

DIP

School Year: 2010

District Name: Beal City Public Schools

Intermediate School District: Gratiot-Isabella RESD

Grades Served: PK,K,1,2,3,4,5,6,7,8,9,10,11,12

Superintendent: Mr. William C. Chilman

Building Code: 37040

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

DIP

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Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services 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 **District Improvement Plan template (DIP)** 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

District Information

District:	Beal City Public Schools
ISD/RESA:	Gratiot-Isabella RESD
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	37040
City:	Mt. Pleasant
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

Our students are excited, responsible learners who are encouraged by home, school, community and place of worship. As leaders, they are fully confident that they will graduate well prepared to meet the challenges and high expectations of the 21st century. As successful, life-long learners and productive citizens of high morals, they work to their fullest potential to make a positive difference in the community.

Our children begin their discovery of knowledge in a nurturing family environment. Our schools and families work in harmony to provide a safe, supportive, and challenging learning experience. Our premier educational team enthusiastically embraces innovative teaching methods and high standards of performance. Our schools are the central point of learning. Using the latest technology, the world is truly our classroom.

Our school district and community are committed to high expectations and high standards. We proactively work together to provide skills, knowledge, and resources thus ensuring a fully supportive environment for excellence in education for all stakeholders.

Mission Statement

Beal City Schools, in harmony with home and community, will educate our children in a positive environment that meets individual needs and goals in order that all students successfully function in an ever-changing global 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 encourage the acceptance of diversity

Goals

Name	Development Status	Progress Status
Improving Math Achievement	Complete	Open
Reading for Information	Complete	Open
Writing across the Curriculum	Complete	Open

Goal 1: Improving Math Achievement

Content Area : Math

Development Status : Complete

Student Goal Statement : All students will score above the state and national average (proficient) on the Math MEAP and ACT.

Gap Statement : Our upper elementary (4th, 5th, and 6th grades) Math MEAP scores were below the state average with a range of 15% to 25 % of our students in those grades not proficient. We had a number of students who were struggling in Middle School math, but we also had several students who were requesting to test out of 8th grade Math and into High School Algebra due to success and boredom, but not meeting the cut score needed to advance.

Cause for Gap : Our curriculum at this point is simply the state's GLCEs and HSCEs for each grade / Math subject. We must break down the GLCEs and HSCEs into 'I can' statements and then rebuild the curriculum K-12 into pacing guides with grade level / Math subject quarterly common assessments. This will help teachers identify students who are struggling to get them additional help from a remediation teacher, a teacher on lunchtime tutoring, trained paraprofessional, or after school tutor. These pacing guides will help the class to move along at the proper speed to engage and challenge all students from top to bottom.

Multiple measures/sources of data you used to identify this gap in student achievement : First and foremost we used teacher grade books, observations and classroom work and assessments. Then we looked at Math MEAP tests. We looked at Data 4 SS to see how the students who are struggling with below average (not proficient) test scores have done over time. We then noticed that we were missing some pieces to the puzzle; The lack of basic Math facts testing results. The lack of quarterly common assessment data at the classroom / grade level.

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? We will be requiring Basic Math facts tests for each grade level that students must pass. Then teachers will be examining the grade level quarterly common assessments created with the Pacing Guides to keep students on track to be proficient.

Contact Name : William Chilman

List of Objectives:

Name	Objective
Math Achievement	80% of our students will be proficient in Math on MEAP and MME tests.

1.1. Objective: Math Achievement

Measurable Objective Statement to Support Goal : 80% of our students will be proficient in Math on MEAP and MME tests.

List of Strategies:

Name	Strategy
Balanced Assessment System	Teachers will learn about and implement a Balanced Assessment System including formative and summative assessment strategies with a focus on improving the proficiency levels of economically disadvantaged students, students with disabilities, and other at-risk learners.
Differentiated Instruction	Teachers will learn about and implement effective instructional strategies including differentiated instructional strategies with a focus on improving the Math proficiency levels of under achieving students.

1.1.1. Strategy: Balanced Assessment System

Strategy Statement: Teachers will learn about and implement a Balanced Assessment System including formative and summative assessment strategies with a focus on improving the proficiency levels of economically disadvantaged students, students with disabilities, and other at-risk learners.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication

techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 6 There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Other Required Information for Strategy

Black, P and Wiliam, D. Inside the Black Box: Raising Standards Through Classroom Assessment retrieved from:

http://www.setda.org/toolkit/nltoolkit2006/data/Data_InsideBlackBox.pdf

Phi Delta Kappan Vol. 80 (2) pp.139-148 October 1998 .

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Social Studiess, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Formative Assessment	2010-09-01	2011-06-30	Classroom Teachers and Building Principals

1.1.1.1. Activity: Formative Assessment

Activity Description: Teachers will take the Math GLCEs and The HSCEs and write them into "I can" statements. Teachers will then take those "I can" statements and turn them into grade level Pacing Guides. After the grade level Pacing Guides are complete, teachers will create grade level quarterly Common Assessments.

Planned staff responsible for implementing activity: Classroom Teachers and Building Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Access to Shared Assessments in DataDirector	No Funds Required	0.00	0.00

1.1.2. Strategy: Differentiated Instruction

Strategy Statement: Teachers will learn about and implement effective instructional strategies including differentiated instructional strategies with a focus on improving the Math proficiency levels of under achieving students.

Selected Target Areas

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

Indicator 6 There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Other Required Information for Strategy

IES What Works Clearinghouse Practice Guides

Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) Organizing Instruction and Study to Improve Student Learning (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ncer.ed.gov>.

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction - Implementing Technology into Instruction	2010-09-01	2011-06-30	Technology Director, Elementary Principal, Classroom Teachers

1.1.2.1. Activity: Differentiated Instruction - Implementing Technology into Instruction

Activity Description: Staff members will receive training in learning how to use an on line math technology program to support the achievement of at-risk learners.

Planned staff responsible for implementing activity: Technology Director, Elementary Principal, Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Training and Software	Title II Part A	2,300.00	0.00

Goal 2: Reading for Information

Content Area : English Language Arts

Development Status : Complete

Student Goal Statement : All of our students will meet or exceed the state and national average on the MEAP, MME, and ACT in the areas of ELA, Science, and Social Studies.

Gap Statement : Our male students consistently score lower on state and national reading tests. These scores reflect a substantial gap between our female and male students. The gap our male students have on reading scores ranges from 5% lower to 30% lower than our female students at different grade levels.

Cause for Gap : MEAP tests and local assessments show that our male students score much lower than our female students.

Multiple measures/sources of data you used to identify this gap in student achievement : First and foremost

we used teacher gradebooks, observations, and classroom work and assessments. Then we looked at Reading / ELA MEAP, MME, and ACT tests. We looked at Data 4 SS and Data Director to examine the male subgroup closer to see if any of the remedial services we provide are helping. We also looked at the significantly larger number of male students we are serving in our Title One and Special Education programs.

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? First and foremost we will look at the number of students who are qualifying for the Title One program using Dibels as an assessment tool. Then with those male students who are struggling a little in the large group setting we will use a remediation teacher in small groups in the title tech lab using software and online resource such as Accelerated Reader, Study Island, Reading A to Z and RAZ software, and online books to help motivate students and focus their attention to help comprehension and fluency. Specific percentages for improvement are referenced in measurable objectives.

Contact Name : William Chilman

List of Objectives:

Name	Objective
Reading for Information	All students will show a 2-5 point increase in their MEAP/ MME test scores, with our male students closing the gap by 10%. All students will show a 2-5 percent grade level proficient increase on local assessment scores (DRA, Dibels, STAR), with our male students closing the gap by 10%.

2.1. Objective: Reading for Information

Measurable Objective Statement to Support Goal : All students will show a 2-5 point increase in their MEAP/ MME test scores, with our male students closing the gap by 10%.

All students will show a 2-5 percent grade level proficient increase on local assessment scores (DRA, Dibels, STAR), with our male students closing the gap by 10%.

List of Strategies:

Name	Strategy
Balanced Assessment System	Teachers will learn about and implement a Balanced Assessment System including formative and summative assessment strategies with a focus on improving the proficiency levels of male students, economically disadvantaged students, students with disabilities, and other at-risk learners.
Differentiated Instruction	Teachers will learn about and implement effective instructional strategies including differentiated instructional strategies with a focus on improving the ELA proficiency levels of underachieving students.
Response to Intervention System	Teachers will learn about and implement a Response to Intervention system designed to identify and diagnosis the literacy needs of students not meeting proficiency in Reading and Writing. Teachers will design intervention plans that include effective supplemental instructional strategies delivered with fidelity for students with specific learning needs based

on a 3 tier RTI system.

2.1.1. Strategy: Balanced Assessment System

Strategy Statement: Teachers will learn about and implement a Balanced Assessment System including formative and summative assessment strategies with a focus on improving the proficiency levels of male students, economically disadvantaged students, students with disabilities, and other at-risk learners.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

Indicator 5 The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

Indicator 6 There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

Other Required Information for Strategy

Black, P and Wiliam, D. Inside the Black Box: Raising Standards Through Classroom Assessment retrieved from: http://www.setda.org/toolkit/nltoolkit2006/data/Data_InsideBlackBox.pdf
Phi Delta Kappan Vol. 80 (2) pp.139-148 October 1998 .

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., &Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Electronic Reading Program	2010-09-01	2011-06-30	Classroom teachers
Formative Assessment Book Study	2010-09-01	2011-06-30	Title I Teacher and Elementary Principal
Formative Assessment Training of Trainers	2010-09-01	2011-06-30	Elementary Principal and Superintendent
Formative Assessment: Grade Level/Department team training for diagnosing s	2010-09-01	2011-06-30	- Early Implementers training team to include Building Principal and 2-4 teachers - Early Implementers train building staff to use Data Director during on-site PD days, staff meetings, and/or release time.

2.1.1.1. Activity: Electronic Reading Program

Activity Description: Read Naturally is an on-line reading assessment program staff will be using to progress monitor student achievement growth. Classroom teachers will be learning how to use the software system and student results in order to modify instruction as needed.

Planned staff responsible for implementing activity: Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Software and Training	Other	5,940.00	0.00

2.1.1.2. Activity: Formative Assessment Book Study

Activity Description: Staff will conduct a book study using Classroom Assessment for Learning: Doing it : Using it Well by Stiggins, Arter, J. Chappius, and S. Chappius, CAFE by Gail Boushey and Joan Moser, RTI: What Every Teacher Should Know by Mary Howard.

Planned staff responsible for implementing activity: Title I Teacher and Elementary Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Literacy Lunches and Books for Book Study	Title II Part A	2,000.00	0.00

2.1.1.3. Activity: Formative Assessment Training of Trainers

Activity Description: Staff will attend training of trainer sessions held during the 2010-2011 school year sponsored by GIRESD. Featured speaker will be Carol Commodore who has founded her work on Classroom Assessment for Student Learning by Stiggins, Arter, Chappuis, and Chappuis.

Planned staff responsible for implementing activity: Elementary Principal and Superintendent

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Workshop Fees and Substitute Expenses	Title II Part A	1,360.00	0.00

2.1.1.4. Activity: Formative Assessment: Grade Level/Department team training for diagnosing s

Activity Description: Teams will be formed and will meet regularly for the purpose of diagnosing learning challenges and to learn about strategies to support at risk learners. This will include examining student work protocols and the use of Data Director and Benchmark Assessments.

Planned staff responsible for implementing activity: - Early Implementers training team to include Building Principal and 2-4 teachers
 - Early Implementers train building staff to use Data Director during on-site PD days, staff meetings, and/or release time.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Meeting Sessions : Substitutes for Collaboration Time	Title II Part A	1,200.00	0.00

2.1.2. Strategy: Differentiated Instruction

Strategy Statement: Teachers will learn about and implement effective instructional strategies including differentiated instructional strategies with a focus on improving the ELA proficiency levels of underachieving students.

Selected Target Areas

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

Indicator 6 There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

Indicator 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.

Other Required Information for Strategy

IES What Works Clearinghouse Practice Guides

Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) Organizing Instruction and Study to Improve Student Learning (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ncer.ed.gov>.

Scammacca, N., Roberts, G., Vaughn, S., Edmonds, M., Wexler, J., Reutebuch, C. K., & Torgesen, J. K. (2007), *Interventions for adolescent struggling readers: A meta-analysis with implications for practice*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Social Studies, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Biancarosa, C., & Snow, C.E. (2006). *Reading Next: A vision for action and research in middle and high School Literacy: A Report to Carnegie Corporation of New York (2nd ed.)*. Washington, DC: Alliance for Excellent Education.

Ten Years of Research on Adolescent Reading: 1994-2004: A review. (2005). Naperville, IL: Learning Point Associates.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction: Small Group Instruction	2010-09-01	2011-06-30	Title I Teacher, Elementary Principal
Integrating Technology into Instruction	2010-09-01	2011-06-30	Elementary Principal, Title I Teacher, Elementary Classroom Teachers, Media Specialist
Leveled Readers	2010-09-01	2011-06-30	Title I Teacher and Classroom Teachers
St. Joseph: Differentiated Instruction Professional Development	2010-09-01	2011-06-30	Principal
Thinking Maps	2010-09-01	2011-06-30	Classroom Teachers

2.1.2.1. Activity: Differentiated Instruction: Small Group Instruction

Activity Description: Paraprofessionals, under the supervision of certified teachers, will assist classroom teachers with small group instruction in order to meet the needs of at-risk learners. Title I teacher will also provide small group instruction to students with identified needs in the area of literacy achievement.

Planned staff responsible for implementing activity: Title I Teacher, Elementary Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Personnel, Materials, and Supplies	Title I Part A	58,784.00	0.00

2.1.2.2. Activity: Integrating Technology into Instruction

Activity Description: Staff members will focus the use of technology in building reading fluency and comprehension focusing on building the achievement of male students.

Planned staff responsible for implementing activity: Elementary Principal, Title I Teacher, Elementary Classroom Teachers, Media Specialist

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Lab, Software, and Staff	No Funds Required	0.00	0.00

2.1.2.3. Activity: Leveled Readers

Activity Description: The Title One teacher will implement the use of leveled readers and make available for general education teachers the leveled books to assist with comprehension, fluency, basic reading strategies, and decoding skills. These leveled readers will be gender specific to help our male subgroup.

The continued use of Accelerated Reader will take place with a focus on improving the achievement of the male subgroup. Data will be tracked indicating student growth.

Planned staff responsible for implementing activity: Title I Teacher and Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Leveled Readers and Accelerated Reader	No Funds Required	0.00	0.00

2.1.2.4. Activity: St. Joseph: Differentiated Instruction Professional Development

Activity Description: On site professional development in the use of differentiating instruction for all students.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Consultant Fees and Materials	Title II Part A	700.00	0.00

2.1.2.5. Activity: Thinking Maps

Activity Description: Teachers will continue to instruct students to use thinking maps as a means of organizing thoughts and ideas to explain the details from the information they have read orally and in writing to build relationships among themes, ideas, and characters within and across texts to create a deeper understanding of the material being taught or the item being read.

Planned staff responsible for implementing activity: Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials	No Funds Required	0.00	0.00

2.1.3. Strategy: Response to Intervention System

Strategy Statement: Teachers will learn about and implement a Response to Intervention system designed to identify and diagnosis the literacy needs of students not meeting proficiency in Reading and Writing. Teachers will design intervention plans that include effective supplemental instructional strategies delivered with fidelity for students with specific learning needs based on a 3 tier RTI system.

Selected Target Areas

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.
Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-based decision-making.
Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.
Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.
Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Other Required Information for Strategy

IES What Works Clearinghouse Practice Guides

Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

Fuchs, D., & Fuchs, L.S. (2005). Responsiveness to intervention: A blueprint for practitioners, policymakers, and parents. *Teaching Exceptional Children*, 38(1), 57-61. The Florida Center for Reading Research <http://www.fcrr.org>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Literacy Leaders Meetings and Workshops	2010-09-01	2011-06-30	Title I Teacher
RTI : All Staff PD	2010-09-01	2011-06-30	Building literacy team to include: Principal, General Ed. Teacher, and Resource Room Teacher

2.1.3.1. Activity: Literacy Leaders Meetings and Workshops

Activity Description: Quarterly meetings for regional Literacy Leaders held at GIRESD. Updates and training: Literacy Assessment and Intervention Strategies Designed for Tier 2 and Tier 3 Struggling Learners.

Planned staff responsible for implementing activity: Title I Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Workshop and Substitute Expenses	Title II Part A	400.00	0.00

2.1.3.2. Activity: RTI : All Staff PD

Activity Description: On-site PD: 1 day RTI training followed by subsequent release time PD for RTI Team to plan data analysis and Tier 2 and 3 interventions to support students requiring supplemental instruction for identified literacy needs.

Planned staff responsible for implementing activity: Building literacy team to include: Principal, General Ed. Teacher, and Resource Room Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-30

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials and Substitute Expenses	General Funds	1,500.00	0.00

Goal 3: Writing across the Curriculum

Content Area : English Language Arts

Development Status : Complete

Student Goal Statement : All students at Beal City Public Schools will become proficient writers.

Gap Statement : After a review of the MEAP, MME, and Study Island scores, we found that writing was our lowest subject with 40% of our students below the proficient level.

Cause for Gap : The cause for the gap first and foremost is we did not have one consistent writing program K-12. Teachers were using several different methods to teach the writing process. We also found that our male students were at least 10% lower than our female students.

Multiple measures/sources of data you used to identify this gap in student achievement : Study island, Classroom Assessments, MEAP, and MME were used to identify the gap.

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 students will increase their writing scores on the MEAP and MME by 5%, with 65% of our students scoring in the profiecent category, and male students decreasing their gap with female students by 5%.

Contact Name : William Chilman

List of Objectives:

Name	Objective
Writing Across the Curriculum	All students will increase their writing scores on the MEAP and MME by 5%, with 65% of our students scoring proficient.

3.1. Objective: Writing Across the Curriculum

Measurable Objective Statement to Support Goal : All students will increase their writing scores on the MEAP and MME by 5%, with 65% of our students scoring proficient.

List of Strategies:

Name	Strategy
Writing using Best Practice and Technology	Teachers will be using a new writing program K-12 called WriteSteps. Staff will also be reseaching best practice in differentiating writing instruction and the use of technology as a writing tool especially with our male students.

3.1.1. Strategy: Writing using Best Practice and Technology

Strategy Statement: Teachers will be using a new writing program K-12 called WriteSteps. Staff will also be reseaching best practice in differentiating writing instruction and the use of technology as a writing tool especially with our male students.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 2 The district places a high value on effective communication and articulation of the curriculum. In order to communicate this curriculum to all stakeholders, a variety of two-way communication techniques are employed. The district facilitates a system-wide curricular dialog and clearly defines expectations about essential content throughout instructional levels. This includes a cross-school review of the content and the identification and elimination of gaps and overlaps.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

Other Required Information for Strategy

WriteSteps and Lucy Calkins were looked at for program effectiveness. Two books are being reviewed at the secondary level. Creating a Culture of Literacy: A Guide for Middle Schools and High Schools and The Literacy Coach: A key to Improving Teaching and Learning in Secondary Schools.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing Professional Development	2009-09-01	2010-06-11	Building Instructional Staff

3.1.1.1. Activity: Writing Professional Development

Activity Description: Professional development will be given to the staff on the WriteStep writing program and technology tools that will be able to help students become more proficient writers.

Planned staff responsible for implementing activity: Building Instructional Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-09-01, End Date - 2010-06-11

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development: materials, training, and collaboration time	General Funds	1,500.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title II Part A	\$7,960.00	\$0.00
Other	\$5,940.00	\$0.00
Title I Part A	\$58,784.00	\$0.00
No Funds Required	\$0.00	\$0.00
General Funds	\$3,000.00	\$0.00

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.	Dan	Beckwith	Elementary Teacher	beckwith@edzone.net
Mrs.	Carrie	Bleise	Superintendent's Office	cbleise@edzone.net
Mr.	Scott	Bloniarczyk	Elementary Teacher	sbloniar@edzone.net
Mr.	Aarron	Butkovich	Athletic Director	abutkovi@edzone.net
Mrs.	Jennifer	Butkovich	High School Teacher	jbutkovi@edzone.net
Mr.	William	Chilman	Superintendent	wchilman@edzone.net
Mrs.	Julie	Christensen	High School Teacher	julianne_christensen@yahoo.com
Mrs.	Arlene	Cleveland	High School Teacher	aclevela@edzone.net
Mrs.	Linda	Clouse	Middle School Teacher	lindaclouse@yahoo.com
Mrs.	Jennifer	Courtright	Elementary Teacher	coachjen2000@hotmail.com
Mrs.	Sara	Doyle	High School Teacher	skdoyle@edzone.net
Mrs.	Marci	Faber	Food Service Director	mafaber@edzone.net
Mrs.	Julie	Farrell	Elementary Teacher	jfarrell@edzone.net
Mrs.	Julie	Freeze	Business Manager	jfreeze@edzone.net
Mrs.	Linda	Fussman	Administrative Assistant	lfussman@edzone.net
Mrs.	Cindi	Gigowski	High School Teacher	cgigowski@hotmail.com
Mr.	John	Graham	Maintenance/Transportation	jgraham@edzone.net
Mrs.	Marylyn	Gross	Administrative Assistant	mjgross@edzone.net
Mrs.	Jennifer	Gross	High School Teacher	jmgross@edzone.net
Mrs.	Linda	Heintz	Counselor	lheintz@edzone.net
Mr.	Kaleb	House	Middle School Teacher	khouse@edzone.net
Mr.	Jeff	Jackson	High School Principal	jjackson@edzone.net
Mr.	Joe	Judge	Technology Director	judge@edzone.net
Mrs.	Mary	Kattreh	Elementary Special Education	mnrzakat@aol.com
Mr.	Dave	King	Elementary Teacher	dking@edzone.net
Mr.	Jeff	Klapp	Elementary Teacher	jsklapp@edzone.net
Mr.	Tom	Lavoie	High School Teacher	tlavoie@edzone.net
Mrs.	Rachel	Leff-Ewing	Elementary Teacher	rleffewing@yahoo.com
Mr.	Scott	Leppert	Middle School Teacher	scottlep@hotmail.com
Mr.	Jason	Lowe	High School Teacher	jason@lowe-net.us
Mrs.	Deb	Martin	High School Special Education	dkmartin@edzone.net
Mrs.	Michelle	Maxon	Elementary Teacher	mmaxon@edzone.net
Mrs.	Tracy	Natzel	Elementary Teacher	tracynatzel@hotmail.com
Mr.	Mark	Pittsley	High School Teacher	mpittsle@edzone.net
Mrs.	Brenda	Rau	Media Specialist	brau@edzone.net
Mr.	Lou	Rau	High School Teacher	coachrau73@yahoo.com
Mrs.	Marianne	Reihl	Elementary Teacher	mareihl@yahoo.com

Mrs. Diane	Saltarelli	Elementary Principal	saltarel@edzone.net
Mrs. Amy	Sharrar	Elementary Teacher	sharrar@edzone.net
Mrs. Carrie	Smith	Elementary Teacher	cesmith16@chartermi.net
Mrs. Brandi	Snyder	Elementary Teacher	bsnyder@edzone.net
Ms. Jessica	Spry	High School Teacher	spryjess@msu.edu
Mrs. Susan	Tormanen	Elementary Teacher	toosin47@yahoo.com
Mr. Jerry	Ward	Alternative Education Dir	jaward@edzone.net
Mrs. Karey	Wentworth	Elementary Teacher	krichmon@edzone.net
Ms. Amanda	Wilson	High School Teacher	ms_aawilson@yahoo.com
Mrs. Joan	Gornicki	Alternative Education tea	jgornicki@edzone.net

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

We have building school improvement teams. (ESIT and SSIT) These teams meet as often as they need too to research/implement/evaluate a school improvement project or at least once a month. These teams bring their data and results to the district school improvement team (DSIT) to get feedback and approval on their work/projects. The DSIT will also give the building school improvement team ideas/projects to work on and research throughout the school year.

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

This starts at either the building school improvement team or district school improvement team level. Then it is run back through the chain of school improvement teams (building, district, school board to make sure it is the direction and focus we want in out school district. At each level it is matched up with either our building or district Vision statement, Mission statement, Believe statements, and school improvements goals.

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

Annually we prepare a annual report that is shared and presented at a public meeting of the board of education, and then that report is placed on our website for one year then archived after that. Each of the staff stakeholders will be emailed this document and hard copies kept in our central office for distribution to the public. We will also share the document with our students, parents and community through our monthly newsletter called the Aggie Express.

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:

Joe Judge

Address:

3180 W. Beal City Rd.

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?

The instructional staff will use the Professional Learning Communities model to conduct their staff meeting each month.

We will need to provide collaboration / release time for the instructional staff to do the curriculum work of creating grade level pacing guides and common assessments.

Professional Development Training for the para pros and instructional staff on differentiated instruction in reading and writing along with the training with the new writing curriculum called Write Steps.

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

Money has been budgeted for curriculum work, professional development, school improvement efforts and materials, as well as collaboration / release time.

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

Technology is huge at Beal City Public Schools. We have worked technology into our Title One program and our elementary specials program. With two laptop computer labs in each building and three desktop computer labs within the two buildings available to teachers, integration of technology into the core and elective curriculum is a priority. With technology being a priority we have provided several professional development opportunities to our instructional staff.