

Exemplary Grant Application

Principal's Sign-off C. Reed Morfey

School Bryn Mawr Elementary

Contact Person Janet Tift email jtift@mpls.k12.mn.us

Phone # 668-2500

Staff involved with grant (name and position):

Sharon Bahe (K)

Aaron May (2nd)

Mary Brown (Collaborative)

Beth Ness (Literacy CFC)

Rita Christenson-Boyd (3rd)

Anita Rentz (K)

Sue Dornfeld (SPEN-4th/5th)

Harlan Seri (Media)

Leslie Ferster (4th)

Karen Shockency (AE)

Kathy Ford (2nd)

Janet Tift (3rd/4th)

Suzi Greenberg (SPEN-3rd/4th)

Haley Thompson (AE)

Jackie Johnson (Collaborative)

Carol Wolff (ELL)

Belinda Lawrence (1st)

Kim Yamamoto (1st)

Amount requesting = \$ \$7907.70
(Please limit to around \$8,000 or less)

SIP Goal: Increase reading achievement, as evidenced by meeting District Improvement Goals for all students and for each student group.

Site Staff Development Goal: Bryn Mawr staff will meet monthly to support their learning in the Principles of Learning framework. In addition, they will meet another time each month to work on reading. The reading professional development will occur in their Professional Learning Communities, which is by grade level. The professional development during this time may include book study, looking at student work, understanding a readers and writers workshop model, understanding the Primary Literacy Standards, and assessments.



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Circle the District Staff Development outcome aligned with your school's Staff Development goal.

District Staff Development Outcomes:

The purpose of the district staff development plan is to increase student achievement in all content areas and close the achievement gap through the following outcomes:

1. All district staff will increase their implementation of best practices and their sense of efficacy in implementing those strategies.
2. All district staff will increase their multicultural competence.
3. All district staff will increase their knowledge about the most effective instructional practices in literacy, mathematics, and science.
4. Staff will learn effective teaching strategies that incorporate technology into their curriculum and instruction.

What do you plan to accomplish with an Exemplary Staff Development grant?

We plan to understand, in greater detail, the readers workshop model. In our SIP we are focusing each month on: the POL's/Learning Walks, PBIS, Investigations (math) and Literacy. Because of our other district initiatives, we are only able to devote one week a month to Literacy. We need more time to get ready for implementing the readers and writers workshop model next year. This grant will give us the time to put more effort into studying the readers workshop components, preparing our leveled books for student use, and actually visiting a classroom where a readers and writers workshop model is being implemented.

Check (✓) which staff development designs/structures you will use:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Professional Learning Communities | <input type="checkbox"/> Develop Curriculum |
| <input checked="" type="checkbox"/> Examine Data | <input type="checkbox"/> Provide Observation and Feedback |
| <input type="checkbox"/> Examine/Analyze Student Work | <input type="checkbox"/> Coach/Mentor/Induction Program |
| <input checked="" type="checkbox"/> Work in Study Groups | <input checked="" type="checkbox"/> Content Coaching/Instructional Coaching |
| <input checked="" type="checkbox"/> Participate in ongoing training | <input type="checkbox"/> Peer or Cognitive Coaching |
| <input type="checkbox"/> Conduct Action Research | <input type="checkbox"/> Attend Workshop/Conference |
| <input type="checkbox"/> Demonstration Teaching | <input type="checkbox"/> Team Meetings |
| <input checked="" type="checkbox"/> Modeling of Instructional Strategies | <input type="checkbox"/> Team Teaching |
| <input checked="" type="checkbox"/> Engage in Individual Guided Practice | <input type="checkbox"/> Lesson Study |
| <input type="checkbox"/> Practice with Reflection | <input type="checkbox"/> Other _____ |

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Check (✓) which high-quality components are you addressing?

- Improved and increased staff knowledge of academic subjects and enable them to become highly qualified
- Improved staff knowledge and skills to help students meet challenging state academic standards.

- Improved staff classroom-management skills.
- Advanced staff understanding of effective instructional strategies using scientifically based research.
- Increased staff knowledge and skill in providing appropriate curriculum, instruction, assessment, and services for ELL children.
- Provided technology training to improve teaching and learning.
- Provided training that will help staff ensure all students are technologically literate by the end of eighth grade.
- Provided instruction in methods of teaching children with special needs.
- Included the use of data and assessments to inform classroom practice.
- Helped all school personnel work effectively with parents.

How will you evaluate . . .

The impact on teacher learning including application to teaching?

There will be a survey, before we begin training, to measure teacher knowledge of the readers workshop model. The survey will be given again after the training. We will compare before and after survey results to measure teacher knowledge gained. Teachers will be better prepared to implement the readers workshop model next year. They will be able to begin using leveled texts with students at their independent and instructional levels.

The impact on student learning?

Students make greater gains if you instruct them in their Zone of Proximal Development. The reading record assessment identified their independent and instructional reading levels. The reader workshop model instructs students at their instructional level and gives work time for students to read at their independent level. Students who spend more time reading, at their appropriate level, make greater gains in reading.

Do you plan to evaluate participant reaction to the PD? What they learned? Check (✓) at least two levels from the five levels listed below showing what levels you plan to evaluate.

Participant Reaction (Level 1)

(Examples: Teacher Surveys, and/or Parent Surveys; Feedback Sheets; Awareness)

Participant Learning (Level 2)

(Examples: Knowledge; Classroom application; Classroom practice)

✓ **Organizational Support and Learning (Level 3)**

(Examples: Leadership Support for Change and Innovation; Professional Development Time; Support with Resources)

□ **Participant use of New Knowledge and Skills (Level 4)**

(Examples: Classroom observation by an evaluation team; Research based Professional Standards (with rubric); Professional Growth Plan based on teacher-on-teacher observation; Student Achievement Gains or other measures, as applicable)

□ **Student Learning Outcomes (Level 5)**

(Examples: MCA Test Scores; Other Test Scores; Teacher-made Assessments; Student Work Folders with work samples from the demonstration lessons using rubric scoring; Curriculum assessment)

What is your plan? Please outline the entire process for this staff development, including other funding sources and activities already in place that support this staff development exemplary grant focus. Use additional pages as necessary. You could attach your building staff development plan.

Date	Activity/Purchase	Dollars		Purpose of Event/Purchase	Participants	Expected Impact
		exemplary grant	other funds			
Dec. 2008- Jan. 2009	Consultant to level books in bookroom under new Fountas and Pinnell structure (i.e. levels A-Z).	\$1000		Get the materials we have organized for teachers to use for guided reading in readers workshop (students' instructional level).	Consultant- Kevina Munnich	Materials organized for teacher use with students in readers workshop.
Feb. 2009	Teachers will visit a classroom, at their grade level, where a readers and writers workshop is being implemented.	Substitute costs 10 staff X \$150.80 = \$1508		To see how a readers and writers workshop looks in practice.	Classroom teachers	Teachers will be able to better implement the readers workshop after seeing it in a real setting at their grade level
Feb. 1 2009	Purchase books, 1. Questioning the Author (17) 2. On Solid Ground (9) 3. Guiding Readers and Writers (9)	1. \$21X17=\$357 2. \$24.30X9=\$218.70 3. \$36X9=\$324		Books purchased to use for our book studies.	Classroom teachers AE's Support Staff	Teachers will have an awareness of, and begin to implement, Questioning the Author strategy. Teachers will understand the structures of a readers workshop and how to use leveled books at students' independent and instructional level.

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What is your plan? Please outline the entire process for this staff development, including other funding sources and activities already in place that support this staff development exemplary grant focus. Use additional pages as necessary. You could attach your building staff development plan.

Date	Activity/Purchase	Dollars		Purpose of Event/Purchase	Participants	Expected Impact
		exemplary grant	other funds			
Feb. 17 and 24. Mar. 3, 10, 17	Book study of "Questioning the Author" and K-2, "On Solid Ground" or 3-5 "Guiding Readers and Writers."	10 hours X 18 staff X \$25/hour = \$4500		To gain knowledge in how a readers workshop is structured, how leveled books are used and how to implement the leveled books for independent and instructional student use.	Classroom teachers AE's Support Staff	Teachers will be able to use leveled books at students' independent and instructional levels. Teachers will have touchstone lessons that incorporate the Questioning the Author researched strategy.

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District Reading Goal: Increase reading achievement, as evidenced by meeting District Improvement Goals for all students and for each student group.

School Benchmark:

The MCA II index rate for all students in reading will increase to 71.38 in 2009 and to 77.10 in 2010 from a 2008 rate of 65.65.

The MCA II index rate for special education students in reading will increase to 40.48 in 2009 and to 52.38 in 2010 from a 2008 rate of 28.57.

The MCA II index rate for African American students in reading will increase to 60.03 in 2009 and to 68.03 in 2010 from a 2008 rate of 52.04.

Description of how student progress toward this goal will be measured: *e.g. local assessment such as CBMs that schools can use for monitoring. Document reviews in August, October, January and March of each year here.*

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Bryn Mawr uses the following reading formative and summative assessments: STAR Early Literacy (Grades K-1), STAR Reading (Grades 1-5), Accelerated Reader (AR) (Grades 1-5), Curriculum Based Measurement (CBM) (Grades 1-5), Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (Grades 1-5), Individual Growth Development Inventory (IGDI) (High Five), Letter/Sound (L/S) Correspondence (Kindergarten), Onset Phonemes (Kindergarten), High Five Portfolios, District and State tests.

The STAR Early Literacy and STAR Reading programs are assessed four times a year. The AR tests are given as students complete their reading requirements. The CBM's are done in the fall, winter and spring. The DIBELS are given biweekly to students not reaching CBM benchmarks for progress monitoring purposes. The IGDI is done quarterly. The L/S Correspondence and the Onset Phonemes tests are done biweekly for students who are below the District standards. High Five Portfolios are done quarterly. District level tests/testing arrangements vary by grade. State testing is done annually.

Strategy: *Each goal has at least one strategy. A goal may have more than one strategy. Use one page for each strategy. Each goal area must have a Schoolwide strategy for the benchmark and may or may not have specific strategies for sub-groups.*

To provide professional development and on-going individualized support to teachers to ensure the use of on-going assessment, rigorous standards, and the Principles of Learning when planning and providing instruction for all student groups.

Rationale:

Effective strategies are matched to the needs of learners. Discuss how the selected strategies are matched to the current instructional needs and represent scientifically based teaching practices.

According to the research by Stiggins, 2006, formative assessment supports correctly targeted instruction and ensures students are accountable for their learning, also Sheppard, 2002. The Institute for Learning (IFL) has been translating research findings in effort-based education. The implementation of the Principles of Learning can close the learning gap and promote high student achievement, University of Pittsburgh, 2007. In addition, Lauren Resnick and Chris Zurawsky reported, in research on standards, Getting Back on Course, 2005, "...states need to strengthen the specificity and clarity of their standards." Minnesota has weak reading standards, Making Standards Matter, 2005. The implementation of the Primary Literacy Standards will help bring specificity and clarity to our reading standards.

Professional Development Goal to Support this Goal:

To provide practice-based professional development.

Bryn Mawr staff will meet monthly to support their learning in the Principles of Learning framework. In addition, they will meet another time each month to work on reading. The reading professional development will occur in their Nested Learning Communities, which is by grade level. The professional development during this time may include book study, looking at student work, understanding a reading/writing workshop model, understanding the Primary Literacy Standards, and assessments.

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Reading Work Plan				
Implementation Steps:				
Step	Resources	Timeline	Who is Responsible	Plan to monitor and evaluate:
<p>Base instruction on rigorous standards in literacy.</p> <ul style="list-style-type: none"> • Create/implement a balanced literacy program in preK-5 based on National Reading Standards. • Provide intervention and supplemental instruction for high-risk students. • Set clear expectations in all literacy domains across all grade levels. 	<p>Study reading and writing research</p>	<p>On-going</p>	<p>Classroom Teachers, Literacy CFC, Administration, SERTS, ELL and Title I teachers</p> <p>IFL (Teaming)</p> <p>SERTs, Social Worker, ELL and Title I teachers</p> <p>IFL Nested Learning Communities</p>	<p>Collaboration with grade level teams, utilizing student work, to identify progress towards standards</p> <p>Through IFL NLC's meetings, which will be held weekly, once per four week cycle for reading</p>
<p>Ensure students are accountable for their learning.</p> <ul style="list-style-type: none"> • Students will describe and provide evidence, orally and/or written, from the text to support their thinking. • Students will actively participate in classroom talk, listening and rigorous talk. 	<p>Principles of Learning framework</p>	<p>On-going</p>	<p>Administration, Classroom Teachers, and Students</p>	<p>Classroom teacher review of oral and written student work</p>
<p>Use on-going assessment to guide instruction.</p> <ul style="list-style-type: none"> • Use formal and informal assessments to identify areas of student needs. • Use assessment data to teach test taking 	<p>Rigby Benchmark kit, Fountas and Pinnell Benchmark</p>	<p>School year test schedule</p>	<p>Classroom Teachers, Literacy CFC, SERTs, ELL and Title I</p>	<p>STAR Reading-3x's annually</p> <p>CBM/DIBELS-biweekly</p> <p>IGDI-quarterly</p> <p>District level testing</p>

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strategies and computer skills.		Kit, OCR, DIBELS site		teachers	State level testing AR Reading tests	
<i>Professional Development necessary to implement this strategy:</i>						
Practice Based Professional Development -Whole, reading, math, cross-curricular teaming		Resources	Timeline	Who is Responsible	Plan to monitor and evaluate	
<ul style="list-style-type: none"> Staffing and building-wide schedule that support teacher implementation of a balanced literacy model. On-going support for teachers/staff to provide a balanced literacy model. Classroom schedules that support teacher implementation of a balanced literacy model. Assessment scheduling that supports the classroom teacher and student success. 		Qualified staff in place by mid-August Supportive building-wide schedule School year test scheduler	By mid-August	Test Coordinator, Prep Scheduler, Literacy CFC, Classroom Teachers, Administrator, SERTs, ELL and Title I teachers	Academic Learning Committee through bimonthly meetings	
<i>Family Involvement activities to support this strategy:</i>						
Implementation Step:		Epstein Type	Resources	Timeline	Who is Responsible	Plan to monitor and evaluate
Develop Family Literacy Nights <ul style="list-style-type: none"> Standards based 		2, 4	Task Force from Academic Learning Committee Funds for food, transportation and materials	Up to 3 times per year	Literacy CFC, Parent Liaison, PTA, and Classroom Teachers	Parent participation sign-up sheet Event feedback
Study Island		2, 4	Internet Access at home or community library	On-going until MCA II's in April	ALC coordinator and ALC teachers	Study Island weekly reports

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S.T.A.R.S. Reading Program	2, 4	Calendars	Monthly	Classroom teacher, Parent, Student	Family Liaison to track completion and return rate and report to the Academic Learning Committee Classroom teachers monitor and reward students for return of calendar
How will extended learning opportunities support this strategy? (ALC, SES, summer schools, etc.) Schools in needs improvement must include extended learning activities as part of at least one of their strategies.					
ALC	ALC Office and Staff, Curriculum		After School	Staff teaching after school	ILPs
Summer School	Same as above		Summer	Staff teaching summer school	ILPs

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