

School Improvement Plan

School Year: 2009

School District: Beal City Public Schools

Intermediate School District: Gratiot-Isabella RESD

School Name: Beal City Elementary School

Grades Served: PK,K,1,2,3,4,5,6

Principal: Mrs. Diane Saltarelli

Building Code: 05862

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The Michigan Department of Education, Office of School Improvement has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

School Information

School:	Beal City Elementary School
District:	Beal City Public Schools
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6
School Code Number:	05862
City:	Mt. Pleasant
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

Mayes Elementary School, in partnership with our community, promotes excellence in education in a safe and nurturing environment. Our goal is to prepare our students to be successful, competent citizens with good character.

Mission Statement

We will work together to create a safe and caring environment that will allow students to utilize their potential. School and home will work cooperatively to promote a positive self-concept. Through the use of problem-solving and decision-making skills, we will work to prepare students to function effectively in a democratic society.

Beliefs Statement

We believe all children can learn.

We believe in creating independent, life-long learners.

We believe all children deserve equal opportunities and treatment.

We believe in promoting a positive self-concept.

We believe it takes a whole community to educate a child, and encourage parental involvement and participation.

We believe in ensuring a safe and positive learning environment.

We believe in encouraging the acceptance of diversity.

Goals

ID	Name	Development Status	Progress Status
5425	Reading Improvement for Male Students	Approved	Open
5626	Writing Improvement	Approved	Open
5629	Social Studies Improvement	Approved	Open
5734	Math Success for All	Approved	Open

Goal 1: Reading Improvement for Male Students

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Male subgroups will meet or exceed state standards in reading.

Gap Statement : Fall 2008 MEAP reading scores reflect a substantial gap between male and female subgroups with regard to reading proficiency in grades 3, 4, 5, and 6 with male students consistently scoring below female students.

Cause for Gap : Fall 2008 MEAP results reveal that third grade males scored 6% lower than female students, fourth grade boys scored 30% lower than female students, fifth grade boys scored 11% lower than female students, and sixth grade boys scored 18% lower in reading proficiency than female counterparts. The majority of students qualifying for reading assistance in our Title program were male with 66% of our elementary boys needing remediation.

Multiple measures/sources of data you used to identify this gap in student achievement : Data was obtained from Fall 2008 MEAP results, DIBELS assessments, teacher made assessments, teacher observation, Study Island scores and MLPP results.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Male subgroups will improve in reading proficiency by 10% on their Fall 2010 MEAP reading scores. Through DIBELS progress monitoring, MLPP testing, and classroom summative assessments we will continually check for improvement.

Contact Name : Diane Saltarelli

List of Objectives:

ID	Objective
5855	By fall 2010, the number of students in the male subgroup demonstrating reading proficiency will inc

ci Challenges : None

1.1. Objective: 10% Reading Gain

Measurable Objective Statement to Support Goal : By fall 2010, the number of students in the male subgroup demonstrating reading proficiency will inc

List of Strategies:

ID	Strategy	Locked By
5855	1. Teaching staff will use technology as a teaching tool to support differentiated instruction. 2. Teachers will provide differentiated reading instruction through the purchase of research-based reading materials to address the needs of all learners, with an emphasis on high interest leveled readers for male students. 3. Teachers will continue to instruct students in and implement Thinking Maps as a means of organizing thoughts to explain oral and written relationships among themes, ideas and characters within and across texts to create a deeper understanding. 4. DIBELS assessments will be administered quarterly to all elementary students in grades K-4 to monitor progress. 5. Beal City Public School will train elementary teachers and paraprofessionals in effective instructional methods to improve reading comprehension and fluency of at-risk students.	

1.1.1. Strategy: Differentiated Reading

- Strategy Statement:**
1. Teaching staff will use technology as a teaching tool to support differentiated instruction.
 2. Teachers will provide differentiated reading instruction through the purchase of research-based reading materials to address the needs of all learners, with an emphasis on high interest leveled readers for male students.
 3. Teachers will continue to instruct students in and implement Thinking Maps as a means of organizing thoughts to explain oral and written relationships among themes, ideas and characters within and across texts to create a deeper understanding.
 4. DIBELS assessments will be administered quarterly to all elementary students in grades K-4 to monitor progress.
 5. Beal City Public School will train elementary teachers and paraprofessionals in effective instructional methods to improve reading comprehension and fluency of at-risk students.

Selected Target Areas

CNA I.1.A.1 Curriculum Document(s): The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflect the belief that all students should actively construct and apply knowledge.

CNA I.1.A.4 Curriculum Review: The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a

structured process.

CNA I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet a wide range of needs and abilities of all students.

CNA I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students that results in a curriculum that allows students to derive meaning from all of their educational experiences.

CNA I.2.B.1 Delivered Curriculum: The school assures that students have the supports they need to meet the required standards/expectations. Teachers expect and provide opportunities for students to use many and varied approaches to demonstrate competency. The school continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

CNA I.3.A.3 Multiple Measures: The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.

CNA II.1.A.2 Knowledge and Use of Data: School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.

CNA II.1.A.3 Technology: School leaders recognize that technology is essential to the school's success. They seek the necessary resources to support the integration and effective use of technology in all aspects of curriculum, instruction and assessment.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Information was obtained from the Florida Center for Reading Research, The National Institute for Literacy, and The Partnership for Reading.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
1. All elementary teachers will have access to Reading A-Z and RAZ Kids Leveled fiction and non-fiction readers, plays, lesson plans, and Spanish version texts through an online site license. 2. Title teacher will purchase gender specific leveled reading books to have available for general education teachers to assist with reading fluency, basic reading strategies and decoding skills. Elementary male students qualifying for Title services will receive six to ten independent leveled reading books during the summer to reduce summer reading lag. 3. All teachers will use Thinking Maps at least twice a month with students during reading instruction. 4. Title teacher and paraprofessionals will continue progress monitoring throughout the school year. 5. Elementary teachers will be offered the opportunity to meet during the school day to discuss current reading strategies and/or research.	09/08/2009	06/09/2010	Staff responsible for implementing the stated activities will be elementary teachers, paraprofessionals, Title teacher, and elementary principal.

1.1.1.1. Activity: Reading Improvement for Male Students

Activity Description: 1. All elementary teachers will have access to Reading A-Z and RAZ Kids Leveled fiction and non-fiction readers, plays, lesson plans, and Spanish version texts through an online site license.
 2. Title teacher will purchase gender specific leveled reading books to have available for general education teachers to assist with reading fluency, basic reading strategies and decoding skills. Elementary male students qualifying for Title services will receive six to ten independent leveled reading books during the summer to reduce summer reading lag.
 3. All teachers will use Thinking Maps at least twice a month with students during reading instruction.
 4. Title teacher and paraprofessionals will continue progress monitoring throughout the school year.
 5. Elementary teachers will be offered the opportunity to meet during the school day to discuss current reading strategies and/or research.

Activity Type: None

Planned staff responsible for implementing activity: Staff responsible for implementing the stated activities will be elementary teachers, paraprofessionals, Title teacher, and elementary principal.

Actual staff responsible for implementing activity: Same as planned staff responsible.

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/09/2010

Actual Timeline: Begin Date - 09/08/2009, End Date - 06/09/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title Funding	Title I Part A	10,000.00	7,846.00

Goal 2: Writing Improvement

Content Area : English Language Arts
Goal Source : Continuous Improvement
Development Status : Approved

Student Goal Statement : All students will meet or exceed state standards in writing.

Gap Statement : Fifth grade students scored below the state and GIRESD average on the writing portion of the MEAP assessment.

Cause for Gap : Fifth grade students scoring below the state and GIRESD average on the MEAP writing test seems to be a trend we have noticed over the past two years as we have compared scores.

Multiple measures/sources of data you used to identify this gap in student achievement : Data was obtained from Fall 2007 and Fall 2008 MEAP results. This gap in student achievement has also been noted on writing rubrics, teacher made assessments, "Study Island" scores, teacher observations, and MLPP results.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Fifth grade students will score in the proficient range in writing as witnessed by assessment results on the Fall 2010 MEAP, Write Steps Scoring Rubric and "Study Island" scores.

Contact Name : Diane Saltarelli

List of Objectives:

ID	Objective
6161	By June 2010, all students will be proficient at writing on a selected writing topic using the Write

ci Challenges : None

2.1. Objective: Write Steps Rubric Writing

Measurable Objective Statement to Support Goal : By June 2010, all students will be proficient at writing on a selected writing topic using the Write

List of Strategies:

ID	Strategy	Locked By
6161	1. Teachers will implement and continue to instruct students in Thinking Maps strategies to connect personal knowledge, experience, and understanding of the world through written responses. 2. Beal City Public School will train elementary teachers in effective methods of writing and purchase necessary materials. 3. Students will be assessed by teaching staff twice a year on a given writing topic using the Write Steps Writing Rubric.	

2.1.1. Strategy: Write On!

Strategy Statement: 1. Teachers will implement and continue to instruct students in Thinking Maps strategies to connect personal knowledge, experience, and understanding of the world through written responses.

2. Beal City Public School will train elementary teachers in effective methods of writing and purchase necessary materials.

3. Students will be assessed by teaching staff twice a year on a given writing topic using the Write Steps

Writing Rubric.

Selected Target Areas

CNA I.1.A.1 Curriculum Document(s): The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflect the belief that all students should actively construct and apply knowledge.
CNA I.1.A.2 Standards Alignment: The local curriculum framework is based upon and organized around the adopted state and local curriculum documents.
CNA I.1.A.3 Articulated Design: The local curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
CNA I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet a wide range of needs and abilities of all students.
CNA I.1.B.3 Parents: Parents have a clear understanding of the curricular expectations for their child. They have a variety of opportunities to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.
CNA I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students that results in a curriculum that allows students to derive meaning from all of their educational experiences.
CNA I.2.B.1 Delivered Curriculum: The school assures that students have the supports they need to meet the required standards/expectations. Teachers expect and provide opportunities for students to use many and varied approaches to demonstrate competency. The school continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Research sources that support the use of these strategies and action plan include: Michigan Department of Education English Language Arts Grade Level Content Expectations; National Commission on Writing in America's Schools and Colleges, 2003; National Writing Project, 2008; the National Council of Teachers of English, 2008, "Writing now: A policy research brief"; and Lucy Calkins' "Units of Study for Teaching Writing".

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
1. All teachers will use Thinking Maps strategies at least weekly with students. 2. Beal City Elementary School will purchase Write Steps writing kits for each teacher. 3. All teachers will implement the Write Steps program. 4. Paraprofessionals will receive Write Steps professional development in order to assist with the implementation of Write Steps writing instruction. 5. Parents will assist their children with writing improvement after receiving Write Steps induction training. 6. All teachers will obtain writing samples from elementary students twice per year using a	09/08/2009	06/09/2010	Staff responsible for implementing the stated activities will be elementary teachers, paraprofessionals, Title teacher, and elementary principal.

predetermined prompt.			
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2.1.1.1. Activity: Writing Activities

Activity Description:

1. All teachers will use Thinking Maps strategies at least weekly with students.
2. Beal City Elementary School will purchase Write Steps writing kits for each teacher.
3. All teachers will implement the Write Steps program.
4. Paraprofessionals will receive Write Steps professional development in order to assist with the implementation of Write Steps writing instruction.
5. Parents will assist their children with writing improvement after receiving Write Steps induction training.
6. All teachers will obtain writing samples from elementary students twice per year using a predetermined prompt.

Activity Type: None

Planned staff responsible for implementing activity: Staff responsible for implementing the stated activities will be elementary teachers, paraprofessionals, Title teacher, and elementary principal.

Actual staff responsible for implementing activity: Same as planned staff responsible.

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/09/2010

Actual Timeline: Begin Date - 09/08/2009, End Date - 06/09/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title Funding	Title II Part A	11,374.00	11,374.00

Goal 3: Social Studies Improvement

Content Area : Social Studies

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students taking the social studies MEAP assessment will meet or exceed state standards.

Gap Statement : Our current group of sixth grade students scored below the GIRESD average on the Fall 2008 sixth grade MEAP assessment and only 76% of these students surpassed the state proficiency average by a mere two percent.

Cause for Gap : Social studies materials being used were not current with copyrights dating from 1997. Our K-6 resources currently in use were not aligned with the new Michigan Department of Education Social Studies Grade Level Content Expectations. Teachers in grades K-6 did not have a consistent textbook program.

Multiple measures/sources of data you used to identify this gap in student achievement : Data was obtained from Fall 2008 social studies MEAP results, teacher made assessments, teacher observation, and "Study Island" assessment scores.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Sixth grade students will improve their proficiency scores by 10% on the Fall 2010 Social Studies MEAP assessment. Through monitoring "Study Island" social studies scores and classroom summative test scores, we will continually check for improvement.

Contact Name : Diane Saltarelli

List of Objectives:

ID	Objective
6164	The number of sixth grade students demonstrating proficiency on the Fall 2010 social studies MEAP as

ci Challenges : None

3.1. Objective: Social Studies Success

Measurable Objective Statement to Support Goal : The number of sixth grade students demonstrating proficiency on the Fall 2010 social studies MEAP as

List of Strategies:

ID	Strategy	Locked By
6164	Teachers will implement and continue to instruct students in social studies Grade Level Content Expectations (GLCEs) through the purchase of new textbooks and support materials.	

3.1.1. Strategy: Social Studies Consistency

Strategy Statement: Teachers will implement and continue to instruct students in social studies Grade Level Content Expectations (GLCEs) through the purchase of new textbooks and support materials.

Selected Target Areas

CNA I.1.A.1 Curriculum Document(s): The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflect the belief that all students should actively construct and apply knowledge.
CNA I.1.A.2 Standards Alignment: The local curriculum framework is based upon and organized around the adopted state and local curriculum documents.
CNA I.1.A.3 Articulated Design: The local curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
CNA I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet a wide range of needs and abilities of all students.
CNA I.1.B.1 Staff: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to the other.
CNA I.2.B.1 Delivered Curriculum: The school assures that students have the supports they need to meet the required standards/expectations. Teachers expect and provide opportunities for students to use many and varied approaches to demonstrate competency. The school continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
CNA I.2.B.3 Student Engagement: School staff believe that active student engagement is a key feature of their school and there is an expectation that all teachers at the school will design lessons and assessments that engage their students.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Research sources that support the use of these strategies and action plan include: Michigan Department of Education Social Studies Grade Level Content Expectations; Florida Center for Reading Research and MacMillan-McGraw-Hill social studies textbook series.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Beal City Public School will purchase new MacMillan-McGraw-Hill (MMH) social studies textbooks and support materials for students in grades K-6. Beal City Public School will provide professional development for K - 6 teachers to assist in the implementation of the new MMH social studies materials.	09/08/2009	06/09/2010	Staff responsible for implementing the stated activities will be elementary teachers and elementary principal.

3.1.1.1. Activity: Social Studies Materials

Activity Description: Beal City Public School will purchase new MacMillan-McGraw-Hill (MMH) social studies textbooks and support materials for students in grades K-6. Beal City Public School will provide professional development for K - 6 teachers to assist in the

implementation of the new MMH social studies materials.

Activity Type: None

Planned staff responsible for implementing activity: Staff responsible for implementing the stated activities will be elementary teachers and elementary principal.

Actual staff responsible for implementing activity: Same as planned staff responsible.

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/09/2010

Actual Timeline: Begin Date - 09/08/2009, End Date - 06/09/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Tribal Grant monies	Tribal Grant	17,300.00	17,216.32

Goal 4: Math Success for All

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be proficient in math.

Gap Statement : All grade levels in fourth through sixth grade had a percentage of students receiving a 3 or 4 on the Fall 2008 MEAP math assessment.

Cause for Gap : There were 15% of fifth graders and 24% of sixth graders scoring in the not proficient range on the Fall 2008 MEAP math assessment. Our teachers have noted a distinct decline in memorization of math facts by our elementary students in addition, subtraction, multiplication and division.

Multiple measures/sources of data you used to identify this gap in student achievement : Data was obtained from Fall 2008 MEAP results, timed math fact tests such as "Mad Minutes", summative assessments, "Study Island" results and teacher observation.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All elementary students taking the Fall 2010 MEAP assessment will score in the proficient range in math.

Contact Name : Diane Saltarelli

List of Objectives:

ID	Objective
6314	By June 2010, the number of students meeting or exceeding grade level content expectation standards

ci Challenges : None

4.1. Objective: 15% Math Gain

Measurable Objective Statement to Support Goal : By June 2010, the number of students meeting or exceeding grade level content expectation standards

List of Strategies:

ID	Strategy	Locked By
6314	1. The Beal City Public School will train elementary paraprofessionals in the Mathmosis concepts in order to better assist students in counting by multiples through a multi-sensory approach. 2. Teachers will emphasize and focus on math skill building and basic facts on a weekly basis to improve basic skills of all students. 3. Teachers will assess elementary students quarterly using formative assessments to determine progress made.	

4.1.1. Strategy: Mathmosis

Strategy Statement: 1. The Beal City Public School will train elementary paraprofessionals in the Mathmosis concepts in order to better assist students in counting by multiples through a multi-sensory approach.
 2. Teachers will emphasize and focus on math skill building and basic facts on a weekly basis to improve basic skills of all students.
 3. Teachers will assess elementary students quarterly using formative assessments to determine progress made.

Selected Target Areas

CNA I.1.A.4 Curriculum Review: The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.
CNA I.1.B.1 Staff: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to the other.
CNA I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual

students that results in a curriculum that allows students to derive meaning from all of their educational experiences.

CNA I.2.B.1 Delivered Curriculum: The school assures that students have the supports they need to meet the required standards/expectations. Teachers expect and provide opportunities for students to use many and varied approaches to demonstrate competency. The school continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

CNA I.3.A.3 Multiple Measures: The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.

CNA I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Research sources that support the use of these strategies and action plan include: Michigan Department of Education Math Grade Level Content Expectations; Michigan Council of Teachers of Mathematics (MCTM), and current brain research cited by Brain Gym and Brain Party, Inc.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
1. Teachers will develop and administer quarterly assessments at each elementary grade level. 2. Paraprofessionals will participate in professional development in Mathmosis concepts. 3. Paraprofessionals will assist students with math concepts as needed in small group and individual settings. 4. Students will be directed to set a weekly goal of time spent on basic fact drill and practice. 5. Parents of elementary students will be asked to monitor and sign monthly basic fact goal sheets.	09/08/2009	06/09/2010	Staff responsible for implementing the stated activities will be elementary teachers, paraprofessionals, and the elementary principal.

4.1.1.1. Activity: Math Activities

Activity Description: 1. Teachers will develop and administer quarterly assessments at each elementary grade level.
 2. Paraprofessionals will participate in professional development in Mathmosis concepts.
 3. Paraprofessionals will assist students with math concepts as needed in small group and individual settings.

4. Students will be directed to set a weekly goal of time spent on basic fact drill and practice.
5. Parents of elementary students will be asked to monitor and sign monthly basic fact goal sheets.

Activity Type: None

Planned staff responsible for implementing activity: Staff responsible for implementing the stated activities will be elementary teachers, paraprofessionals, and the elementary principal.

Actual staff responsible for implementing activity: Same as planned staff responsible listed above.

Planned Timeline: Begin Date - 09/08/2009, End Date - 06/09/2010

Actual Timeline: Begin Date - 09/08/2009, End Date - 06/09/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Beal City Public School	No Funds Required	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	\$0.00	\$0.00
Title I Part A	\$10,000.00	\$7,846.00
Title II Part A	\$11,374.00	\$11,374.00
Other	\$17,300.00	\$17,216.32

Title 1 Required Strategies

As part of the School Improvement Plan (SIP) submittal process for a given school year, each building receiving Title 1 funds is required to submit either a Title 1 School Wide Required Strategies Report or a Title 1 Targeted Assistance Required Strategies Report. The current report status of the specific Title 1 Required Strategies Report is listed below. The SIP cannot be submitted until the specific Title 1 Required Strategies Report has a status of Submitted.

Report	Open Date	Due Date	Status
Required Strategies			

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mr.	Scott	Bloniarczyk	5/6 Teacher	sbloniar@edzone.net
Ms.	Jennifer	Courtright	2nd grade teacher	coachjen2000@hotmail.com
Mrs.	Julie	Farrell	1st grade/Title teacher	jfarrell@edzone.net
Mr.	Dave	King	5th grade teacher	dking@edzone.net
Mr.	Jeff	Klapp	4th grade teacher	jsklapp@edzone.net
Mrs.	Rachel	Leff-Ewing	Kdg. teacher	rleffewing@yahoo.com
Mrs.	Michelle	Maxon	Kdg. teacher	mmaxon@edzone.net
Mrs.	Tracy	Natzel	Preschool teacher	tracynatzel@hotmail.com
Mrs.	MariAnne	Reihl	2nd grade teacher	mareihl@yahoo.com
Mrs.	Carrie	Smith	Kdg. teacher	cesmith16@chartermi.net
Mrs.	Brandi	Snyder	3rd grade teacher	bsnyder@edzone.net
Mrs.	Susan	Tormanen	1st grade teacher	toosin47@yahoo.com
Mrs.	Kristine	Weis	3/4th grade teacher	kweis@edzone.net
Mrs.	Karey	Wentworth	6th grade teacher	krichmon@edzone.net
Mr.	Dan	Beckwith	Phys Ed teacher	beckwith@edzone.net
Mrs.	Mary	Kattreh	Resource Room Teacher	mkattreh@edzone.net
Mrs.	Amy	Sharrar	Music Teacher	asharrar@edzone.net
Mr.	William	Chilman IV	Superintendent	wchilman@edzone.net
Mr.	Rod	Cole	Parent/Board Member	rod.cole@earthlink.net
Mr.	Terry	Hutchinson	Board Member	thutch7@sbcglobal.net
Mrs.	Denise	McBride	Parent/Board Member	mcbri1dm@cmich.edu
Mr.	Robert	Pasch	Board Member	robertpasch@hotmail.com
Mrs.	Kari	Rojas	Parent/Board Member	rojas1kl@cmich.edu
Mr.	Ed	VanAvery	Parent/Board Member	evanavery@midmich.edu
Mrs.	Patricia	Benson	CEIE Director, Central Mi	palme1pj@cmich.edu
Ms.	Polly	Matyorauta	Center for Excellence in	matyo1pm@cmich.edu
Mr.	David	Nizinski	Center for Excellence in	dl niz5751@charter.net

Mrs.	Mary	Hauck	Principal, St. Joseph the	stjoseph@edzone.net
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1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

Teaching staff have been involved in our School Improvement Planning Process by attending SIP informational meetings held at Gratiot-Isabella Regional Educational School District (GIRESD) workshops. We have also made the design, monitoring and evaluation of our School Improvement Plan an integral part of our staff meetings. Prior to these meetings, our Elementary School Improvement Team and District School Improvement Teams review school improvement materials and initiatives before requesting Board of Education approval. Our Elementary School Leadership Team, in conjunction with Central Michigan University, focuses on instructional improvement through Professional Learning Communities and actually sets the agenda for our elementary school improvement and staff meetings.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.

Since we are a small, rural school district, all academic administrators are responsible for curriculum, instruction and assessment decisions and implementation. We receive input and feedback from members of our elementary staff, Elementary School Improvement Team, District School Improvement Team, and Elementary School Leadership Team to assist in the decision-making process. All public and private school parents are invited to join our Parent Advisory Committee to assist with the design, instruction and evaluation of our Title program. PAC members include administrators, teachers, parents, PTO members, and paraprofessional staff from Mayes Elementary School and St. Joseph the Worker schools.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.

We provide student information and progress through a variety of means: school website, monthly publications, quarterly student progress reports, student and family newsletters, and our Annual Report. Much of this information is also shared during our school improvement meetings, staff meetings, and Board Meetings. We provide information to ELL families in their native language.

Statement of Non-Discrimination

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:	Civil Rights Compliance Officer/Technology Director
Address:	Beal City Public School, 3180 W. Beal City Rd., Mt. Pleasant, MI 48858
Telephone Number:	989-644-3901

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

A team of Beal City Elementary teachers will be attending the Central Michigan University Center for Excellence in Education Leadership Seminars focusing on instructional improvement through the development of Professional Learning Communities. This team of teachers in turn will lead our staff meetings and Elementary School Improvement Team focused on implementing our school improvement plan. Activities directed by this group will include release time for professional development opportunities and coaching/mentoring needed to implement new resource materials.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

Beal City Public School has specifically targeted Title I and Title II monies to support this school improvement plan. Staff members have written tribal grants to support the stated goals, objectives, strategies and activities.

Beal City Public School has also approved release time, staff meeting time, and professional development activities in order to improve instruction as stated in the Beal City Elementary School Improvement Plan.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

Beal City Public School has provided release time for staff members to work on a comprehensive needs assessment and collected input with regard to instructional programming from parents, community and staff via surveys and school improvement meetings. One result of input collected, is a new computer lab that has been implemented at Beal City Elementary School with accompanying computer instruction. We also utilize online assessments and instruction through "Study Island". Progress monitoring is collected and stored through a DIBELS online program. All elementary teachers will have access to Reading A-Z and RAZ Kids leveled fiction and non-fiction readers, plays, lesson plans, and Spanish version texts resulting from an online site license provided through Title funds.