeSkills 5 <sup>th</sup> REACH program 6 <sup>th</sup> Ray Grob weekly lectures	3 <sup>rd</sup> grade-Health Awareness 4 <sup>th</sup> grade- Life Skills 5 <sup>th</sup> grade- REACH program 6 <sup>th</sup> grade-DARE		
L. Establish a student voice in the school through various clubs and organizations	*Student data and information from SQS *Student Council *Sixth Grade Sharing Sessions(principal meets qtrly. during recess time	M. Wilhelm L. Selvey /K. Sibbersen	\$0  Student Council \$\$ \$0	*Student Council election *Student Council meetings *Student Council candy sale	*Student Council meetings *OSU/Michigan raffle *Bake Sale *Lollipop Sale *Collection of box tops *6 <sup>th</sup> grade class meeting – Dec.	*Student Council involvement *Art Club *Peer Mediation *Lunch Bunch with counselor-Miss Sibbersen		
M. Integrate the school/district safety plan by keeping all students safe and protected at school	*Peer mediators *Safety Patrol *Safety Drills *Bully Program *Lunch Bunch *Safety Team meetings held monthly	K. Sibbersen T. Andrews L. Selvey K. Sibbersen K. Sibbersen L. Selvey	Student Services \$ AAA Prin. Fund \$0 \$0	*Peer mediation training took place in Sept. *Fire, Tornado and Lockdown drills practiced *Miss Sibbersen classroom lessons on bully intervention *Bully Free pledge recited throughout the week *Safety meetings	*Monthly peer mediator mtgs. *Safety Meetings:Nov/Dec *Official scheduled Lockdown *Fire drills conducted *Counselor conducts classroom intervention	*Peer Mediators *Monthly safety team meetings *Tornado drills *Bullying intervention; reports have been filed		

