

**SHEARER ELEMENTARY**  
**SCHOOL IMPROVEMENT PLAN**  
**YEAR 2009 - 2010**

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B. Darlene Combs  
Responsible Person

B. Darlene Combs  
Contact Person

**Approved :**  
12/14/2009  
**Date**

**Members or Committee:**

Jan Horn

Debbie Owens

Shawna Wells

Heather Crawl

B.Darlene Combs

## **2009 - 2010 SCHOOL IMPROVEMENT PLAN**

### **Executive Summary**

#### **SHEARER ELEMENTARY**

##### **Mission**

Our mission is to provide a safe, orderly and academically rich environment where every student is encouraged to reach his/her potential. The combined efforts of students, parents, faculty, administration and our community members give our children opportunities to become life-long learners with the capacity to think and reason independently, as well as successfully interact in a diverse society. This mission statement was last reviewed on September 12, 2008 and to be updated during the Spring 2010 semester.

##### **Needs Assessment**

The committees met to review the consolidated planning process and to analyze data. Teams discussed and prioritized areas of need in the following settings: On Data Disaggregation day, in Faculty meetings, and during common planning times; committees made suggestions for prioritizing needs and setting goals. The committees are organized and aligned with standing SBDM committees.

##### **Goals**

The committees analyzed all data from Data Disaggregation Day Summaries. They also analyzed test data and anecdotal reports on all component areas. The committees reviewed previous plans to determine effectiveness of existing strategies. The committees developed and finalized action plans based on the data. After analysis the groups, they brainstormed priority needs and chose those of highest priority for inclusion in the plan.

##### **Evaluation**

The school council, in compliance with the Comprehensive Planning process, will administer systematic reviews and updates. Implementation and Impact reports are given as a regular part of the SBDM agenda and are used to determine changes from the previous Comprehensive Plan. The implementation of the plan is expected to increase learning for all students.

##### **Stakeholders**

Representative groups included: School Staff, SBDM Members, PTO Parents and the Principal. Public comment was secured via an open SBDM meeting; this open meeting was published in the local paper. The school plan was incorporated into the district plan, which is open for public review. By inclusion on our standing committees, these same stakeholders participate in regular implementation and impact checks to continue their involvement with the plan.

**Component: Academic Performance****Component Manager:** B.Darlene Combs**Date:** 12/18/2009**Name:** SHEARER ELEMENTARY**Priority Need:**

Priority Need #1 - Only 100 students scored Proficient/Distinguished as measured on the Kentucky Core Content Test.

**Goal:**

Goal #1 -SISI Standard 1: All students will score Proficient/Distinguished as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	ProjectedData	ActualData
MAP Assessment	12/17/2009	88	
MAP/KCCT	05/28/2010	100	
MAP/KCCT	05/28/2010	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	The school will develop and implement a curriculum that is rigorous, intentional, and aligned to state and local standards. The Program of Studies will be the priority standards implemented along with the Core Content for Assessment and other state and local standards. Release Days will be used to complete this task.	Combs	09/01/2009	05/28/2011	\$ 3000 General Fund	IP	
2	Both	Teachers will receive job embedded KCCT-like assessment training during PLCs and Student Achievement Meetings (bi-weekly scoring ORQs)	Teachers	09/01/2009	05/28/2011	\$ 0 No Funding	I	
3	Both	Students will take the MAP Assessment 3 times per year and teachers will use the information to design instruction and monitor student achievement.	Teachers	09/01/2009	05/28/2011	\$ 4000 General Fund	I	
4	Both	All student assessment data and interventions will be monitored monthly using multiple assessment performances recorded in Student Data Bank and on Assessment Wall.	Team	09/01/2009	05/28/2011	\$ 0 No Funding	I	
5	Both	Obtain additional staff to provide additional coaching, instruction, RTI interventions for all content areas (Literacy Coaches, Curriculum Coaches, Reading Interventionist, Math Interventionist and Instructional Assistants)	Combs	09/01/2009	05/28/2011	\$ 210000 Title I	IP	

**Priority Need:**

In May 2009, 18% of all students scored Novice in Reading as measured on the Kentucky Core Content Test.

**Goal:**

In May 2010, the percentage of students scoring Novice in Reading will be 0 as measured on the Kentucky Core Content Test.

Benchmark			
Measure	Date	ProjectedData	ActualData
MAP Assessment	12/16/2009	9	
MAP/KCCT	05/28/2010	0	
MAP/KCCT	05/28/2011	0	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Student will receive specially designed instruction, interventions and accommodations that match their learning needs (SRA Reading Mastery, Read 180, UDL, Assistive Technology, and Interactive Classrooms). Teachers will be trained to provide appropriate instruction through progress data through data collection, IEP Goal writing/monitoring, scheduling, grouping and instructional decision making based on data.	Bell	09/01/2009	05/28/2011	\$ 10,000 IDEA	IP	

**Component: Efficiency****Component Manager:** B.Darlene Combs**Date:** 12/13/2009**Name:** SHEARER ELEMENTARY**Priority Need:**

Priority Need # 1 - The school council does not have a parent involvement policy. Only 196 parents participated in parent/teacher conferences by May of 2009. The school does not have a specific plan for involving parents in academic needs of their students to increase intelligence, social skills, career awareness and the development needs of students.

**Goal:**

Goal #1 - SISI Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students. By May 2010, 416 parents will have participated in parent/teacher conferences as a result of the school council developing a policy that outlines how parents can be involved in the academic needs of their students through increasing intelligence, social skills, career awareness and the developmental needs of students.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Parent Conference Count	09/01/2009	196	
Parent Conference Count	05/28/2010	300	
Parent Conference County	05/28/2011	416	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Teachers will send out invitations to parents for parent conferences. To involve more parents in our school on in a positive manner, Shearer will host Family Fun Nights, PTO events, Family Fit Nights, Fireside Chats, and Open Houses.	Teachers	09/01/2009	05/28/2011	\$ 2500 Title I - Parent Invol.	I	
2	NCLB	The Family Resource Center will offer \$ 2500 FRC Grant involvement activities after school to build parent/school relationships and involvement.	Birch	09/01/2009	05/28/2011	\$ 2500 FRC Grant General Fund	I	

**Component: Learning Environment**

**Component Manager:** B.Darlene Combs

**Date:** 12/18/2009

**Name:** SHEARER ELEMENTARY

**Priority Need:**

Priority Need #2 - School council does not have a policy regarding the assignment of students to classes and programs. Student groupings are not based on instructional needs and there is no attempt to regroup when necessary. There is no research-based method implemented when assigning students to classes and programs.

**Goal:**

Goal #2- SISI Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence. The school council will develop a student assignment policy in order to provide every student their instructional needs in the class or program that meets those needs. As a result of this policy and appropriate student assignments, 100% of our students will score Proficient/Distinguished at all grade levels and content areas as measured by the Kentucky Core Content Test.

Benchmark			
Measure	Date	ProjectedData	ActualData
MAP	12/16/2009	88	
MAP/KCCT	05/28/2010	100	
MAP/KCCT	05/28/2011	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Curriculum, Instruction and Assessment committee will create a student assignment policy.	Combs	09/01/2009	05/28/2010	\$ 0 No Funding	IP	

**Component: Math****Component Manager:** Mike Hamilton**Date:** 12/12/2009**Name:** SHEARER ELEMENTARY**Priority Need:**

Priority Need # 1 - In May 2009 , 47% of 3rd, 4th, and 5th grade students scored Proficient/Distinguished as measured on the math portion of the Kentucky Core Content Test.

**Goal:**

Goal # 1 - By May 2010, 100% of our 3rd, 4th, and 5th grade students will score Proficient/Distinguished as measured on the math portion of the Kentucky Core Content Test.

**Benchmark**

Measure	Date	ProjectedData	ActualData
MAP Assessment	12/16/2009	88	
MAP Assessment/KCCT	05/28/2010	100	
MAP/KCCT	12/13/2011	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	We have implemented the use of the "Fastt Math" program for our special ed and other at-risk students.	Teachers	08/15/2008	05/28/2011	\$ 1000.00 IDEA	I	
2	Both	Math teachers will conduct hands-on investigations. Cooperative learning will be a component of regular classroom instruction.	Teachers	08/16/2008	05/28/2011	\$ 0 No Funding	I	
3	Both	Provide students with basic math practice applied to real-world problems while implementing Investigations and supplementing to fill content gaps.	McLin	09/01/2009	05/28/2011	\$ 3500 Text Books	IP	
4	Both	Students will receive math interventions with RTI and skill/level grouping to achieve Proficient/Distinguished Common Assessment and MAP performance.	Pasley	09/01/2009	05/28/2011	\$ 52,000 At-Risk Allocation	I	
5	Both	KCCT-like assessments will be administered bi-weekly or in the form of unit common assessments.	Teachers	09/01/2009	05/28/2011	\$ 0 No Funding	I	
6	Both	One release day toward the end of each quarter will be utilized for teachers to refine math long range plans, unit outcomes, mini-KCCT-like assessments, student progress analysis, collaboration planning and rigorous DOK engagement activities.	Teachers	09/01/2009	05/28/2011	\$ 10,000 PD	NI	
7	Both	Additional staff will be employed to provide coaching, additional instruction and interventions for math (Curriculum & Instruction Coach, Math Interventionists, Instructional Assistants).	Combs	09/01/2009	05/28/2011	\$ 30000 Title I	IP	

**Priority Need:**

Priority Need # 2 - In May 2009 the percentage of 3rd, 4th, and 5th grade students scoring Novice in Mathematics was 19.66% as measured on the Kentucky Core Content Test.

**Goal:**

Goal # 2 - By May 2010, the percentage of 3rd, 4th, and 5th grade students scoring Novice in Mathematics will decrease to 0% as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	ProjectedData	ActualData
MAP Assessment	12/16/2009	10	
MAP/KCCT	05/28/2010	0	
MAP/KCCT	05/28/2011	0	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	KCCT-like assessments will be administered bi-weekly or in the form of unit common assessments. The results of these assessments will be used to design RTI interventions and accommodations for students.	McLin	09/01/2009	05/28/2011	\$ 0 No Funding	I	

**Priority Need:**

Priority Need # 3 - In May 2009, the 3rd, 4th, and 5th grade students had an Open Response Item mean score of 1.6 in Mathematics as measured on the Kentucky Core Content Test.

**Goal:**

Goal # 3 - By May 2010, the 3rd, 4th, and 5th grade students will have an Open Response Item mean score of 4.0 in Mathematics as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	ProjectedData	ActualData
MAP Assessment	12/16/2009	3	
MAP/KCCT	05/28/2010	4	
MAP/KCCT	05/28/2011	4	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	KCCT-like assessments will be administered bi-weekly or in the form of unit common assessments. The teachers will receive updated KCCT-like assessment training based on the new KDE KCCT-like Assessment Handbook.	McLin	09/01/2009	05/28/2011	\$ 0 No Funding	IP	

**Component: Reading****Component Manager:** Jan Horn**Date:** 12/14/2009**Name:** SHEARER ELEMENTARY**Priority Need:**

Priority Need # 1 - In May 2009, the percentage of students scoring proficient/distinguished in Reading was 58.38 as measured on the Kentucky Core Content Test.

**Goal:**

Goal # 1 - By May 2010, the percentage of students scoring proficient/distinguished in Reading will be 100 as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	ProjectedData	ActualData
MAP Assessment	12/19/2009	88.00	
MAP Assessment/KCCT	03/15/2010	100.00	
MAP/KCCT	05/28/2011	100.00	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	We have implemented SRA Reading Mastery for students with disabilities in Reading and the Read 180 program for our other at risk/subgroup students in 3rd, 4th and 5th grades.	Jennifer Bell	08/15/2007	05/28/2011	\$ 5000.00 IDEA	I	
2	Both	We have implemented the Great Leaps reading program for students who are 1 or more grade levels below grade level in reading as identified in MAP or STAR reading assessments.	Combs	01/05/2009	05/28/2011	\$ 0.00 No Funding	I	
3	Both	Administration of the MAP tests and Common Assessments to grades K-5 which will allow teachers to see non-mastery and partial mastery of reading skills. From this information, small flex groups will be formed to master the necessary reading skills.	Payne	09/01/2009	05/28/2011	\$ 3000.00 Title I	I	
4	Both	Literacy Coach, Instructional Coach and Interventionists will work collaboratively with classroom teachers to ensure that reading and writing are incorporated and connected in instructional strategies.	Combs	09/01/2009	05/28/2011	\$ 0.00 No Funding	I	
5	Both	All teachers will administer and provide descriptive feedback on student KCCT-like Reading Open Response Items bi-weekly as formative assessments and 5 times per year as Common Assessments.	Combs	09/01/2009	05/28/2011	\$ 0 No Funding	I	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
6	Both	Grade level teams will meet every Thursday to analyze student KCCT-like assessment Open Response Item responses. Data indicating misconceptions and errors will be gathered and intervention plan will be formulated and implemented for each issue.	Combs	09/01/2009	05/28/2011	\$ 0 No Funding	I	
7	Both	Literacy Coach and Instructional Coach will meet every Tuesday with grade level teams to write standards-based outcomes, high quality assessments, and rigorous engaging instruction. Coaches will also guide teachers in using data to plan this instruction.	Instructional Coach	09/01/2009	05/28/2011	\$ 100,000 Title I	I	

**Priority Need:**

Priority Need #2- In May 2009, the percentage of students scoring novice in Reading was 10.41 as measured on the MAP and Kentucky Core Content Test.

**Goal:**

Goal # 2- By May 2010, the percentage of students scoring novice in Reading will be 0 as measured on the MAP and Kentucky Core Content Test

**Benchmark**

Measure	Date	ProjectedData	ActualData
MAP Assessment	12/13/2009	5	
MAP/KCCT	05/28/2010	0	
MAP/KCCT	05/28/2011	0	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Students will be assessed using MAP, DRA, SRI, and Common Assessment to determine if students qualify to receive reading interventions with RTI and skill/level grouping, G/T extensions, and Special Education accommodations.	Payne	09/01/2009	05/28/2011	\$ 60,000 At-Risk Allocation  \$ 30,000 Title I	I	
2	Both	Additional staff will be employed to provide additional instruction and RTI interventions for reading (Literacy Coach, Reading Interventionists, and Instructional Assistants).	Payne	09/01/2009	05/28/2011	\$ 40,000 Student Recovery Program	IP	
3	Both	In K-1st a reading intervention block will be provided to focus on mastery of reading skills and applications to reading and writing tasks. Research-based essentials of effective reading instruction will be utilized.	Payne	09/01/2009	05/28/2011	\$ 3000 Title I	IP	

**Priority Need:**

Priority Need # 2- In May 2009, the 3rd, 4th and 5th grade students had an Open Response Item mean score of 1.6 as measured on the Kentucky Core Content Test.

**Goal:**

Goal # 3 - By May 2010, the 3rd, 4th, and 5th grade students will have an Open Response Item mean score of 4.0 as measured on the Kentucky Core Content Test.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Common Assessment ORQs	12/16/2009	3	
Common Assessment/KCCT ORQs	05/28/2010	4	
Common Assessment/KCCT ORQs	05/28/2011	4	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Teachers will receive an updated training based on the new KDE KCCT-like handbook. Students will receive instruction on these strategies as well as student ORQ performance analyzes weekly.	McLin	09/01/2009	05/28/2010	\$ 1000 Title I	IP	

**Component: Science****Component Manager:** Becky Adkins**Date:** 12/12/2009**Name:** SHEARER ELEMENTARY**Priority Need:**

Priority Need # 1 - In May 2009, 57% of our 4th grade students scored Proficient/Distinguished as measured on the Science portion of the Kentucky Core Content Test.

**Goal:**

Goal # 1 - By May 2010, 100% of our 4th grade will score Proficient/Distinguished as measured on the Science portion of the Kentucky Core Content Test.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Common Assessment	12/16/2009	88	
Common Assessment/KCCT	05/28/2011	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Each and every grade level will have one dedicated teacher to create plans, serve as the Science content specialist and lead science instruction for their grade level.	Adkins	09/01/2009	05/28/2011	\$ 0 No Funding	I	
2	Both	An annual Science Fair will be held each year with whole class projects for grades K-2 classrooms, group projects for 3rd grade and independent projects for 4th-5th grade. The Science Fair will provide an authentic assessment project of the science inquiry skills, scientific method and experimentation.	Teachers	08/09/2006	05/28/2011	\$ 500 Activity Funds	IP	
3	Both	The outdoor classroom is utilized by allowing children to have class outside and provide opportunities for hands-on exploration of the native plant and animal species. Outdoor classroom will be expanded to include recycling instruction.	Horn	03/13/2006	05/28/2011	\$ 200 Activity Funds	I	
4	Both	Increase weekly Science instructional time in all grades (300 minutes minimum in grades 3-5 and 150 minimum in grades K-2 with reading integration).	Combs	09/01/2009	05/28/2011	\$ 0 No Funding	I	
5	Both	KCCT-like assessments will be administered bi-weekly or in the form of unit common assessments.	McLin	09/01/2009	05/28/2011	\$ 0 No Funding	I	

**Priority Need:**

Priority Need #2 - In May 2009, 10% of our 4th grade students scored Novice on the Science portion of the Kentucky Core Content Test.

**Goal:**

Goal #2 - In May 2010, the percentage of 4th grade students scoring Novice will be 0% on as measured on the Science portion of the Kentucky Core Content Test.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Common Assessments	12/16/2009	5	
Common Assessments/KCCT	05/28/2011	0	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Bi-weekly KCCT-like assessments and Common Assessments will be used to identify students who need additional interventions and differentiated science instruction.	McLin	09/01/2009	05/28/2011	\$ 0 No Funding	IP	

**Priority Need:**

Priority Need #1- In May 2009, the 4th grade students had an Open Response Item mean score of 1.9 as measured on the Science portion of the Kentucky Core Content Test.

**Goal:**

Priority Need #1- In May 2010, the 4th grade students will have an Open Response Item mean score of 4.0 as measured on the Science portion of the Kentucky Core Content Test.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Common Assessment ORQs	12/16/2009	3	
Common Assessment ORQs/KCCT	05/28/2011	4	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	KCCT-like assessments/ORQs will be administered bi-weekly or in the form of unit common assessments. Teachers will receive updated KCCT-like training based on the new KDE KCCT-like Handbook.	McLin	09/01/2009	05/28/2011	\$ 0 No Funding	IP	

**Component: Social Studies****Component Manager:** Debbie Owens**Date:** 12/14/2009**Name:** SHEARER ELEMENTARY**Priority Need:**

Priority Need # 1 - In May 2009 , 34% of our 5th grade students scored Proficient/Distinguished as measured on the Social Studies portion of the Kentucky Core Content Test.

**Goal:**

Goal # 1 - By May 2010, 100% of our 5th grade students will score Proficient/Distinguished as measured on the Social Studies portion of the Kentucky Core Content Test.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Common Assessments	12/16/2009	88	
Common Assessments/KCCT	05/18/2010	100	
Common Assessment/KCCT	05/28/2011	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	We will hold an annual "Geography Bee" in March to reinforce geography, map skills and United States facts. The event will be broadcast over Shearer's closed-circuit television.	Owens	08/09/2006	06/01/2011	\$ 100 Activity Funds	I	
2	Both	A map of the United States has been painted on the concrete entrance which helps our students with learning the states and where they are located and which states border each other. It also help with states and capitals and can be used in learning about the election such as Democrat and Republican states and popular votes vs. electoral votes.	Owens	08/09/2006	06/01/2011	\$ 100 Activity Funds	I	
3	Both	Increase social studies instructional time in Social Studies in grades K-4 (300 minutes minimum in grades 4-5 and 150 minimum in grades K-3 with reading integration).	Owens	08/09/2006	05/28/2011	\$ 0 No Funding	I	
4	Both	Release days will be utilized for teachers to refine Social Studies long range plans, unit outcomes, mini-KCCT-like assessments, and rigorous DOK engagement activities.	Owens	08/09/2006	05/28/2011	\$ 0 No Funding	I	
5	Both	KCCT-like assessments will be administered bi-weekly or in the form of unit common assessments.	Teachers	09/01/2009	05/28/2011	\$ 0 No Funding	IP	

**Component: Writing****Component Manager:** Brenda Sipes**Date:** 12/12/2009**Name:** SHEARER ELEMENTARY**Priority Need:**

Priority Need # 1 - In May 2009, 48% of our 5th grade students scored Proficient/Distinguished as measured on the On Demand Writing portion of Kentucky Core Content Test.

**Goal:**

Goal # 1 - By May 2010, 100% of our 5th grade students will score Proficient/Distinguished as measured on the On Demand Writing portion of the Kentucky Core Content Test.

**Benchmark**

Measure	Date	ProjectedData	ActualData
Common Assessments	09/01/2009	88	
Common Assessments/KCCT	05/28/2010	100	
Common Assessment/KCCT	05/28/2011	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
2	Both	Primary grade teachers will be trained in and implement the "Lucy Caulkins" writing program in the classroom.	Kennedy	11/13/2006	06/01/2008	\$		
3		The Shearer primary staff has been trained in and utilizes "Handwriting Without Tears" to strengthen the physical mechanics of the writing process.	Watson	08/09/2006		\$		
4		All students involved in the kindergarten through fifth grade at Shearer Elementary participate in regular specific writing activities where teachers encourage communication through the written word. Time for Kids is used in third grade to provide touchstones for students. Peer conferences are encouraged as well as sharing work with other teachers in the building. Administrative staff members also participate in conferencing during the portfolio completion process. All staff members are trained for portfolio development and portfolio scoring.	Sipes			\$		
1	Both	SBDM Curriculum/Instruction/Assessment committee will update the school writing policy to drive writing instruction procedures.	Horn	09/01/2009	05/28/2011	\$ 0 No Funding	IP	
5	Both	All grade levels will utilize the 3P writing strategy along with other best writing practices.	Horn	09/01/2009	05/28/2011	\$ 0 No Funding	IP	