

ROOSEVELT PRIMARY SCHOOL

ANNUAL EDUCATION REPORT (AER) COVER LETTER

August 19, 2010

Dear Parents and Community Members:

I am pleased to present the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for Roosevelt Primary School. This Annual Education Report addresses the reporting requirements identified by the United States Office of Education and the Michigan Department of Education.

Included in the report are Roosevelt's points of pride, school improvement plan, parent involvement data, student assessment results, Adequate Yearly Progress data and status information, and teacher qualification data. The format of the report was provided by the Michigan Department of Education. For your convenience, the report may be viewed in its entirety or by selecting individual chapters. To review the report by chapter, click on the chapter heading you wish to review.

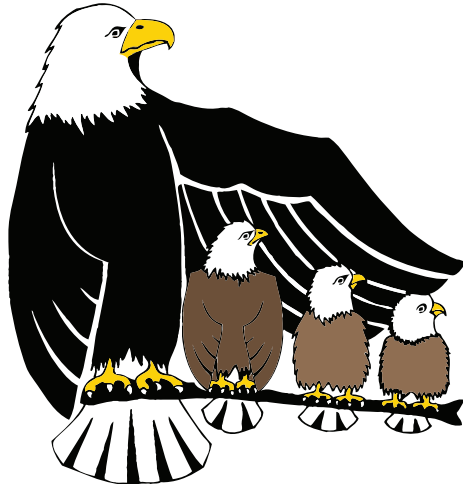
For 2009-2010, Roosevelt Primary made Adequate Yearly progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

The report is available for review electronically at www.ferndaleschools.org/publicationsreports or you may contact, Jessica Stilger at (248) 586-8677 to obtain a printed copy.

If you have questions regarding this report contact me at (248) 586-8803.

Sincerely,

Dina Krause, Principal



2009-2010

ROOSEVELT PRIMARY SCHOOL

ANNUAL EDUCATION REPORT

FERNDALÉ PUBLIC SCHOOLS

1. Roosevelt Primary School Information

Introduction to School, Points of Pride, Curriculum, School Improvement Plan,
and Additional State Required Data and Information

2. Roosevelt Primary School Student Assessment Results

3. Roosevelt Primary School AYP Results

4. Roosevelt Primary School Teacher Data

Just can't hide our Eagle pride!
www.ferndaleschools.org



ROOSEVELT PRIMARY SCHOOL 2009-2010 ANNUAL REPORT

AUGUST 2010

DINA KRAUSE, PRINCIPAL

FERNDALE PUBLIC SCHOOLS

Introduction to Roosevelt Primary School

Roosevelt Primary School is located in Ferndale, Michigan. Our school family consists of approximately 430 students from Preschool to third grade. We have 1 early childhood developmentally delayed program, 5 kindergarten classes, 5 first grade classes, 5 second grade classes, 4 third grade classes, and 2 resource rooms used in a manner to meet the needs of students with emotional, cognitive or other health impairments. Roosevelt students are assigned to the school based on living in the parameters of the Ferndale Public School boundaries including portions of the Charter Township of Royal Oak, Ferndale, Oak Park and all of Pleasant Ridge. Roosevelt prides itself on the diversity that is embraced in our school. As a school-wide Title One School we have been afforded many opportunities to continue to meet the needs of all of our students.

Mission Statement

Our mission is to create a Love of learning by providing an Environment where All children feel Respected, Nurtured, safe, and successful. (LEARN)

Ferndale Public Schools Mission Statement

Our mission is to provide all our students with quality educational programs while promoting the values of diversity and responsible citizenship.

School Vision Statement

Our vision is to provide a Successful, Appropriate, Foundation to Educate all children. (SAFE)

Roosevelt Primary School Staff Commitments

- To demonstrate a personal commitment to the academic and general well being of all children.
- To seek and implement promising strategies for improving student achievement.
- To maintain high expectations for all students and staff.
- To show love, caring and respect for all staff.
- To remember why we are here
– Children come first!

Points of Pride

Roosevelt is the proud recipient of numerous awards in the past few years. Roosevelt won its first National Promising Practice Award in 2007; the Michigan Education Excellence Award for their Brain Smart Start process. During the 2008-2009 school year Roosevelt won a 2nd place award for the Brain Smart Start Program from Oakland Schools and the Oakland Press Excellence in Education Award. Roosevelt also won their 2nd National Promising Practice Award this year for the Big Brother Mentoring program that is in partnership with the Ferndale High School Varsity Football Team.

Roosevelt is known throughout the county and state for its early elementary education practices.

These practices include successful instructional strategies, and a willingness to think out of the box for the benefit of all children. Roosevelt hosts guests from school districts across Michigan who are interested in observing our award-winning brain smart practices. In addition, frequently staff members are asked

to present at local, state and national conferences as well as at other school districts and colleges throughout the state. In recognition of the school's work in early childhood education, the Principal was selected to represent Oakland County at the National Principal's Conference.

Every year Roosevelt organizes a Peace Walk in honor of Dr. Martin Luther King.

This year the Peace Walk was a success with every child making his own poster, banner or sign to carry during the walk. It's a touching experience and shows the true spirit and empathy that young children can have.

Roosevelt is known for its clubs and enrichment opportunities.

Peers Assisting with Loving Support (PALS) – Third grade students volunteer to mentor and support disabled preschool children. In addition, to PALS, other clubs meet twice a week. This year's clubs included: Kindergarten Care, Kindness, Knitting, Yoga, Board Games and the Physically Fit Clubs. Clubs are organized by the Student Council and operated by parent volunteers.

Can you imagine the entire school going on a field trip together? In honor of Dr. Seuss's birthday the school took field trip to a local movie theatre. Everyone enjoyed the experience.

The entire month of March was dedicated to the National March is Reading Month. This year we had a red carpet reading event where community members read to Roosevelt students. We had over 50 volunteers from the Mayor, Superintendent, Police Captain, Fire department and so many others.

Project learning involves families and giving back to the community.

As a school family we adopted a troop stationed in Iraq. Throughout the school year students donated in items. By the end of the year we had shipped more than 100 chap sticks, 100 ice pops, snacks, many personal items. The students also wrote weekly letters and/or cards letting our troop know how important they are to us.

The second service project was Relay for Life. Roosevelt partnered with the American Cancer Society, collecting pennies for the Penny Drive, hosting a student mini-Relay for Life, and a Roosevelt adult team walked in the Relay for Life 24-Hour event. Roosevelt's team consisted of staff, teachers and parents. It was a great project that once again proved that Roosevelt's school family has a heart of gold.

Roosevelt hosts a family Annual Back to School Celebration Each September Roosevelt hosts a school-wide event which allows families to come to school with their child and celebrate the beginning of another school year. Roosevelt provides families and students with a variety of fun, educational activities ranging from inflatable bouncers, Dunk the Principal, and obstacle races. We provide families with a day of fun, free lunch, and invaluable time to see children enjoying school. One of the most important components of this special day is to provide parents with time to get to know each other. Building relationships both in and out of school is important to our school family.

The Muffin Madness Program is another family-centered activity Another way Roosevelt opened its doors to families is through its Muffin Madness Program. This year families were invited for breakfast. Parents, students and staff enjoyed this program quarterly throughout the school year.

Third Grade Celebration Each spring exiting third grade students and their families share in a celebratory breakfast. During the celebration families eat together, students receive certificates for attendance, academic excellence, service learning projects, and more. The celebration ends with the students entertaining their parents and important guests. This year the students performed a dance routine.

Motor Moms and Dads - Roosevelt is proud to incorporate the work of Dr. Sorenson and the Motor Moms and Dads program by offering kindergarten, first grade and selected second grade student motor activities. Parent volunteers provide small group motor activities two to three times a week. The purpose of the program is to increase students' gross motor skills by providing a continuum of activities. Parent volunteers work with the students. We know enhancing gross motor development positively impacts student achievement.

Bridge to First Grade Summer Bags - Collaborating with our district's Volunteer Coordinator, the school provides transition bags for exiting kindergarten students. The "Bridge to First Grade" bags are filled with items selected by first grade teachers to help students feel more comfortable when they enter first grade in the fall.

Summer Reading Bags Sharpen Students' Skills - The end of the year is celebrated with a gift. Every student receives a Summer Reading Bag which is filled with a summer activities calendar, six books and two stamped postcards. The postcards are for the student to fill out and send to Ms. Krause to let her know how many books they have read and which ones are their favorites. Ms. Krause in turn writes back to every student. It's a great way for the students to stay connected to school. As a treat every child who reads at least 50 books and/or sends in a postcard

gets a chance to dunk Ms. Krause at the annual Welcome Back to School Celebration in September.

Personal-to-Person Contact - Person-to-person contact is one way the school connects to families. It is not unfamiliar to find the principal or the social worker visiting with families in their homes. You will find teachers and the principal attending students' weekend sporting events, dance recitals and other important events. For the second summer in a row we will host a Tuesday Morning Play Dates for all students and their parents. Working together families support one another, enjoy watching children laugh and play together while families become strong advocates for our school. Thank you to the Open Classroom families for organizing this summer activity.

Transitions Are Important Celebrations - Each spring Roosevelt hosts our little friends from Grant Early Childhood Center Preschool Programs. The students, parents and teachers ride a school bus to Roosevelt to participate in special activities. The activities teach the incoming students about their new school.

In addition, incoming kindergarten parents and students are invited to a Kindergarten Kick Off. This year more than 80 families participated in the celebration. Parents joined their children as they worked their way through eight learning stations. Parents enjoyed watching and learning how their child's brain develops. One of the parents' favorite stations was the Letter Writing corner. Parents wrote their children a personal letter. Can you imagine how excited the children will be to receive the letter in the mail later in August? Thanks in partnership with our Parent Teacher Association, every family was provided with a bag filled with educational activities for families to use over the summer.

Exiting third grade students visit Coolidge Intermediate School where they too toured, met the teachers, and spent time with the principal.

Communication is Important at Roosevelt - Roosevelt shares information with individual families through the U.S. mail, phone and email alert system, and with individual conferences. Information is also shared through weekly handouts and flyers, Title One meetings, Family nights, individual teacher websites and our school website. This year our open classroom parent group started their own Facebook page to provide ongoing support, communication and to build lasting relationships with each other.

Roosevelt Flipbook Helps Parents - Roosevelt staff members developed a Roosevelt Readiness Flipbook that provides families of young children specific information about developmental milestones and activities to help enhance their child's learning potential. Flipbooks are handed out during school visits, at our Central Administration building, and during all events. The flipbook is also available on the website.

Parent/Teacher Conferences

Roosevelt teachers and parents meet during the fall and spring for parent/teacher conferences to review individual student's progress and to strengthen cooperation between home and school.

Open House, Sept. 2009:
96% Parents

Fall Conferences, Nov. 2009:
94% Parents

Spring Conferences, March 2010:
45 Parents (Invitation only conferences)

Roosevelt's daily attendance average for the 2009-2010 school year is 92.5% of students attending daily.

Parent Involvement

On the first day of school we host a First Day of School Celebration where families are invited to come into the school for the first part of the day. Parents go into the class with students and then join the other parents to be welcomed by the principal. School, district and local community groups have booths where parents can obtain information from the PTA, Girl Scouts, Cub Scouts, Oakland County Child Care Council, Ferndale Youth Assistance, and School Age Child Care Services. Parents quickly learn there are many opportunities and services offered through the school. There is always a big turnout for the First Day of School Celebration.

At the beginning of the school year, each child receives a home/school connection folder. The child is responsible to bring the folder to school each day as well as take it home each afternoon. The folder holds school work, important school information and/or letters to the family. Students have been incredibly responsible with this system and it provides a systematic way to ensure families are informed of daily school routines, information and expectations. As well as the home/school connection folders, each teacher is responsible to maintain and update his/her individual teacher website that can be accessed through the school website. This has provided families who have access to the internet another valuable way to keep connected with what their child is doing, homework information and student work. The Principal also sends home a weekly newsletter on Friday and it is posted on the school's website weekly.

Roosevelt's PTA is very active and works closely with administration and staff. They provide monthly assemblies and celebrations. In addition, the PTA provides many parental involvement opportunities such as

field trips and reading bags for all incoming kindergarteners, family nights, skating parties, and more. For over 50 years the PTA has sponsored a "June Fair" where everyone in the community comes together for fun.

Volunteers

Roosevelt is proud to have a lasting partnership with Catholic Social services. Through this partnership we have a Grandparent program that provides grandmothers who volunteer Monday through Thursday in the classrooms supporting the needs of teachers and students.

We have a very caring community. Our connection with the local community is strong. Roosevelt is fortunate to have a wealth of volunteers from local community members, community businesses and families. Our volunteers provide students and teachers over 125 hours of volunteer time each week! We also work in collaboration with the local Ferndale Youth Assistance in providing families with support ranging from summer camp scholarships, after school activity funding, truancy prevention, counseling and so much more. You will often find a Ferndale Youth Assistance counselor attending meetings we host; all in an effort to support students and families.

Volunteer Readers work with individual students to enhance early reading skills. We appreciate the work of these dedicated volunteers.

Roosevelt welcomes volunteers. Our school family appreciates the many ways volunteers support our children.

State of the Core Curriculum

Roosevelt Primary follows the curriculum framework established by Ferndale Public Schools for all core areas including art, physical education, health and technology. In the past five years all documents have

been re-aligned and revised based on new grade level content expectations. A continual improvement cycle to update, revise and modify the curriculum is on a five year district plan. Stated within the Roosevelt Primary School Improvement Plan will be specific evidence of what the school's needs are in working with the core curriculum.

In addition to a strong core curriculum that focuses on early literacy and mathematics, social studies and science are part of the school day. Integrating all learning areas is essential at the primary level. Students enjoy weekly art, music, physical education and media services. Roosevelt students also benefit from a wealth of support programs including special education, speech, social work and Title One services.

To enhance the strong core curriculum, the staff encompasses brain based learning throughout the day. Teachers and staff know that students need a variety of ways to learn; visual, auditory, kinesthetic and tactile experiences.

Brain-Based Learning

All learners, including the adults, need time to stand up, stretch, and move around. With that in mind, throughout the day teachers incorporate movement and music activities to provide children with gross motor movement so as to activate different parts of the brain. In addition, Roosevelt also incorporates a systematic motor program, run by parents, into all kindergarten and first grade students' day. The program is based on the work of Dr. Bob and Nancy Sorenson. Watching the children participate in the activities is thrilling.

Roosevelt has a motor room which is used by all students. In the motor room you will find a large swing, small trampolines, balance boards, tunnels, a ball pit and other activities

that are vital to the proper development of young children's motor development. This year our physical education teacher modified the kindergarten curriculum so as to incorporate the work of Jean Blaydes-Madigan. The students go through a developmental progression of 12 stations that focus on the proper development of essential gross motor skills.

Roosevelt is proudly embraces Conscious Discipline. Conscious Discipline is a comprehensive social and emotional intelligence classroom management program that empowers both the adult and child. The work of Dr. Becky Bailey is based on current brain research, child development and developmentally appropriate best practices. Conscious Discipline leads teachers, adults and children through a process that promotes permanent behavior changes. It is a move away from traditional discipline approaches that rely on fear in a relationship approach. Our school family learns how to solve problems through cooperation, communication skills and responses to each other, instead of reacting to life's events. We start each morning the brain smart way with quiet music playing as students enter their classrooms. The morning announcements (WBEE News) teach students a Brain Tip of the Day, school-wide character quote of the week and other pertinent reminders and celebrations. Our school family motto is to *Be the Best That We Can Be*.

Young children are visual learners; therefore, the staff members wear visual reminders to assist students in remembering key signals and rules. Picture rule cards are also posted throughout the school. Each morning there is a greeter at each classroom door for the most important transition of the day. The first contact is the first link to starting our day off the right way. The key is eye contact, touch and connections.

Open Classroom Magnet Program

The past three years Roosevelt has incorporated an Open Classroom program within our school where students go through a lottery process to gain access into the program. Students in the program follow the same district curriculum and state standards, but families are expected to volunteer 40 hours during the course of the school year. Students also learn to be self directed and independent learners as they progress in their school years. The amount of parent support we have through the open classroom parents has been very helpful to our entire school.

Teacher Quality Data

Another point of pride is the students and staff. As a staff we value the students who are entrusted to us and love working with them. Focusing on developing the whole child helps children develop, grow and love. We have incredible teachers who are continual learners. They provide the young children at Roosevelt with a place to feel safe, secure and successful. In addition to the teachers, we are also fortunate to have a strong support system of paraprofessionals, secretaries and specialists who work to make sure we meet the needs of every child, every day.

Roosevelt is proud to state that 100% of the 26 teaching staff is highly qualified. Seven hold a Bachelor's degree, 13 hold a Master's Degree and six hold a Master's Degree plus additional post graduate hours. In additions to the highly qualified teaching staff, 100% of the instructional paraprofessionals are highly qualified as documented by the Work Keys Assessment proficiency. In addition all staff members take part in ongoing professional development opportunities throughout the school year at school, within the district, within the county, and attend state conferences that are aligned to the School Improvement Plan.

One of the best compliments we hear over and over again is how friendly our school building is. Parents, guests and volunteers speak to us about this all time. From the minute you walk through the front door and are welcomed by fresh flowers and a welcome table you become part of our school family. We take pride in being a school family that encompasses students, staff, families and the community.

School Improvement Plan

Roosevelt Riding Into Excellence
2009-2010

Goal #1: Roosevelt students will improve in reading comprehension.

Objectives

1. Increase the % of students scoring at or above the 50thile on the comprehension sub-test on ITBS by at least 10%.
2. 80% or more of 3rd graders and at least 80% of students in all subgroups will pass the MEAP reading in 2009/2010.
3. Decrease the % gap between all students and our black subgroup population on the MEAP by 10%.
4. All Roosevelt students will make at least 1 year's growth in reading comprehension as measured by students' individual progress shown through monthly end of unit Harcourt test in Grades 1 - 3.

Strategies

- S1. Pre-telling & Retelling strategies used across curriculum , K-3
- S2. Making meaning comprehension kits used in all classrooms, K-3
- S3. Build background knowledge/oral language/vocabulary using Marzano's research, K-3
- S4. Data driven flexible grouping in all classrooms, K-3
- S5. Daily Five process in all classrooms, K-3

Activities

- A1. Pre-telling & Retelling:
 1. Diligent focus during the first six weeks of school in regards to classroom and school procedures.
 2. Using VISUALS for all grade levels through the use of flowcharts, self made books, pictographs, etc.
- A2. All teachers will use Making Meaning comprehension kits in their classrooms during reading block.
- A3. Building background knowledge and vocabulary
 1. All teachers use grade level oral language vocabulary list to focus on language/ meaning
 2. All teachers use picture vocabulary journals/visual dictionaries weekly (Book, Building Background Knowledge, Marzano)
 3. Diligent focus on using key vocabulary words during instructional time as determined by grade level teams.
- A4. Focus on using non-fiction as well as fiction stories especially for male students.
- A5. All teachers will implement the "Daily Five" process in their classrooms during the reading block.

Assessment

How	When		Using What		What Purpose
Harcourt Test *	End of each unit		Harcourt, 1-3		Formative
Unassisted Retelling	4 X's a year	Sept. Jan. April June (Formal)	Kindergarten Drawing S/J Labeling/A Writing/June 1st Grade Drawing /S Writing/J-Jun 2nd & 3rd Grade Writing	*Each grade level use same book *List attached	Summative
Guided Retelling	Schedule frequently in classroom lesson plans	2 X's a month share results at grade level team mtg.	Score analytically, *Rubric attached	*Use Harcourt Scoring sheet	Formative, Immerse children in story elements

*The DRA modified will be used as a dig deeper tool for intensive kids and will be used for the TEAM process. The DRA provides significant information to make instructional decisions. No school wide documentation sheet will be used.

Monitor

Grade level teams will share, discuss, and dialogue over all strategies focused on comprehension. Minutes will be documented on the PLC feedback sheets returned to Principal after every meeting.

Staff will continue and improve on ideas & strategies based on the selected books for staff development and share activities during grade level meetings, professional development workshops and collaborative time meetings.

Staff Development

Staff will continue to review professional development books provided to staff over the past 5 years.

7 Keys to Comprehension

- Making Meaning Comprehension Kids
- Worksheets Don't Grow Dendrites
- Shouting Don't Grow Dendrites

- Totally Positive Teaching
- Beyond Discipline
- The Daily Five
- Managing the Diverse Classroom

Technology

Read Naturally lab will continue to be implemented for 2nd and 3rd grade students as part of intervention efforts.

Waterford (An online personalized learning system) will be used in all kindergarten classrooms and used for intense students in first grade.

Successmaker (An online personalized learning system) will be used in all 2nd & 3rd grade classrooms for all students.

Parent Involvement

1. Families will be provided useful information to format questions at home that will help in retelling and comprehension techniques.
2. Each classroom teacher will maintain a weekly newsletter sharing information about retelling and comprehension activities that have been shared.

Goal #2: Roosevelt will provide a safe environment conducive to learning.

Objectives

1. The Student Achievement Team (SAT/TEAM) will continue to implement the Pre-Referral Intervention Manual and forms to provide direct response to state mandated pre-referral intervention activities. (Response to Intervention)

Strategies

- S1. During the first weeks of school staff members will teach, model, and focus on rules, procedures, and routines diligently through the use of flow charts, picture rule cards, job boards, Conscious Discipline, & pre-telling strategies.
- S2. Staff will continue to teach rules, procedures, and routines throughout the school year with an extra emphasis before/after holiday breaks.
- S3. Staff will implement Conscious Discipline skills and strategies throughout the year. New staff members will attend monthly CD meetings. Along with any staff members who want to continue their knowledge about CD.

S3. Staff will continue to use the Pre-Referral format through the Student Achievement Team meetings.

S4. Male students who have exhibited concerns will be provided with a big brother mentor once a week. Mentors have an established schedule to follow including a greeting/goodbye ritual, weekly goal, and a read aloud focused on self esteem.

S5. A 6 week intense proactive intense behavior group will take place at the beginning of the year. Principal, Social Worker and Intervention Specialist will run group daily focusing on key behavior techniques.

Activities

- A1. All staff will continue to use picture rule cards & other visual strategies to teach students appropriate and wanted behavior.
- A2. All classroom teachers will conduct daily classroom meetings using the PEACE protocol.
- A3. All staff who works directly with students will establish greeting rituals with the use of a greeting apron or other direct contact during the first transition in the school day. (Staff at door to greet each child)
- A4. All staff who works with students will set up a SAFE place area in their designated area to be used for students to go unwind, relax, and take needed breaks. Staff will teach the process to all students to use the SAFE center as the first resource to calm down.
- A5. Students who are referred to office will spend lunch recess working on behavior techniques with a highly qualified paraprofessional, Social Worker, Principal, and/or Intervention Specialist.
- A6. 3rd graders will take part in Club Time with parents and staff running a yoga club, knitting club, jogging club, and others. Clubs will take place twice a week during lunch recess.

Assessment

Referrals for major misbehavior and data collected by Principal and shared at Leadership team meetings to dialogue about school trends.

Monitor

CD team will review monthly data and make suggestions to staff during CD portion of each staff meeting, e-memo, grade level team meetings or collaborative time.

Staff Development

All new staff members will attend a once a month meeting focused on Conscious Discipline. All staff is invited to attend to expand their use of CD in the classroom setting.

Technology

1. Maintain and analyze behavioral data.
2. Email weekly memo sent out by Principal and/or CD team member with a section focused on Conscious Discipline tips or brain based strategies.
3. Staff development updates through e-memo and Internet

Parent Involvement

1. Daily parent/school communication folder system, Pre-K-3 grade levels
2. Weekly newsletter each Friday distributed to families and placed on school website with section highlighting Brain Tip of the Week strategy to use at home.
3. Principal and staff will focus on making more positive interaction phone calls, notes home and newsletters.

Goal #3: Students will improve writing for different purposes.

Objectives

1. 100% of students in each class will complete all grade level genre pieces.
2. All students will improve at least 1.0 (or remain at a level 4) in each trait for each genre from June 2008 to June 2009.
3. At least 50% of 3rd graders will pass the MEAP writing assessment.

Strategies

S1. Teachers will address the following genres in each given grade level:

Grade Level	Personal Narrative	Poetry	Informational Piece	Research Piece	Compare-Contrast	Persuasive
Kindergarten	Pictures All About Me Labeling	Using copy change	Pictures, words, sentences	Classbook	Venn diagrams	Take a stand orally, question of the day
First grade	Illustrations, Transition words, Small Moments	Approximate Free Verse	How To	All About Me	Venn diagrams	Take a stand orally, question of the day
Second grade	Realistic fiction, Fantasy, Personal narrative	Free verse, copy poetry, Use a wide variety	Magazine article	2 question research paper with a teacher selected topic	Venn diagram based, 2 paragraph compare-contrast, fiction& nonfiction pieces	Use graphic organizer, take position on a reading piece, support position w/ facts, examples from texts. Repeat above with 2 texts.
Third grade	Fable, Folk-tale and Realistic fiction	Write wide variety including free verse	Report	At least 2 question paper based on note taking with a teacher selected topic	Same as 2 nd grade, but with more detail	Same as 2 nd grade, but independently

S2. All teachers will use the strategies explained in Lucy Calkins Units of Study for Writing. Teachers will follow their common grade level pacing guide developed in 2008-2009 and district writing curriculum.

S3. Teachers will instruct students in the use of graphic organizers to facilitate their writing of compare-contrast and persuasive pieces.

S4. All teachers will teach the same trait during the same months September through March.

September – Ideas

December – Word Choice

October – Organization

January – Sentence Fluency

November – Conventions

February – Voice

Assessment

1. Formative – At the end of each unit in the Lucy Calkins Book, teachers will have students publish a piece and assess it according to the Traits taught to date. In grade level teams teachers will agree on common assessment standards and look at student work to identify areas of strengths and weaknesses in the total grade level work. Re-teaching when necessary.
2. Formative – All teachers maintain a conferring notebook in which to record compliments and teaching points for

each student. Results are to be used to focus re-teaching.

3. Summative – Students will be assessed on each genre according to the appropriate 6 traits rubric.

Monitoring

1. During collaborative time meetings, teachers will review ‘Writing Traits’ class summary data, student papers, rubrics and next month’s trait according to the new district writing curriculum documents.

Monthly, the Principal and/or Leadership team will review collaborative time meeting feedback sheets to identify strengths, needs and provide feedback.

Technology

1. Students will publish select pieces using word processing.
2. Post writing rubric for monthly writing trait on Roosevelt’s school website.

Parent Involvement

1. Establish a Parenting Publishing Center, establish schedule for it, set up with needed supplies. Students come to publish their writing with parent assistance/volunteer.

Staff Development

1. Oakland Schools consultant Mary Mason has 4 scheduled dates to work with grade level teams, co-teach and men-

tor all K-2 teachers in the Lucy Calkins writing protocol.

All 3rd grade teachers have ongoing trainings schedule with Oakland Schools consultant Laura Schiller to work on Lucy Calkins Writing protocol.

Goal # 4: Students will improve in basic mathematical skills and computation.

Objectives

1. In 1st grade at least 80% of students will score at least 80% on mid-year and end of the year assessment.
2. In 2nd and 3rd grade at least 70% of students will score at least 70% on quarterly assessments.

Strategies

- S1. Continue to implement the timeline made to align Everyday Math, Scope and district curriculum to meet the needs of students.
- S2. Grade level teams will work together to plan strategies to help students with test-taking skills.
- S3. 3rd grade teachers will implement The First 10 and Second 10 Days of School procedures during September to help prepare students for the MEAP.

Activities

- A1. For extension activities teachers will use the TOUCH MATH series to help children with basic math skills.
- A2. Teach students grade level appropriate test taking skills.
- A3. 1st through 3rd grade will provide 5 to 10 minutes of daily basic skills instruction as indicated on district curriculum documents.
- A4. All 2nd and 3rd grade students will have access to Successmaker online to focus on independent math skills needed.

Assessment

How	When	What Purpose
1 st grade mid & end of year	mid & end of year	Formalized
2 nd & 3 rd gr. Quarterly test	End of each quarter	Formalized

Monitor

Grade level teams will share, discuss, and dialogue power standards in math and GLCE's.

Staff Development

Staff will continue to gain insight into new quarterly math assessments through dialogue during collaborative time meetings.

Technology

Staff will incorporate math-related software on classroom computers for students to use on a daily basis.

Parent Involvement

A Family Math Night is planned early in the school year for families to come participate in educational math games and learn specific math standards in their child's grade.

Achievement Data

MEAP Scores

The Michigan Educational Assessment Program is a criterion referenced test that shows how students in grades 3-8 score in reading, writing, language arts, math and social studies (5th grade) and science (6th grade). Individual student scores show how well each student has learned the state curriculum. While students are not really compared to other students in this type of test, the state "cut score" that determines proficiency is determined after all of the tests in the state have been scored.

Over the past 5 years, Roosevelt has seen significant improvements in MEAP scores in the areas of Reading and Mathematics. The 2009-2010 school year saw increases in almost all No Child Left Behind subgroups, with some subgroups increasing five to 10 percentage points.

Full Annual Education Report

School-Level Student Assessment Data for Oakland Schools, Ferndale Public Schools, Roosevelt Primary School

Michigan Educational Assessment Program (MEAP)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									
Grade: 03									
All Students	2008-09	100%	86.4%	87.2%	81.8%	22.7%	59.1%	17%	1.1%
All Students	2009-10	100%	89.8%	91.2%	88.9%	25.9%	63%	11.1%	0%
Female	2008-09	100%	88.3%	92.1%	86.4%	25%	61.4%	13.6%	0%
Female	2009-10	100%	91.9%	95.6%	97.7%	30.2%	67.4%	2.3%	0%
Male	2008-09	100%	84.6%	82.2%	77.3%	20.5%	56.8%	20.5%	2.3%
Male	2009-10	100%	87.9%	87%	78.9%	21.1%	57.9%	21.1%	0%
Black or African American	2008-09	100%	75.1%	78.5%	75%	21.2%	53.8%	23.1%	1.9%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Black or African American	2009-10	100%	80.6%	84.6%	85.5%	20%	65.5%	14.5%	0%
American Indian or Alaska Native	2008-09	<10	84.6%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	84.6%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	90%	94.8%	93.8%	18.8%	75%	6.3%	0%
White	2009-10	100%	92.7%	97%	95.7%	39.1%	56.5%	4.3%	0%
Multiracial	2008-09	<10	85.2%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	74.9%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	82.2%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	63.4%	66.7%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	71%	83.3%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	79.1%	78.9%	76.9%	18.5%	58.5%	21.5%	1.5%
Economically Disadvantaged	2009-10	100%	84.5%	87%	87.3%	21.8%	65.5%	12.7%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Proficient									
Limited English Proficient	2009-10	<10	92.1%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	79.7%	85.7%	90%	10%	80%	10%	0%
Students with Disabilities	2009-10	<10	87.8%	100%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	85.7%	84.4%	86.4%	31.8%	54.5%	13.6%	0%
Economically Disadvantaged	2009-10	100%	91.9%	87.1%	85.7%	19.6%	66.1%	14.3%	0%

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 03								
All Students	2009-10	<10	81%	<10	<10	<10	<10	<10
Male	2009-10	<10	81.3%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	75.4%	<10	<10	<10	<10	<10
Mathematics								
Grade: 03								
All Students	2009-10	<10	76.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	78.9%	<10	<10	<10	<10	<10
Black or	2009-10	<10	69.3%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
African American								

Supported Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

Participation

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
No records to display.								

2009-10 School-Level Accountability (AYP) Detail Reporting for Oakland Schools, Ferndale Public Schools, Roosevelt Primary School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	89.1%	91.4%
Mathematics	88.3%	88.4%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
School		
English Language Arts / Reading	102.4%	93.4%
Mathematics	101.2%	99.3%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	83.5%	88.1%
Mathematics	82.6%	83.2%
School		
English Language Arts / Reading	101.8%	91.9%
Mathematics	101.8%	98.8%
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
Asian, Native Hawaiian, or Pacific Islander		
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.2%	95.3%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	98.8%	95.1%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
School		
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
Limited English Proficient		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	125.9%	77.8%
Mathematics	133.3%	83.3%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	109.4%	72.6%
Mathematics	108.8%	82%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	96.3%	88.8%
Mathematics	96.4%	87.5%
School		
English Language Arts / Reading	101.8%	93.8%
Mathematics	103.6%	99.1%

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

* [AYP Targets \(Annual Measurable Objectives\)](#)

**Attendance Rate
(Goal 90%)**

All Students

State

94.7%

District

96.7%

School

92.5%

Black or African American

**Attendance Rate
(Goal 90%)**

State

91%

District

96.9%

School

91.8%

American Indian or Alaska Native

State

93.7%

District

92.8%

School

88.2%

Asian, Native Hawaiian, or Pacific Islander

**Attendance Rate
(Goal 90%)**

State

96.5%

District

98.1%

School

93.9%

Hispanic or Latino

State

94.1%

District

92.5%

School

89.6%

White

**Attendance Rate
(Goal 90%)**

State

95.7%

District

96.6%

School

93.7%

Multiracial

State

94.8%

District

93.2%

School

90.5%

Limited English Proficient

**Attendance Rate
(Goal 90%)**

State

94.6%

District

96.5%

School

92.3%

Students with Disabilities

State

93.5%

District

94.7%

School

92%

Economically Disadvantaged

Attendance Rate (Goal 90%)	
State	94.8%
District	96.7%
School	92.4%

* All data based on students enrolled for a full academic year.

** More information regarding AYP can be found at the following link:

http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html

Michigan Annual AYP Objectives

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%

2009-10 School-Level Accountability (AYP) Status Reporting for Oakland Schools, Ferndale Public Schools, Roosevelt Primary School

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Yes	Met	Met	Met	B	N/A	0

December, 2009 School-Level Teacher Quality Reporting for Oakland Schools, Ferndale Public Schools, Roosevelt Primary School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	10	19	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%