



Report Documenting NCA Results at
Honey Creek Community School

October 13, 2003

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Principal's Recognition

Honey Creek Community School's school improvement plan began during the 1996-97 school year. The steering committee, which led the development and the process, was comprised of four parents, one school board trustee, HCCS's curriculum coordinator, and one teacher.

We have experienced numerous accreditation system changes both within the Michigan Department of Education and within North Central Association.

HCCS's initial NCA SIP goals have evolved from a set of 5 goals (2 writing, 2 math, 1 behavior) to a set of 3 SIP goals. During this process we have learned a great deal about measurable goals and sustainable systems. We look forward to completing this cycle and beginning the next stage. This allows us the opportunity to apply our knowledge by acquiring and using more relevant data in a timely matter.

I would like to acknowledge and thank on behalf of the HCCS community Lorelee Rupp and Roxy Block. Lorelee and Roxy are volunteer parents who have dedicated countless hours over the past several years to guiding and supporting us through this process. In addition to doing the majority of the data analysis steps, they taught us a great deal about understanding our data and looking at ways to make our processes more meaningful to the improvement of education of students at Honey Creek.

Leslie Fry
Honey Creek Community School



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Background

Honey Creek was started by parents who were interested in finding quality alternative education for their children. In 1995, a charter was granted through Washtenaw Intermediate School District, and Honey Creek opened its doors for its first school year.

Honey Creek Community School is a public charter school designed to guide the students in a multi-age setting emphasizing social skills, technology, literacy, and environmental studies. Honey Creek housed at the High Point Center, located on 40 acres with nature trails, where we share a playground, indoor heated pool, interact with these students and learn appreciation for those who are different from ourselves. Our students are residents of Washtenaw County's ten school districts and thus supported with state and county funds and federal grants. Our charter was renewed in May 2001 for another five years.

Honey Creek Community School houses grades K-8. The middle school, grades 6-8, was implemented in 2001, beginning with only 6th and 7th grades that first year. 140 Students are enrolled at Honey Creek, offering 16:1 students per teacher ratio.

Honey Creek Community School's overarching philosophy rests on the assumption that people learn and grow best when the various aspects of their education and experience are integrated and interactive. To that end, Honey Creek Community School bases learning on an integrated curriculum and on combining thinking with doing. In addition, Honey Creek Community School fosters connections among the home, the school, the community, and among children and adults of different ages and backgrounds. The curriculum emphasizes the integration of thought and experience, and the integration of subject areas, by centering learning on themes and projects with meaning and purpose in the students' lives. A model of apprenticeship best characterizes the nature of the learning experience, in which adults with various kinds of expertise, including teachers, parents, and other community members, share in the teaching of the children, and the children's lives inside the school and outside the school are connected by those relationships and by visits to community sites which are important to the projects and themes the students are doing and studying. Within the school, those projects and themes are explored through learning centers, workstations, and through the Academic Service- Learning program, which allow teachers to guide students as they learn through hands-on activities, both individually and in groups.





Mission Statement

The Mission of Honey Creek Community School is to provide an education of the whole child emphasizing the integration of thought and experience by centering learning on themes and projects in a multi-age setting. Adults with various kinds of expertise, including teachers, parents, and other community members, share in the teaching of the children, connecting the children's lives inside the school with their local and global communities and ecosystems. Honey Creek Community School is committed to fostering an understanding of difference and diversity, and to teaching and modeling an active dialogue about communicating and working together effectively in a democracy with a diverse population.

Belief Statements

- ❖ We believe that people learn and grow best when various aspects of their education and experience are integrated and interactive.
- ❖ We believe that students are most effectively guided by "Expert Models" who participate in cooperative apprenticeships.
- ❖ We believe that complex, situated learning environments and experiences enable all individuals to progress as successful, life-long learners.
- ❖ We believe that the development of cooperative learning strategies and the ability to work successfully as a team member are essential life skills.
- ❖ We believe that understanding and appreciating differences and diversity are integral to becoming successful adults in our changing democracy.
- ❖ We believe that it is essential for children to understand themselves as active participants in their school and in their larger community.

Target Goal Areas

Goal #1 All students will master their mathematical operations.

Goal #2 All students will improve their level of skill in using the writing process to achieve a better final product.

Goal #3 All students will demonstrate an increased ability to read a variety of informational text.

Committee Membership

Steering Committee

Leslie Fry, Executive Director
Kris Park, Honey Creek Board Trustee
Loralee Rupp, Parent

Jennifer Fiser, Teacher
Beth Renner, Teacher

Data Committee

Jennifer Fiser, Teacher
John Stahley, Parent
Roxy Block, Parent

Matt Tunstall, Teacher
Loralee Rupp, Parent

Target Area Goal Committees

Goal #1: All students will master their mathematical operations.

Katie Ross, Teacher
Beth Renner, Teacher
Joe Griffith, Teacher

Debbie O’Conner, Teacher

Goal #2: All students will improve their level of skill in using the writing process to achieve a better final product.

Tammy Culver, Teacher
Jennifer Fiser, Teacher
Beth Kennedy, Teacher
Meg Szczygiel, Student Support Teacher
Sharel Thiel, Teacher

Sara Greene, Parent
Pam Toner, Curriculum Consultant
Ann Warner, Parent
Janet Wilson, Parent
Kathy Zmachinski, Parent

Goal #3: All students will demonstrate an increased ability to read a variety of informational text.

Tammy Culver, Teacher
Jennifer Fiser, Teacher
Beth Kennedy, Teacher
Meg Szczygiel, Student Support Teacher

Tammy Guest, Teacher
Pam Toner, Curriculum Consultant
Kathy Zmachinski, Parent
Sharel Thiel, Teacher



Target Goal Report

Goal #1: All students will master their mathematical operations.

Definition: Students need to start by mastering basic addition, subtraction, multiplication and division facts. This includes making sure students are accurate and efficient. After mastering basic facts, students will be able to focus on operations with fractions, decimals, percents, and eventually algebraic and linear equations.

Rationale: The need for mastering basic mathematical operations was evident with the low percentages of students achieving their grade level benchmarks, specifically at our Later Elementary level. Our students did not have basic skills in place, which made learning higher operations difficult. This was seen in our Continuous Progress Chart and classroom assessment.

Context Bound Strategies and Assessments

The following strategies were implemented as early as the Fall of 1999:

Math Masters: Students are tested on separate and distinct groups of math facts. For example, 5's in addition include all the math facts from $5+0$ all the way to $5+10$. 6's in multiplication include the facts from 6×0 to 6×10 .

Parent Involvement: Honey Creek enlisted the help of parents in supporting this goal, which has proved to be very successful. We include a session on working with math facts at our annual Curriculum Night and discuss ways to work with children. Articles have been posted in our newsletter and progress with math facts is discussed during parent/teacher/student conferences.

Curriculum Fair: Honey Creek holds a curriculum fair twice a year allowing students to exhibit their work. Math pieces such as reports on mathematicians, graphed math experiments, and calculations of buildings are showcased.

Integrated/Thematic Learning: The curriculum is taught, through a three-year theme cycle, with activities at different skill levels. This allows the classes an opportunity to study the same subject, but allow enough flexibility to develop lessons for all students. With the theme Journeys, Math involved such activities as calculating distances of journeys.

Other strategies include homework assignments aligned directly with the Continuous Project Charts, math facts incorporated with hands-on projects, peer tutoring, and teacher team meetings to generate a collaborative analysis of students learning.



At the end of the 2002-2003 school year, Honey Creek decided that it would benefit students and teachers to purchase a math curriculum consistent throughout all levels, aligned with our Continuous Project Charts, and with assessment tasks and instructional strategies. We decided on Math Investigations for the Early and Later Elementary and are evaluating Connected Math for the Middle School.

Professional Development

Description:

1. February, 1998, an Early Elementary teacher attended a Mathematics Education Conference.
2. March 12, 2003, two Middle School teachers, one Early Elementary teacher, and a Later Elementary teacher began a five-credit Math Institute course through the Livingston Washtenaw Mathematics and Science Center.
3. May 7, 2003 a Middle School teacher attended a workshop titled Making Algebra Child's Play in Livonia, Michigan.
4. 2003, an Early Elementary teacher attended a Math Investigations Workshop.
5. Fall 2001 and 2002 NCA Conference, Michigan—All staff attended

Evaluation:

The professional development provided staff with skills and strategies to more effectively implement math benchmarks.

Common Metric Assessments:

Assessments:

1. Continuous Progress Charts, Early Elementary Division
2. Continuous Progress Charts, Later Elementary Division



3. Continuous Progress Charts, Middle School Division
4. MEAP scores, 4th grade Math

Continuous Progress Chart (CPC) -This is the document that Honey Creek uses to plan and assess its students. It is compilation of all the objectives that each student needs to learn during their time at Honey Creek. Please see the appendix A for an example of our CPC for Later Elementary.

We are using June 2000 data as our “baseline” CPC data. However, goal-related teaching strategies were actually implemented beginning in Fall 1999. Unfortunately, CPC data related to this goal are not available prior to June 2000, so that is the year we are using as a proxy for our baseline. (Although we don’t have the data to measure it, we assume that the June 2000 results already reflect some improved outcomes due to strategies implemented that year.)

MEAP-Michigan Educational Assessment Program-This is the yearly, statewide assessment given to 4th, 5th, 7th and 8th graders. Students are tested on reading, writing, math, science and social studies. Through 2002, students were tested in Math in 4th and 8th grades. However, during the data collection period there were no 8th graders, so only 4th grade results are shown.

Due to our very small class sizes (2-20 students per grade level) we are not able to disaggregate the assessment data in a meaningful way.

Student Performance Data:

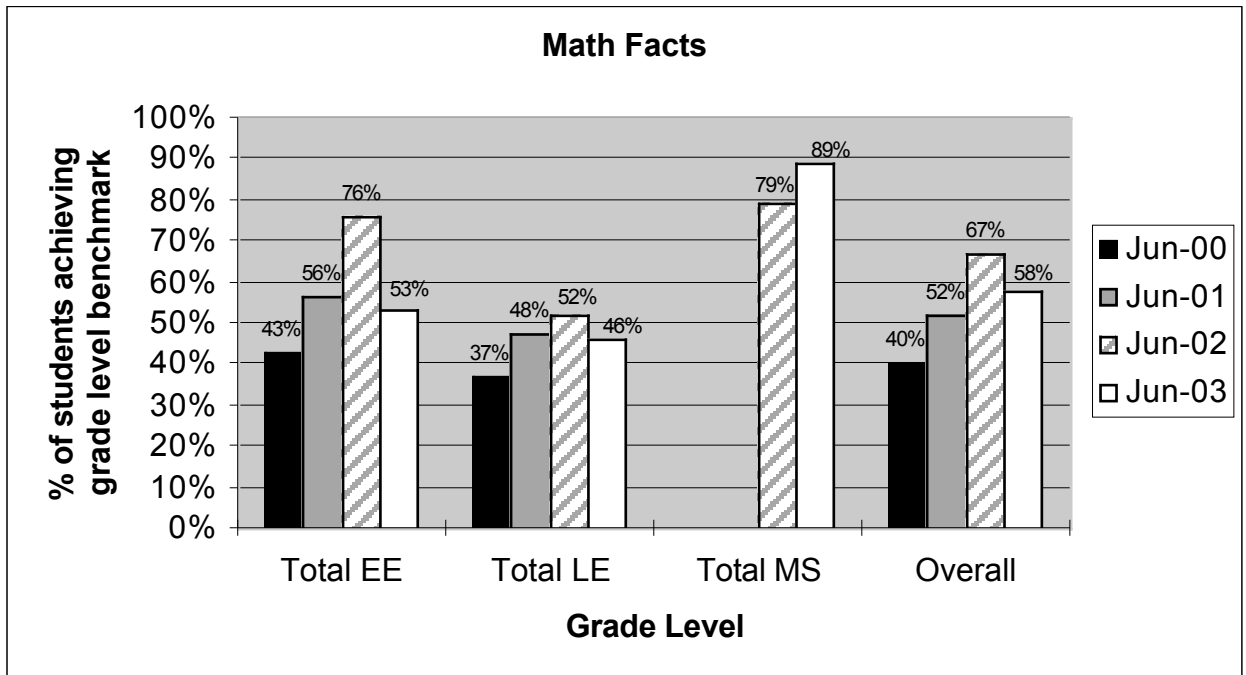


Chart 1 - Math

Chart 1 shows student achievement in mathematical operations as documented in our Continuous Progress Charts (CPCs). (Grade level CPC benchmarks for mathematical operations are detailed in Appendix B.)

Our CPC results for June 2001, 2002, and 2003 are all higher than our baseline measure. We have experienced growth in each division and at the school-wide level from our baseline year. However, only in the Middle School division have we reached a level at which 80% of students are achieving their grade level benchmarks. In addition, we seem to have lost some ground in the most recent year in the Early Elementary and Later Elementary divisions. We cannot explain at this point the decline for 2002 results. We will continue to analyze and monitor these results.

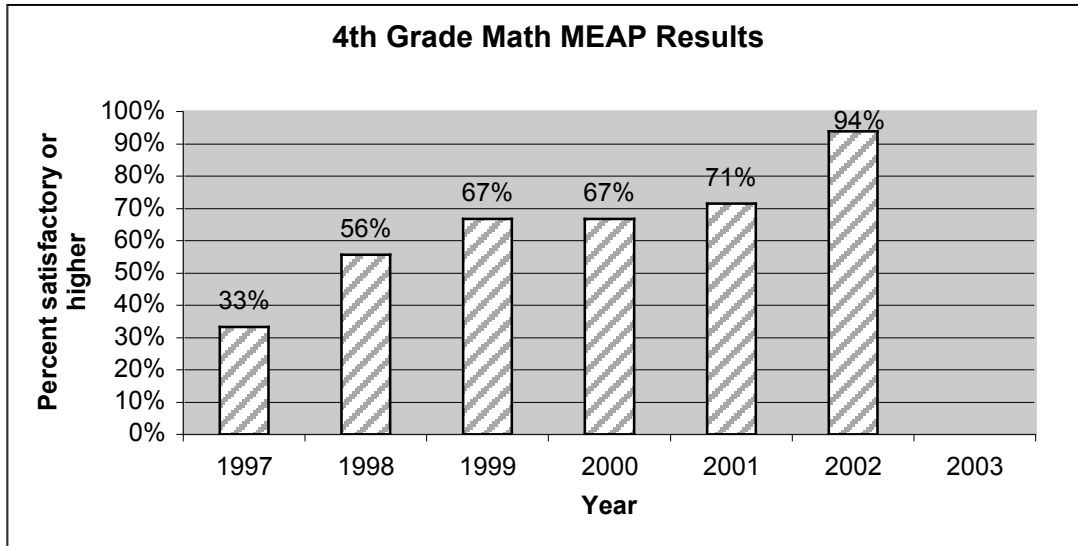


Chart 2 – Math

Chart 2 shows HCCS results in the 4th Grade Math MEAP for the last six years. (Results are shown through 2002. Our 2003 results are not yet finalized and still under embargo.)

Our MEAP results for 4th grade indicate clear annual improvement.

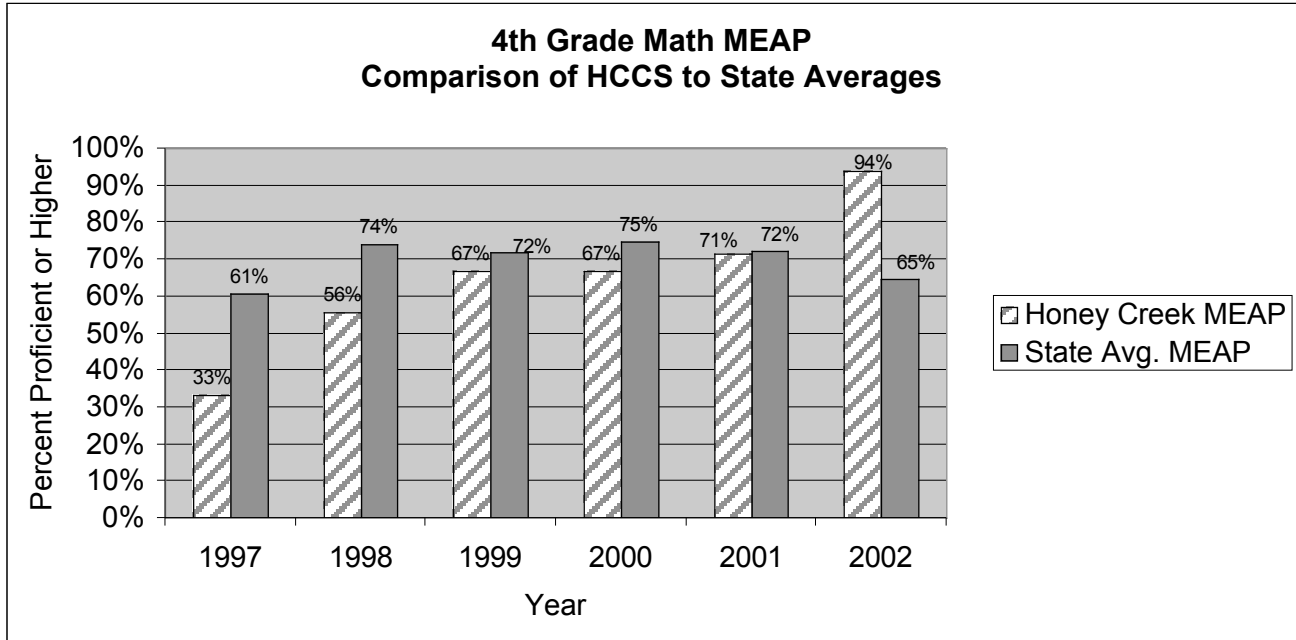


Chart 3 – Math

Chart 3 shows a comparison of HCCS 4th Grade Math MEAP results to the state average for the last six years.

HCCS results have improved considerably relative to the state averages. HCCS was substantially below the state average for 1997-1998 and was near the state average for 1999-2001. However, in 2002 HCCS results substantially exceeded the state average.

Goal Summary:

Through research, parent and teacher recommendations, professional development, and data analysis, Honey Creek has sought various strategies to improve its students’ math skills. We tried several math strategies that weren’t maintained for different reasons. Some of these included timed math, math masters and Drops in the Bucket. Each level manages to find different strategies for instruction, but we realized through this process that we needed consistency and we needed a better system for teaching basic math skills.

Therefore, we decided, recently, to replace all these strategies with Compass Learning (a computer program that is basically an interactive textbook and assessor) and Investigations Math Program. We decided on these programs after going through the process of assessing the usefulness and effectiveness of the ones used in this NCA cycle and feel we will continue to make improvements on our math goal.



Target Goal Report

Goal #2 All students will improve their level of skill in using the writing process to achieve a better final product.

Definition: The writing process is a methodical system of steps of writing used to create a polished piece. The steps include brainstorming, drafting, revision, editing and publishing.

Rationale: When Honey Creek started this NCA cycle, there was no writing process being taught in the classrooms. Students wrote infrequently and when they did, it was a one-draft process. Our goal started out just focusing on the writing process. After two years, our students were using the process but not focusing on the quality of their pieces. We changed our goal to include the final product piece.

Context Bound Strategies and Assessments

The following strategies were implemented as early as the Fall of 1998:

Writer's Workshop: All students work on writing projects using the steps of the writing process. Posters are placed in the classrooms, writing pieces are taken through the steps, published and then assessed through the use of rubrics.

Rubrics: The rubrics look at the pieces in 2 ways, with one looking at the use of the steps and the other with the quality of the piece. We used the same scale/rubric that is used to rate the MEAP tests to look at the quality. In some cases, the students rated themselves and in others the teachers gave their feedback as well.

Curriculum Fair: Twice a year, Honey Creek sponsors a curriculum fair where the students showcase their work done during the semester. It has become a requirement that each level of the school showcase at least one piece of writing at each of these fairs. This helps the children focus their efforts and write towards a particular audience.

Integrated/Thematic Learning: The curriculum is taught, through a three-year theme cycle, with activities at different skill levels. This allows the classes an opportunity to study the same subject, but allow enough flexibility to develop lessons for all students. Writing involved such activities as writing about various topics related to Journeys, Homes and Habitats, and How Things Work. How Things Work included writing research projects on Are Human Bodies Machines?



Posters displayed in classrooms at each level: Identical posters showing the 5 steps of the writing process were hung in both Early El and Later El classrooms to create a visual consistency.

Academic Service-Learning: Early Elementary students have engaged in writing letters to seniors at the Pablo Davis Center in Detroit.

Teacher team meetings are held to generate a collaborative analysis of students learning for all students.

Professional Development

Description:

1. Summer 1999, Literacy Learning in the Classroom Workshop—Several staff attended
2. Summer 1999, Michigan Literacy Progress Profile—All staff attended
3. January 2003, Writing Across the Curriculum, Honey Creek Community School—All staff attended
4. Fall 2001 and 2002, NCA Conference, Michigan—All staff attended

Evaluation:

The all-staff “Writing Across the Curriculum” workshop gave teachers creative strategies to bring interest into the writing process. This workshop also gave several assessment strategies. There were several helpful sessions at each NCA conference to give strategies to implement writing across subject areas. There were also sessions addressing the writing process in general. All staff attended both years.

Common Metric Assessments:

Assessments:

1. Continuous Progress Charts, Early Elementary Division
2. Continuous Progress Charts, Later Elementary Division



3. Continuous Progress Charts, Middle School Division
4. MEAP scores, 5th grade Writing

Continuous Progress Chart (CPC) -This is the document that Honey Creek uses to plan and assess their students. It is compilation of all the objectives that each student needs to learn during their time at Honey Creek. Please see the appendix A for an example of our CPC for Later Elementary.

We are using June 2000 data as our “baseline” CPC data. However, goal-related teaching strategies were actually implemented beginning in Fall 1998. Unfortunately, CPC data related to this goal are not available prior to June 2000, so that is the year we are using as a proxy for our baseline. (Although we don’t have the data to measure it, we assume that the June 2000 results already reflect some improved outcomes due to strategies implemented that year and prior.)

MEAP-Michigan Educational Assessment Program-This is the yearly, statewide assessment given to 4th, 5th, 7th and 8th graders. Students are tested on reading, writing, math, science and social studies. Through 2002, students were tested in Writing in 5th and 7th grades. However, during the data collection period there were less than 9 students in 7th grade, making 7th grade MEAP results unreportable.

Due to our very small class sizes (2-20 students per grade level) we are not able to disaggregate the assessment data in a meaningful way.

Student Performance Data:

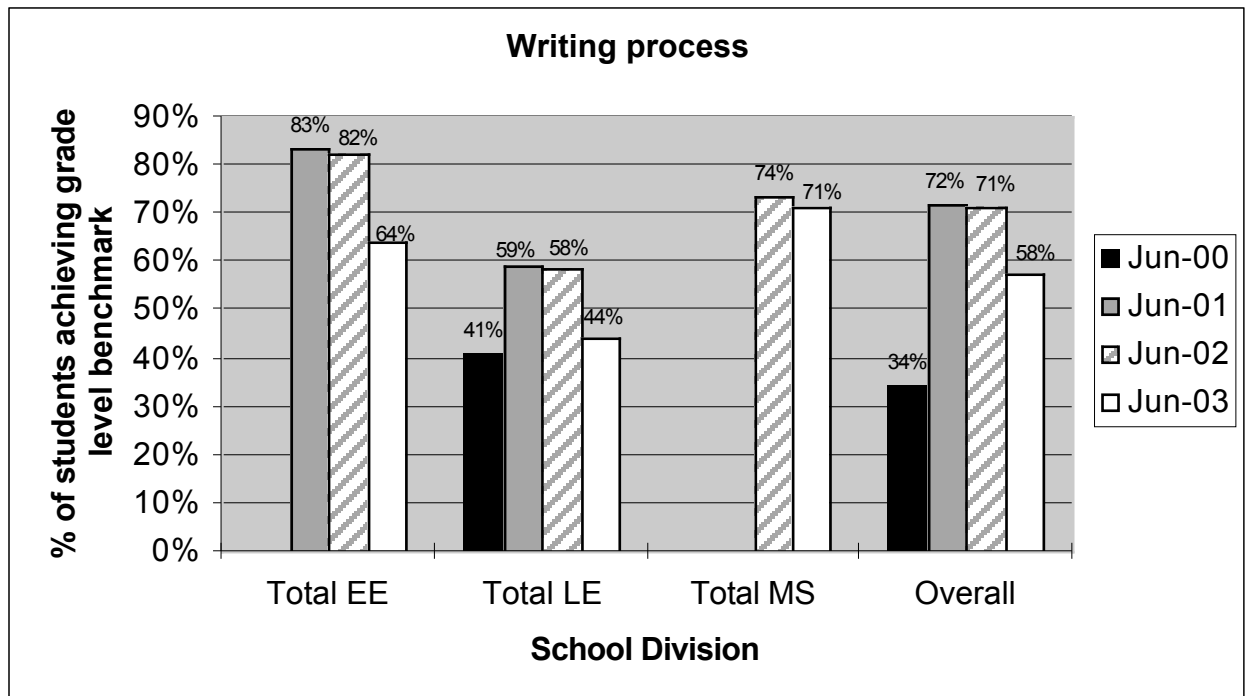


Chart 1 – Writing Process

Chart 1 shows student achievement in skill at effectively using the writing process as documented in our Continuous Progress Charts (CPCs). (Grade level CPC benchmarks for writing are detailed in Appendix B.)

We do not have a baseline measure for Early EI because of inadequate sample size (incomplete charting on more than half our early el students that year). We also do not have a baseline measure for the Middle School division because it didn't begin until the 2001/02 school year. This makes comparisons to the baseline year difficult at the division level.

At the school-wide level, our CPC results for June 2001, 2002, and 2003 are higher than our baseline measure -- a clear improvement. However, we have not reached a level at which 80% of the students are achieving their grade level benchmarks in any of the divisions. June 2001 & 2002 both showed benchmark achievement levels of over 80% for Early EI. We seem to have lost some ground in the most recent year in the Early Elementary and Later Elementary divisions. We cannot explain at this point the decline for 2002 results. We will continue to analyze and monitor these results.

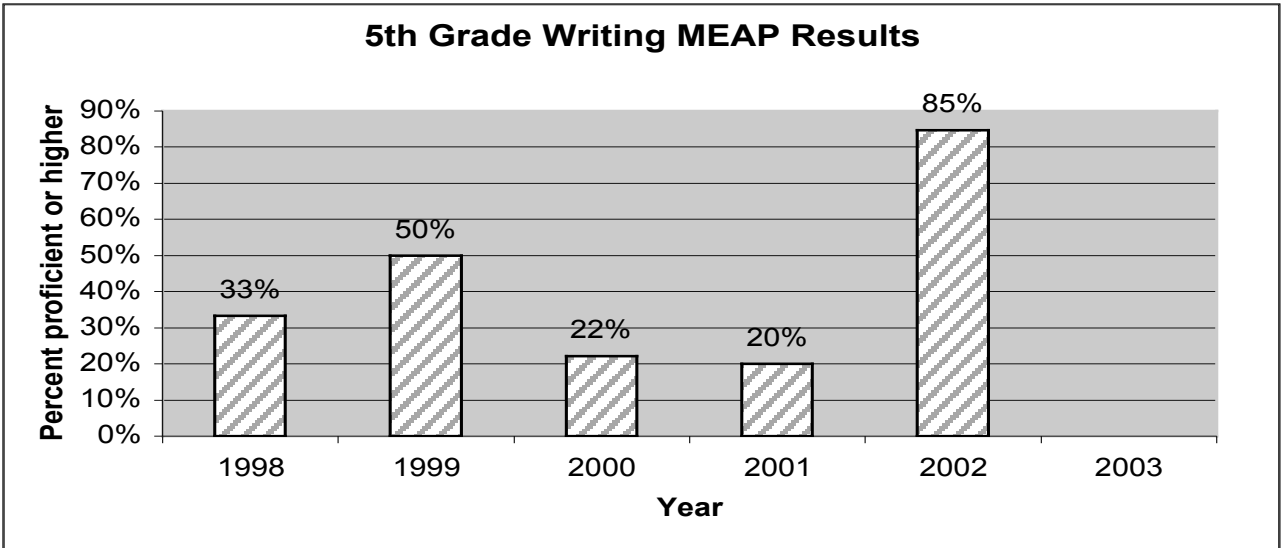


Chart 2 – Writing Process

Chart 2 shows HCCS results in the 5th Grade Writing MEAP for the last six years. (Results are shown through 2002. Our 2003 results are not yet finalized and still under embargo.)

The MEAP results for 5th grade writing indicate clear growth in achievement, with 85% of the students achieving a proficient level or higher for 2002.

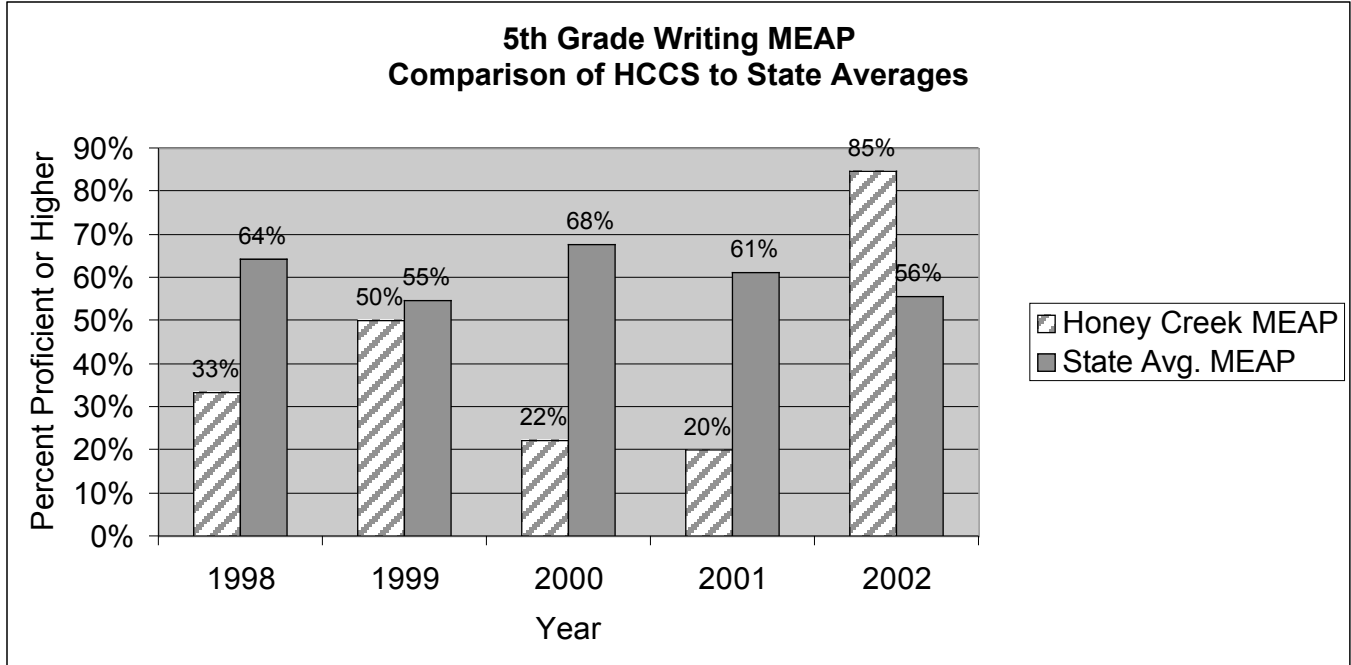


Chart 3 – Writing

Chart 3 shows a comparison of HCCS 5th Grade Writing MEAP results to the state average for the last six years.

HCCS results have improved considerably relative to the state averages. HCCS was substantially below the state average for 1998-2001. However, in 2002 HCCS results substantially exceeded the state average.

Goal Summary:

After using various rubrics for the writing process over the course of this cycle, we decided to use the MEAP rubric the final year and a half. We believe that using that rubric helped initiate students to the process specifically used on the MEAP and accounts for the huge rise in writing scores in 2002 5th grade writing MEAP.

Over all, tremendous progress has been made with this goal over the years. The writing process is operating fluently and automatically at all levels within the school. Much progress has been made towards getting students to focus on the quality of their pieces. Teachers continually share strategies and lessons that support the focus on quality. Language arts teachers have decided on a common language across grade levels and have disseminated that information to all other academic disciplines, therefore integrating the writing process across curriculum subjects.

We are still struggling to incorporate the writing process into non-academic subjects. We're also still working on devising a generic rubric to establish more objective standards as to what this process looks like at each level. However, the work that has been done has finally been ingrained and is proving effective in our final year of assessing this goal according mainly to our MEAP scores, but has also shown improvement from our base year in our CPC charts.

Target Goal Report

Goal #3 All students will demonstrate an increased ability to read a variety of informational text.

Definition: Students will read expository or nonfiction texts to define and identify new vocabulary words, main ideas and supporting details and make inferences from text.

Rationale: As was seen in our reading MEAP scores, in our Continuous Progress Chart and from teacher observations and classroom assessments, our students were able to read, understand and discuss fiction texts. However, they were lacking in the ability to do this with nonfiction text.

Context Bound Strategies and Assessments

The following strategies were implemented as early as the Fall of 1999:

Classroom Sets and Integration: Sets of information texts were integrated in Social Studies and Science units, as well as used in the classrooms for independent, group and guided reading. Students practiced note-taking and finding the main ideas and supporting details within the texts. Students researched using the texts and presented them in various formats at Curriculum Fair.

News Magazines and Periodicals: Students were provided with weekly “real world” informational texts such as Time for Kids. These were used as tools for the children to increase their informational vocabularies, practice finding main ideas and supporting details and making inferences.

Parent Involvement: Honey Creek recruited parent volunteers to assist one-on-one reading support for Early Elementary students.

Professional Development: Create opportunities for teacher professional development in the area of reading/nonfiction reading.

Integrated/Thematic Learning: The curriculum is taught, through a three-year theme cycle, with activities at different skill levels. This allows the classes an opportunity to study the same subject, but allow enough flexibility to develop lessons for all students. Reading involved such activities as reading about various topics related to Journeys, which include journeys through the solar system and through our bodies. Also, Homes and Habitats and How Things Work.

Teacher team meetings are held to generate a collaborative analysis of students learning for all students.



Professional Development

Description:

1. 2002, one Later Elementary teacher received a Masters degree in reading through Eastern Michigan University.
2. Summer 1999, Literacy Learning in the Classroom Workshop—Several staff attended
3. Summer 1999, Michigan Literacy Progress Profile—All staff attended
4. Fall 2001 and 2002, NCA Conference, Michigan—All staff attended

Evaluation:

The teacher certified with their Masters degree in reading was head of the reading goal committee and shared their specialist knowledge.

Common Metric Assessments:

Assessments:

1. Continuous Progress Charts, Early Elementary Division
2. Continuous Progress Charts, Later Elementary Division
3. Continuous Progress Charts, Middle School Division
4. MEAP scores, 4th grade Writing

Continuous Progress Chart (CPC) -This is the document that Honey Creek uses to plan and assess their students. It is compilation of all the objectives that each student needs to learn during their time at Honey Creek. Please see the appendix A for an example of our CPC for Later Elementary.

We are using June 2000 data as our “baseline” CPC data. However, goal-related teaching strategies were actually implemented beginning in Fall 1998. Unfortunately, CPC data related to this goal are not available prior to June 2000, so that is the year we are using as a proxy for our baseline. (Although we don’t have the data to measure it, we assume that the June 2000 results already reflect some improved outcomes due to strategies implemented that year and prior.)



MEAP-Michigan Educational Assessment Program-This is the yearly, statewide assessment given to 4th, 5th, 7th and 8th graders. Students are tested on reading, writing, math, science and social studies. Through 2002, students were tested in reading in 4th and 7th grades. However, during the data collection period there were less than 9 students in 7th grade, making 7th grade MEAP results unreportable.

Due to our very small class sizes (2-20 students per grade level) we are not able to disaggregate the assessment data in a meaningful way.

Student Performance Data:

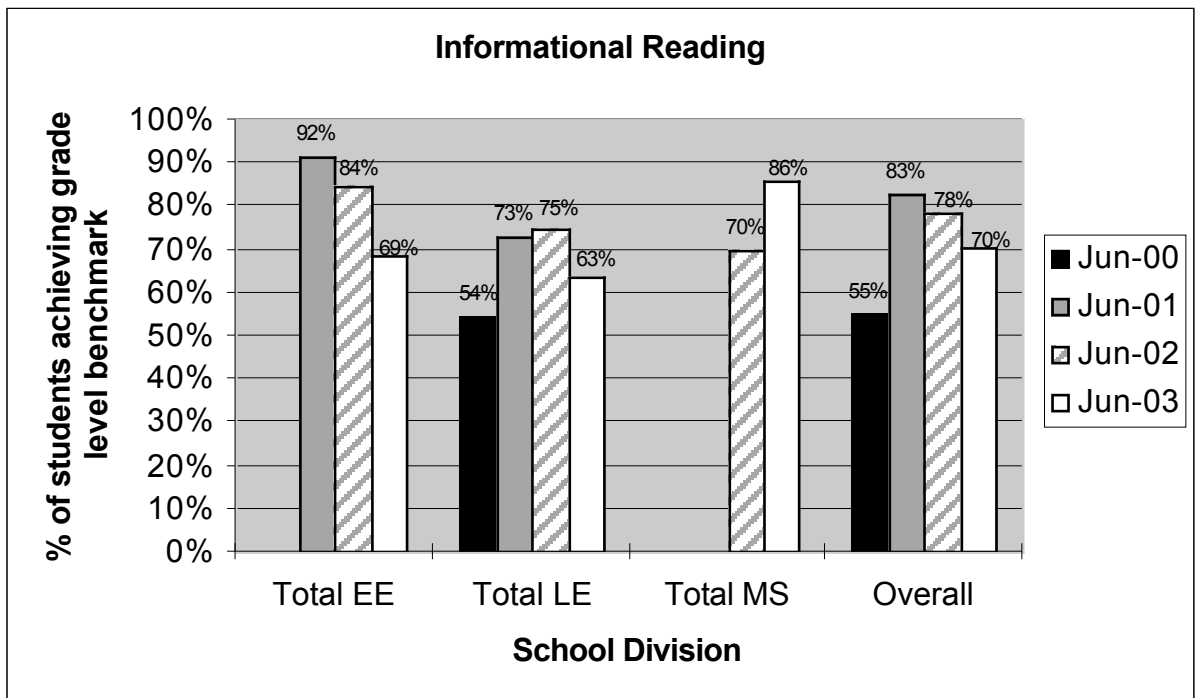


Chart 1 – Informational Reading

Chart 1 shows student achievement in ability to read a variety of informational text as documented in our Continuous Progress Charts (CPCs). (Grade level CPC benchmarks for informational reading are detailed in Appendix B).

We do not have a baseline measure for Early EI because of inadequate sample size (incomplete charting on more than half our early ei students that year). We also do not have a baseline measure for the Middle School division because it didn't begin until the 2001/02 school year. This makes comparisons to the baseline year difficult at the division level.

At the school-wide level, our CPC results for June 2001, 2002, and 2003 are higher than our baseline measure -- a clear improvement. We have reached a level at which more than 80% of



the students are achieving their grade level benchmarks this year in the Middle School division. June 2001 & 2002 both showed benchmark achievement levels of over 80% for Early El. We seem to have lost some ground in the most recent year in the Early Elementary and Later Elementary divisions. We cannot explain at this point the decline for 2002 results. We will continue to analyze and monitor these results.

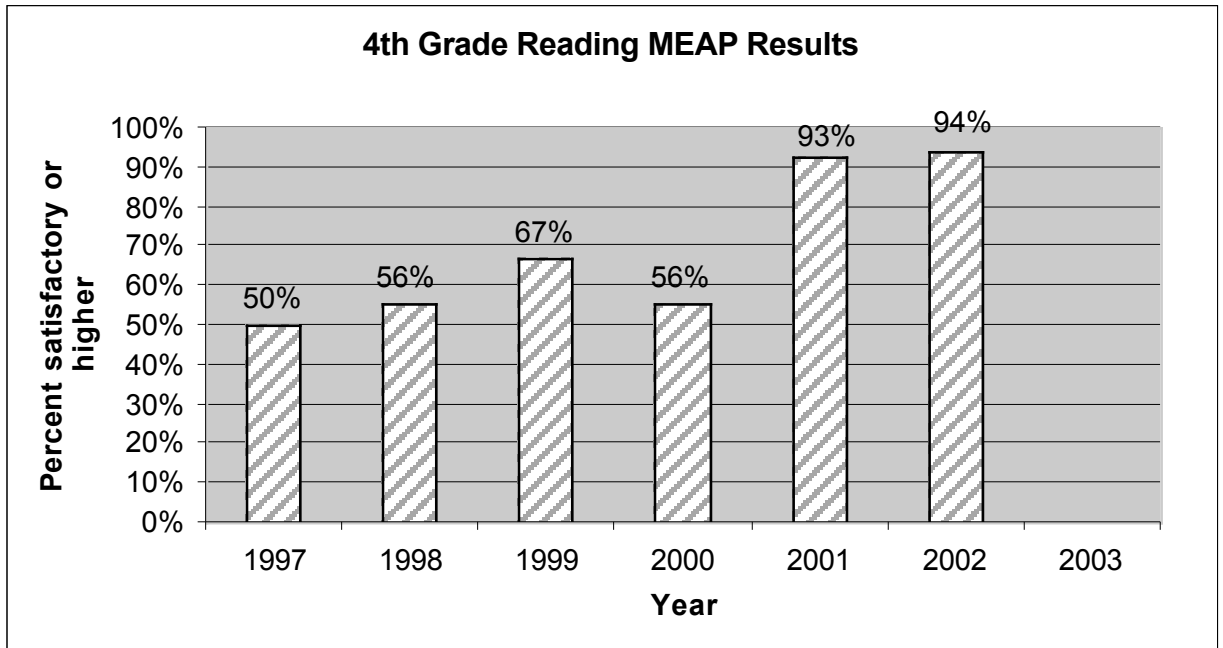


Chart 2 – Informational Reading

Chart 2 shows HCCS results in the 4th Grade Reading MEAP for the last six years. (Results are shown through 2002. Our 2003 results are not yet finalized and still under embargo.)

The MEAP results for 4th grade reading indicate clear growth in achievement, with more than 90% of the students achieving a proficient level or higher in 2001 and 2002.

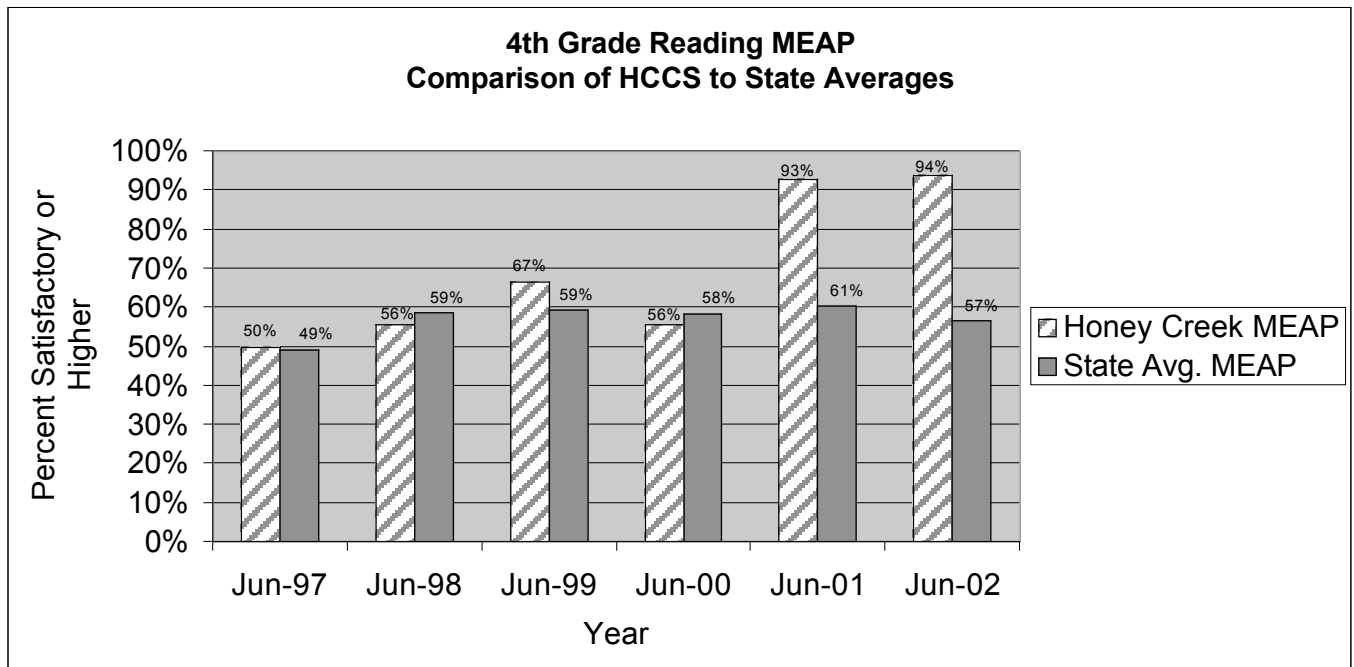


Chart 3 – Reading

Chart 3 shows a comparison of HCCS 5th Grade Writing MEAP results to the state average for the last six years.

HCCS results have improved considerably relative to the state average. HCCS results were near the state average for 1997-2000. However, in 2001 and 2002 HCCS results substantially exceeded the state average.

Goal Summary:

Due to successful implementation of strategies listed across grade levels, we have seen an improved achievement trend across MEAP results and CPC markings as compared to baseline data.

All of our students at Honey Creek have developed their ability to read, understand and analyze nonfiction texts. Availability and use of nonfiction books, book sets and periodicals in our library have helped contribute to the success of these strategies. Also, the research pieces children create and present show an increased ability to pull out main ideas and supporting details to enrich and support their own projects.

Report Summary

In summary, this has been our first cycle with NCA. Our journey through this cycle has taken longer than the traditional five years. This due to the fact that we are a new school and being a new school, our documentation systems were not fully in place when we started this process. In addition, Honey Creek is a charter school with an unconventional approach to learning. We have multi-age classrooms and a curriculum focused on subject integration and authentic assessment through projects. We have also grown from 33 students to 140 students, during this process, and added a Middle School within the last two years. Due to this rapid growth and a non-metric approach to teaching, sticking with strategies and disseminating them to new employees has been a struggle. We have been challenged to find assessments that match our mission. With that in mind, we have had considerable success implementing strategies to meet our goals for NCA this cycle.

We have engrained a writing process across grade levels and created basic math skills strategies based on information obtained through struggling with our math goal. We also systematized our approach to assessments.

The staff at Honey Creek is satisfied with the progress we have made. Experiencing this process of school improvement has helped us focus attention on assessable, reportable achievements and documentation strategies. This process has also allowed us to take more ownership of our new and developing curriculum.

We appreciate the help of our visiting team, Kathy Sargeant. In addition we are grateful for the effort of the many parents who volunteered their time over the years.

Appendix A

Later Elementary Continuous Progress Chart for Language Arts & Mathematics



Appendix B

Goal #1: All students will master their mathematical operations.

Continuous Progress Chart (CPC) criteria for measuring this goal are as follows. The expectation is that the student must:

Early Elementary:

- E1 - be able to add 1-digit numbers “in their head”
- E2 - know 0-50% of addition/subtraction facts or higher
- E3 - know 100% of addition/subtraction facts

Later Elementary

- L1 - Know 100% of multiplication/division facts
- L2 - Know 100% of multiplication/division facts
- L3 - Know 100% of multiplication/division facts

Middle School

- M1 - know how to add & subtract fractions and mixed numbers
- M2 - know how to multiply & divide fractions and mixed numbers, whole numbers & decimals
- M3 - identify prime numbers, factors and multiples; identify common factors and common multiples

The teacher assesses in June whether or not a child is meeting each expectation for their grade level.

Goal #2: All students will improve their level of skill in using the writing process to achieve a better final product.

Continuous Progress Chart (CPC) criteria for measuring this goal are as follows. The expectation is that the student must be able to:

Early Elementary:

- E1 – Dictate messages and stories to go with drawings, share these ideas with others, and “write” with a sense of purpose and for various purposes (ex. notes, lists, stories)
- E2 – Write single phrase or single sentence stories, identify an audience for a particular piece, comment constructively on the writing of peers and make changes in their own writing based on the comments of others
- E3 – Employ a basic writing process involving revising and then proofreading

Later Elementary:

- L1 – Use a more developed writing process, including planning/prewriting, first draft, second draft based on substantial revision and proofreading for spelling and mechanics
- L2 – Continue to use this more developed writing process and participate in peer editing
- L3 – Continue to gain skills at all phases of the writing process and in peer editing and demonstrate an awareness of audience and context as revisions are made

Middle School:

Goal #1 Plan and draft written pieces using prewriting strategies, gathering information, organizing information, drafting, evaluating, editing, revising, rewriting, and publishing

M1 Exhibits basic knowledge of concept M2 Integrates concept M3 Masters concept

Goal #2 Begin to write literary pieces fluently, interact appropriately, and respond creatively

M1 interpret M2 view critically M3 review critically

Goal #3 Monitor and evaluate their progress while using a variety of strategies to overcome difficulties with constructing and conveying meaning and develop strategies to deal with new written communication needs

M1 Exhibits basic knowledge of concept M2 Integrates concept M3 Masters concept

Goal #4 Perform the daily functions of a literate individual

M1 write and revise M2 write and revise M3 publish and evaluate

The teacher assesses in June whether or not a child is meeting each expectation for their grade level.

Goal #3: All students will demonstrate an increased ability to read a variety of informational text. (June 2004)

Continuous Progress Chart (CPC) criteria for measuring this goal are as follows. The expectation is that the student must be able to:

Early Elementary:

E1 – Participate in discussions about what they read and gain familiarity with a variety of genres

E2 – Distinguish between stories and information books, fact and opinion. Begin to determine the main idea in informational text. Use a table of contents with increasing skill and begin to use encyclopedias and magazines to gain information

E3 – Identify the main idea in informational text and begin to recognize themes of stories. Use table of contents proficiently, use dictionaries and encyclopedias with ease and regularity, use indexes and glossaries, magazines and newspapers with increasing skill



Later Elementary:

L1 – Identify the main idea and a supporting idea in an informational text. Use indexes and glossaries proficiently. Begin to use formal reading strategies (ex. note taking, outlining) to use as they read

L2 – Read increasingly challenging literature and information texts. Identify the main idea and two or more supporting ideas in an informational text and describe the organizational structure of an informational text. Use newspapers and magazines proficiently. Use a thesaurus with increasing skill. Continue to develop scale at formal reading strategies

L3 – Read increasingly challenging literature and informational texts and use a thesaurus proficiently.

Middle school:

Goal #1 Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, manuals, and periodicals

M1 Exhibits basic knowledge of concept M2 Integrates concept M3 Masters concept

Goal #2 Recognizes and describes use of literary tools such as:

M1 setting, theme, plot, character M2 Voice, point of view M3 mood and tone, development, purpose audience, conflict, metaphors, personification suspense, foreshadowing, climax, similes, onomatopoeia, resolution, time alliteration, imagery, irony satire

Goal #3 Read, describe and analyze the following elements of informational genre:

M1 autobiographies, descriptive papers, M2 game rules, social M3 guides, business letter comparison/contrast, menus, interviews, letters, itineraries/ autobiographies, cause recipes, posters/slogans, personal agendas, biographies and effect, magazine anecdotes, personal letters fact/opinion, newspapers articles, editorial/advice headlines, advertisements column, speeches, brochures, diagrams directions/instructions

Goal #4 How characteristics of literary texts and the textural aids they employ are used to convey meaning.

M1 Relates M2 Explains M3 Explains

The teacher assesses in June whether or not a child is meeting each expectation for their grade level.