

# SIP

School Year: 2010

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:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# SIP

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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 **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](http://www.mi.gov/schoolimprovement)

## School Information

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

# 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

Name	Development Status	Progress Status
Reading Improvement	Complete	Open
Writing Improvement	Complete	Open
Social Studies Improvement	Complete	Open
Mathematics Improvement	Complete	Open

### Goal 1: Reading Improvement

**Content Area :** English Language Arts

**Development Status :** Complete

**Student Goal Statement :** All students will be proficient in Reading

**Gap Statement :** MEAP results show:

3rd grade % proficient ALL 92, State 90; EDD 83, State 84; Male 92, State 88; Female 91, State 92: 4th grade % proficient ALL 87, State 84; EDD 75, State 76; Male 81, State 82; Female 83, State 86: 5th grade % proficient ALL 76, State 85; EDD 67, State 77; Male 63, State 84; Female 94, State 87: 6th grade % proficient ALL 95, State 88; EDD 92, State 81; Male 91, State 85; Female 100, State 90

Fall 2009 MEAP reading scores reflect a substantial gap between male and female subgroups with regard to reading proficiency in grades 5 and 6 with male students consistently scoring below female students. Our EDD population in 5th grade scored 10 percentage points lower than the state average in reading proficiency.

Fall 2009 MEAP results reveal that fifth grade boys scored 31% lower than female students, and sixth grade boys scored 9% lower in reading proficiency than female counterparts. The DRA results show 67% of Title students are male.

STAR results show:

1st grade % proficient Male 53, Female 50; 2nd grade % proficient Male 67, Female 79; 3rd grade % proficient Male 58, Female 70; 4th grade % proficient Male 72, Female 82; 5th grade % proficient Male 58, Female 79; 6th grade % proficient Male 42, Female 61

**Cause for Gap :** In analyzing GLCE strands, MEAP data indicates that the ELA areas that are most challenging for third grade students are the Word Study and Comprehension strands.

In analyzing GLCE strands, MEAP data indicates that the ELA areas that are most challenging for fourth grade students are the Narrative Text and Comprehension strands.

In analyzing GLCE strands, MEAP data indicates that the ELA areas that are most challenging for fifth grade students are the Word Study, Narrative and Informational Text, and Comprehension strands.

In analyzing GLCE strands, MEAP data indicates that the ELA areas that are most challenging for sixth grade students are the Narrative and Informational Text and Comprehension strands.

**Multiple measures/sources of data you used to identify this gap in student achievement :** Data was obtained from Fall 2009 MEAP results, DIBELS assessments, Developmental Reading Assessment, STAR Reading, 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?** Increasing Levels of Proficiency as measured on the MEAP following the goals identified by each grade level in the Measurable Objective Statement.

Students scoring proficient on local assessments will increase each year in increments to achieve the goal outlined in the Measurable Objective Statement.

**Contact Name :** Diane Saltarelli

**List of Objectives:**

Name	Objective
Reading Gap reduction	MEAP results will show an improvement by decreasing the gap by at least 5% each year when the gap is greater than 10% for All vs. EDD, and Male vs. Female 3rd grade % proficient ALL 91, State 89; EDD 83, State 84; Male 92, State 88; Female 91, State 92: 4th grade % proficient ALL 82, State 84; EDD 75, State 75; Male 81, State 82; Female 83, State 86: 5th grade % proficient ALL 76, State 85; EDD 67, State 77; Male 63, State 84; Female 94, State 87: 6th grade % proficient ALL 95, State 88; EDD 92, State 81; Male 91, State 85; Female 100, State 90 There will be a 5% yearly increase toward proficiency as measured by STAR for Male and Female. 1st grade % proficient Male 54, Female 50; 2nd grade % proficient Male 67, Female 79; 3rd grade % proficient Male 58, Female 70; 4th grade % proficient Male 72, Female 82; 5th grade % proficient Male 58, Female 79; 6th grade % proficient Male 42, Female 61

## 1.1. Objective: Reading Gap reduction

**Measurable Objective Statement to Support Goal :** MEAP results will show an improvement by decreasing the gap by at least 5% each year when the gap is greater than 10% for All vs. EDD, and Male vs. Female 3rd grade % proficient ALL 91, State 89; EDD 83, State 84; Male 92, State 88; Female 91, State 92: 4th grade % proficient ALL 82, State 84; EDD 75, State 75; Male 81, State 82; Female 83, State 86: 5th grade % proficient ALL 76, State 85; EDD 67, State 77; Male 63, State 84; Female 94, State 87: 6th grade % proficient ALL 95, State 88; EDD 92, State 81; Male 91, State 85; Female 100, State 90

There will be a 5% yearly increase toward proficiency as measured by STAR for Male and Female. 1st grade % proficient Male 54, Female 50; 2nd grade % proficient Male 67, Female 79; 3rd grade % proficient Male 58, Female 70; 4th grade % proficient Male 72, Female 82; 5th grade % proficient Male 58, Female 79; 6th grade % proficient Male 42, Female 61



**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 the focus on improving the ELA proficiency levels of underachieving male students.
Preparing and Training High Quality Teachers and Principal	The building leader will learn processes and strategies for identifying goals based on the 90 Process Profile Indicators. She will develop implementation plans in collaboration with the building school improvement team for the various initiatives that have been identified in their school improvement plans.
Response to Intervention System	Teachers will learn about and implement a Response to Intervention System designed to identify and diagnose the literacy needs of students not meeting proficiency in reading. Teachers will design intervention plans that include effective supplemental instructional strategies delivered with fidelity for students with specific learning needs based on a three tier RTI system.

**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**

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)
I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.
II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.
II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.
II.1.B.3 School administrators design an evaluation system that is considered to be an extension and

enhancement of an individual's plan for professional improvement. They work directly with each staff member to ensure that the plan incorporates goals toward increased effectiveness in teaching for learning.

II.1.B.5 School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

II.2.B.3 The members of the school community support the school improvement plan. Their commitment is evident in focused actions to increase student achievement. They are empowered to interpret and employ the information for immediate application.

II.3.A.2 School leaders use their fiscal resources to implement, supplement or extend school improvement plan activities that support the teaching and learning goals. A concerted effort is made to supplement existing funds through external sources.

III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

III.2.C.1 Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

IV.1.B.3 The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.

V.1.A.1 All data generation, identification, collection, and storage is planned, and clearly understood, by all stakeholders. The school carefully plans the implementation of its data system and manages its data resources for improved student achievement.

V.1.B.1 All authorized users have ready access to pertinent data and they are provided support as needed.

V.1.B.2 The data system provides secure access to relevant data for authorized users and prevents unauthorized access.

V.2.A.1 Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

**Other Required Information for Strategy**

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
Formative Assessment - Training of Trainers	2010-09-07	2011-06-09	-Elementary School Improvement Team members and the building principal will attend the Training of Trainers session -Staff meeting agendas will reflect the ideas brought back to the district -Classroom walk-throughs will indicate the implementation of the agreed upon strategies
Formative	2010-	2013-	-Principal will order number of books needed -Lead Teachers will provide

Assessment Book Study	09-07	06-09	the schedule and agendas for book study sessions -Staff meeting agendas will reflect the progress being made on the book study -Classroom walk-throughs and observations will indicate implementation of learned strategies -Evidence will include documents of student friendly learning targets and rubrics
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### 1.1.1.1. Activity: Formative Assessment - Training of Trainers

**Activity Description:** Staff will attend Training of Trainers 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 School Improvement Team members and the building principal will attend the Training of Trainers session  
 -Staff meeting agendas will reflect the ideas brought back to the district  
 -Classroom walk-throughs will indicate the implementation of the agreed upon strategies

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-09

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Conference expenses and substitute costs	Title II Part A	2,540.00	0.00

### 1.1.1.2. Activity: Formative Assessment Book Study

**Activity Description:** Staff will conduct a book study using CLASSROOM ASSESSMENT FOR LEARNING: DOING IT RIGHT - USING IT WELL by Stiggins, Arter, J. Chappius, and S. Chappius; CAFE by Gail Boushey and Joan Moser and CAFE Website; and RTI: WHAT EVERY TEACHER SHOULD KNOW by Mary Howard

**Planned staff responsible for implementing activity:** -Principal will order number of books needed  
 -Lead Teachers will provide the schedule and agendas for book study sessions  
 -Staff meeting agendas will reflect the progress being made on the book study  
 -Classroom walk-throughs and observations will indicate implementation of learned strategies  
 -Evidence will include documents of student friendly learning targets and rubrics

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-09

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title Funding	Title II Part A	1,405.00	0.00

### 1.1.2. Strategy: Differentiated Instruction

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

**Selected Target Areas**

- I.1.A.1 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 reflects the belief that all students should actively construct and apply knowledge.
- I.1.A.4 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.
- I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
- I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
- I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
- I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.
- II.1.A.2 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.
- II.1.A.3 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.
- II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.
- II.1.B.3 School administrators design an evaluation system that is considered to be an extension and enhancement of an individual's plan for professional improvement. They work directly with each staff

member to ensure that the plan incorporates goals toward increased effectiveness in teaching for learning.

II.1.B.5 School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

II.2.B.3 The members of the school community support the school improvement plan. Their commitment is evident in focused actions to increase student achievement. They are empowered to interpret and employ the information for immediate application.

II.3.A.2 School leaders use their fiscal resources to implement, supplement or extend school improvement plan activities that support the teaching and learning goals. A concerted effort is made to supplement existing funds through external sources.

III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

III.2.C.1 Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

IV.1.B.3 The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.

V.1.A.1 All data generation, identification, collection, and storage is planned, and clearly understood, by all stakeholders. The school carefully plans the implementation of its data system and manages its data resources for improved student achievement.

V.1.B.1 All authorized users have ready access to pertinent data and they are provided support as needed.

V.1.B.2 The data system provides secure access to relevant data for authorized users and prevents unauthorized access.

V.2.A.1 Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

### Other Required Information for Strategy

#### IES WHAT WORKS CLEARINGHOUSE PRACTICE GUIDES

Pashler, H., Bain, P., Bottage, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007)  
Organizing Instruction and Study to Improve Student Learning

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

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction - All staff PD	2010-09-07	2013-06-09	Building literacy team to include principal, elementary teachers, and paraprofessionals.
Differentiated Instruction - Implementing Technology into Instruction	2010-09-07	2013-09-09	-Principal and school improvement team members will introduce staff members to the 21 Things on-line professional development and assist with getting staff started -The building will select a minimum number of modules that will be implemented building wide throughout the school year -Lesson plans and walk-throughs will provide evidence of implementation -Title teacher and paraprofessional will use Raz-kids and Reading A-Z on-line programs to support differentiated instruction -Title teacher, general education teachers, special education teachers and paraprofessionals will use the Read Naturally Program to support differentiated instruction -Title teacher and paraprofessional will use Kindles as a teaching tool to support differentiated instruction
Differentiated Instruction - Small Group Instruction	2010-09-07	2013-06-07	-Principal and school improvement team will create a schedule that assigns paraprofessionals and remediation teachers to students based on needs identified. -Reading assistance will be a priority -Assistance with other core content areas will be provided if time allows -Evidence of implementation will be in the form of schedules and students served
Differentiated Instruction GIRESD Sponsored Workshops/Conferences	2010-09-07	2013-06-09	Building literacy team to guide PD for system-wide implementation of strategies that differentiate instruction for varied reading readiness levels in the general education classroom.

**1.1.2.1. Activity: Differentiated Instruction - All staff PD**

**Activity Description:** On-site PD - training in effective instructional methods to improve reading comprehension and fluency of at-risk students.

**Planned staff responsible for implementing activity:** Building literacy team to include principal, elementary teachers, and paraprofessionals.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-09

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Paraprofessional expenses to attend staff meetings after school	Title II Part A	650.00	0.00

**1.1.2.2. Activity: Differentiated Instruction - Implementing Technology into Instruction**

**Activity Description:** Staff members will take part in 21 Things professional development that has been developed by Michigan REMC in order to implement technology into social studies instruction. Staff members will also use additional teaching tools to support differentiated instruction.

**Planned staff responsible for implementing activity:** -Principal and school improvement team members will introduce staff members to the 21 Things on-line professional development and assist with getting staff started  
 -The building will select a minimum number of modules that will be implemented building wide throughout the school year  
 -Lesson plans and walk-throughs will provide evidence of implementation  
 -Title teacher and paraprofessional will use Raz-kids and Reading A-Z on-line programs to support differentiated instruction  
 -Title teacher, general education teachers, special education teachers and paraprofessionals will use the Read Naturally Program to support differentiated instruction  
 -Title teacher and paraprofessional will use Kindles as a teaching tool to support differentiated instruction

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-09-09

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Access to Internet, Raz-kids, Reading A-Z, Kindles	Title II Part A	1,881.00	0.00
Read Naturally Program and computers	Title II Part A	7,940.00	0.00

**1.1.2.3. Activity: Differentiated Instruction - Small Group Instruction**

**Activity Description:** Title teacher, remediation teachers, and paraprofessionals will assist classroom teachers with small group instruction in order to meet the needs of at risk learners.

**Planned staff responsible for implementing activity:** -Principal and school improvement team will

create a schedule that assigns paraprofessionals and remediation teachers to students based on needs identified.

- Reading assistance will be a priority
- Assistance with other core content areas will be provided if time allows
- Evidence of implementation will be in the form of schedules and students served

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title teacher, remediation teachers, and paraprofessional	Title I Part A	48,000.00	0.00

### 1.1.2.4. Activity: Differentiated Instruction GIRESD Sponsored Workshops/Conferences

**Activity Description:** Staff members will participate in regional staff development at GIRESD during the 2010-2013 school years. Differentiated instruction workshops will train teachers in the use of effective literacy strategies targeted at closing the achievement gap for struggling students. Participants will learn how to differentiate instruction for varied reading readiness levels in the general education classroom. Costs are estimated on a per year basis over a three year period of time.

**Planned staff responsible for implementing activity:** Building literacy team to guide PD for system-wide implementation of strategies that differentiate instruction for varied reading readiness levels in the general education classroom.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-09

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional development conference expenses plus materials (book or kit needed) and substitute teac	Title II Part A	3,257.00	0.00

### 1.1.3. Strategy: Preparing and Training High Quality Teachers and



## Principal

**Strategy Statement:** The building leader will learn processes and strategies for identifying goals based on the 90 Process Profile Indicators. She will develop implementation plans in collaboration with the building school improvement team for the various initiatives that have been identified in their school improvement plans.

### Selected Target Areas

I.1.A.1 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 reflects the belief that all students should actively construct and apply knowledge.

I.1.A.4 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.

I.1.B.1 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 another.

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

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

I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

I.3.B.1 The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students, and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.

I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

II.1.A.2 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.

II.1.A.3 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.

II.1.B.1 School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.

II.1.B.5 School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

II.2.A.6 Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.

II.2.B.1 The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.

II.2.B.2 The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.

II.2.B.4 Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the plan based upon the data analyzed.

II.3.A.4 Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders place a high priority on collaborative team planning time within the school day.

II.3.B.3 School leaders ensure that school policies and procedures are adhered to, updated, and communicated to all stakeholders.

III.1.A.1 The qualifications of the faculty and staff meet or exceed the federal, state, and district certification requirements in all the content areas and all the instructional levels. The requirements for personnel outlined in NCLB are known and being addressed by all impacted faculty and staff. Faculty and staff are recruited to enhance the capacity of the school to achieve its goals. Note: Scoring in "Getting Started" and/or "Partially Implemented" would indicate that the school does not meet current federal and state standards for staff qualifications.

III.1.A.2 The requirements for personnel outlined in NCLB are known and being addressed by all impacted faculty and staff.

III.2.A.2 Staff continuously collaborates to adjust instruction based on on-going student performance.

III.2.C.2 Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

IV.2.B.4 The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.

V.1.A.3 The school collects and stores the data it needs to form an educationally relevant picture of the students, staff members, the school and its community. The multiple types of data collected facilitate decision making regarding student achievement and school programs and processes.

V.1.A.4 The school generates, identifies, collects, and stores data from many different sources for use in supporting more comprehensive data analyses, and more accurate data-based decision-making.

V.2.A.1 Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data.

The data system allows for efficient use and manipulation by collaborative teams.  
 V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

**Other Required Information for Strategy**

Marzano, R.J., Waters, T., & McNulty, B.A. (2005). School Leadership That Works: From Research to Results.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Leadership Network	2010-09-07	2011-06-07	-Building principal
Leadership Training for Teacher Leaders and Administrators	2010-09-07	2013-06-07	-Principal -Teacher leaders -Title teacher - Title paraprofessional
School Improvement Planning	2010-09-07	2011-06-07	-Building principal -School improvement team -RTI team

**1.1.3.1. Activity: Leadership Network**

**Activity Description:** School leader will attend monthly scheduled GIRESD Leadership Network meetings that will focus on implementing formative assessments and using student data to improve achievement.

**Planned staff responsible for implementing activity:** -Building principal

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Participation Fee in Administrative Network and Cost of Book for Book Study	General Funds	100.00	0.00

### 1.1.3.2. Activity: Leadership Training for Teacher Leaders and Administrators

**Activity Description:** School and teacher leaders will attend leadership conferences that include Michigan Reading Association Conference, MASFPS/Fall Director's Institute Statewide Conference, Regional RTI Conference, and CATC Region 5 Meetings.

**Planned staff responsible for implementing activity:** -Principal  
 -Teacher leaders  
 -Title teacher  
 -Title paraprofessional

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Conference Costs and Substitutes	General Funds	2,700.00	0.00

### 1.1.3.3. Activity: School Improvement Planning

**Activity Description:** Leadership teams will begin assessing building process profiles to develop an RTI building plan using the 90 Indicators provided by MDE.

**Planned staff responsible for implementing activity:** -Building principal  
 -School improvement team  
 -RTI team

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Time for school improvement team and RTI team to work on 90 indicators and RTI building plan	General Funds	0.00	0.00

### 1.1.4. Strategy: Response to Intervention System

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

#### Selected Target Areas

I.1.A.4 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.

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

I.1.B.1 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 another.

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

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

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

II.1.B.3 School administrators design an evaluation system that is considered to be an extension and enhancement of an individual's plan for professional improvement. They work directly with each staff member to ensure that the plan incorporates goals toward increased effectiveness in teaching for learning.

II.1.B.5 School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

II.2.B.3 The members of the school community support the school improvement plan. Their commitment is evident in focused actions to increase student achievement. They are empowered to interpret and employ the information for immediate application.

II.3.A.2 School leaders use their fiscal resources to implement, supplement or extend school improvement plan activities that support the teaching and learning goals. A concerted effort is made to supplement existing funds through external sources.

III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

III.2.C.1 Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

IV.1.B.3 The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.

V.1.A.1 All data generation, identification, collection, and storage is planned, and clearly understood, by all stakeholders. The school carefully plans the implementation of its data system and manages its data resources for improved student achievement.

V.1.B.1 All authorized users have ready access to pertinent data and they are provided support as needed.

V.1.B.2 The data system provides secure access to relevant data for authorized users and prevents unauthorized access.

V.2.A.1 Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

**Other Required Information for Strategy**

Fuchs, D., & Fuchs, L.S. (2005) Responsiveness to intervention: A blueprint for practitioners, policymakers, and parents.

Howard, M. (2009) RTI From All Sides: What Every Teacher Needs to Know

The Florida Center for Reading Research

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Response to Intervention - All Staff Professional Development	2010-09-07	2013-06-07	-Building literacy team to include: Principal, Title teacher, general education teacher, resource room teacher, and Title paraprofessional
Response to Intervention - Literacy Leaders Meetings	2010-09-07	2013-06-07	-Building literacy leader - Title 1 teacher and Title paraprofessional

**1.1.4.1. Activity: Response to Intervention - All Staff Professional Development**

**Activity Description:** On-site professional development - 1 day RTI training followed by subsequent release time professional development for RTI team to plan data analysis and interventions to support students with literacy needs

**Planned staff responsible for implementing activity:** -Building literacy team to include: Principal, Title teacher, general education teacher, resource room teacher, and Title paraprofessional

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Substitute teacher expenses for release time	Title II Part A	1,212.00	0.00

**1.1.4.2. Activity: Response to Intervention - Literacy Leaders Meetings**

**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:** -Building literacy leader - Title 1 teacher and Title paraprofessional

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Meeting Costs and Substitute Teacher Expense	Title II Part A	800.00	0.00

**Goal 2: Writing Improvement**

**Content Area :** English Language Arts

**Development Status :** Complete

**Student Goal Statement :** All students will be proficient in writing.

**Gap Statement :** District summative assessment data (MEAP) indicates that a significant gap is present when comparing the scores of fifth grade male and female students in English language arts. Also, an achievement gap exists between economically disadvantaged students and noneconomically disadvantaged students in third, fourth, fifth and sixth grades.

**Cause for Gap :** In analyzing GLCE strands, data indicates that the areas that are most challenging for district students are the Communication and Understanding strands.

Fifth grade students scoring below the state and GIRESD average on the MEAP writing test is a trend noted 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, Fall 2008 and Fall 2009 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?** Increasing levels of proficiency as measured on the MEAP following the goals identified in the Measurable Objective Statement. Each school year, proficiency levels will increase at a minimum of 10% in order to reach the goals identified by each grade level.

**Contact Name :** Diane Saltarelli

**List of Objectives:**

Name	Objective
Improve Narrative & Expository Writing	The percent of All students scoring proficient on the ELA/Writing MEAP will increase: Grade 3 from 61% (2008-2009) to 90% (2012-2013) Grade 4 from 44% (2008-2009) to 90% (2012-2013) Grade 5 from 69% (2008-2009) to 90% (2012-2013) Grade 6 from 63% (2008-2009) to 89% (2012-2013) The percent of economically disadvantaged students scoring proficient on the ELA/Writing MEAP will increase: Grade 3 from 64% (2008-2009) to 90% (2012-2013) Grade 4 from 40% (2008-2009) to 90% (2012-2013) Grade 5 from 57% (2008-2009) to 90% (2012-2013) Grade 6 from 54% (2008-2009) to 89% (2012-2013) As measured by common end of year grade level writing prompts given yearly, the gap between EDD and Non-EDD, and Male and Female will close by 10% by the end of a three year period when scores show more than a 15% gap.
Improve Narrative and Expository Writing	The percent of All students scoring proficient on the ELA/Writing MEAP will increase: Grade 3 from 61% (2008-2009) to 90% (2012-2013) Grade 4 from 44% (2008-2009) to 90% (2012-2013) Grade 5 from 69% (2008-2009) to 90% (2012-2013) Grade 6 from 63% (2008-2009) to 89% (2012-2013) The percent of economically disadvantaged students scoring proficient on the ELA/Writing MEAP will increase: Grade 3 from 64% (2008-2009) to 90% (2012-2013) Grade 4 from 40% (2008-2009) to 90% (2012-2013) Grade 5 from 57% (2008-2009) to 90% (2012-2013) Grade 6 from 54% (2008-2009) to 89% (2012-2013) MEAP results will show an improvement by decreasing the gap by at least 10% each year when the gap is greater than 15% for All vs. EDD.
Improve Narrative and Expository Writing	The percent of All students scoring proficient on the ELA/Writing MEAP will increase: Grade 3 from 61% (2008-2009) to 90% (2012-2013) Grade 4 from 44% (2008-2009) to 90% (2012-2013) Grade 5 from 69% (2008-2009) to 90% (2012-2013) Grade 6 from 63% (2008-2009) to 89% (2012-2013) The percent of economically disadvantaged students scoring proficient on the ELA/Writing MEAP will increase: Grade 3 from 64% (2008-2009) to 90% (2012-2013) Grade 4



from 40% (2008-2009) to 90% (2012-2013) Grade 5 from 57% (2008-2009) to 90% (2012-2013) Grade 6 from 54% (2008-2009) to 89% (2012-2013) MEAP results will show an improvement by decreasing the gap by at least 10% each year when the gap is greater than 15% for All vs. EDD.

## 2.1. Objective: Improve Narrative & Expository Writing

**Measurable Objective Statement to Support Goal :** The percent of All students scoring proficient on the ELA/Writing MEAP will increase:

- Grade 3 from 61% (2008-2009) to 90% (2012-2013)
- Grade 4 from 44% (2008-2009) to 90% (2012-2013)
- Grade 5 from 69% (2008-2009) to 90% (2012-2013)
- Grade 6 from 63% (2008-2009) to 89% (2012-2013)

The percent of economically disadvantaged students scoring proficient on the ELA/Writing MEAP will increase:

- Grade 3 from 64% (2008-2009) to 90% (2012-2013)
- Grade 4 from 40% (2008-2009) to 90% (2012-2013)
- Grade 5 from 57% (2008-2009) to 90% (2012-2013)
- Grade 6 from 54% (2008-2009) to 89% (2012-2013)

As measured by common end of year grade level writing prompts given yearly, the gap between EDD and Non-EDD, and Male and Female will close by 10% by the end of a three year period when scores show more than a 15% gap.

### 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.

### 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 economically disadvantaged students, students with disabilities, and other at risk learners.

#### Selected Target Areas

I.1.A.1 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 reflects the belief that all students should actively construct and apply knowledge.

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

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

I.1.B.1 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 another.

I.1.B.3 Parents have a clear understanding of the curricular expectations for their child. A variety of opportunities are made available to them to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

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

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

### 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](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
Formative Assessment Book Study	2010-09-01	2011-06-10	- Principal will order number of books needed - School Improvement Lead Teachers will provide the schedule and agendas for book study sessions - Staff meeting agendas will reflect the progress being made on the book study - Classroom walk?throughs and observations will indicate implementation of learned strategies - Evidence will include documents of

			student friendly learning targets, rubrics, etc.
Formative Assessment: team training for evaluating student work	2010-09-01	2013-06-10	- 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. - Grade level/department meeting agendas will reflect dialogues and discussions centered on student work and data collected from formative and summative assessments - Improvements in student achievement will provide evidence of implementation. Department will dedicate at least one team meeting per month to learning about using formative assessment. RESD staff will provide facilitation during grade level meetings.
Formative Assessment: Training of Trainers	2010-09-01	2011-06-10	- School Improvement Team members and the building principal will attend the Training of Trainers session - Staff meeting agendas will reflect the ideas brought back to the district - Classroom walk throughs will indicate the implementation of the agreed upon strategies.

### 2.1.1.1. Activity: Formative Assessment Book Study

**Activity Description:** Staff will conduct a book study using both *The Cafe* by: Gail Bouchy and the Cafe Website

**Planned staff responsible for implementing activity:**

- Principal will order number of books needed
- School Improvement Lead Teachers will provide the schedule and agendas for book study sessions
- Staff meeting agendas will reflect the progress being made on the book study
- Classroom walk throughs and observations will indicate implementation of learned strategies
- Evidence will include documents of student friendly learning targets, rubrics, etc.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-01, End Date - 2011-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Books to be used in PD	Title II Part A	317.00	0.00

### 2.1.1.2. Activity: Formative Assessment: team training for evaluating student work

**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.

- Grade level/department meeting agendas will reflect dialogues and discussions centered on student work and data collected from formative and summative assessments

- Improvements in student achievement will provide evidence of implementation.

Department will dedicate at least one team meeting per month to learning about using formative assessment. RESD staff will provide facilitation during grade level meetings.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-01, End Date - 2013-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Meeting Sessions Creatively scheduled during staff meetings or teacher prep times	No Funds Required	0.00	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:** - School Improvement Team members and the building principal will attend the Training of Trainers session

- Staff meeting agendas will reflect the ideas brought back to the district

- Classroom walk throughs will indicate the implementation of the agreed upon strategies.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-01, End Date - 2011-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Conference Expenses and Substitutue Cost	No Funds Required	0.00	0.00

## 2.2. Objective: Improve Narrative and Expository Writing

**Measurable Objective Statement to Support Goal :** The percent of All students scoring proficient on the ELA/Writing MEAP will increase:

Grade 3 from 61% (2008-2009) to 90% (2012-2013)

Grade 4 from 44% (2008-2009) to 90% (2012-2013)

Grade 5 from 69% (2008-2009) to 90% (2012-2013)

Grade 6 from 63% (2008-2009) to 89% (2012-2013)

The percent of economically disadvantaged students scoring proficient on the ELA/Writing MEAP will increase:

Grade 3 from 64% (2008-2009) to 90% (2012-2013)

Grade 4 from 40% (2008-2009) to 90% (2012-2013)

Grade 5 from 57% (2008-2009) to 90% (2012-2013)

Grade 6 from 54% (2008-2009) to 89% (2012-2013)

MEAP results will show an improvement by decreasing the gap by at least 10% each year when the gap is greater than 15% for All vs. EDD.

**List of Strategies:**

Name	Strategy
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.

### 2.2.1. 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**

I.1.A.1 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 reflects the belief that all students should actively construct and apply knowledge.

I.1.A.4 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.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

II.1.A.3 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.

II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

II.1.B.4 School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

II.2.A.1 The staff believes that a safe and orderly environment is an essential component to support learning and enhance efforts to improve student achievement.

II.2.A.6 Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.

II.2.B.1 The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.

II.3.A.5 There is schoolwide recognition that space is shared for the benefit of instruction and to support the teaching and learning goals. Space is seen as a tool for providing relevant and meaningful instruction.

III.1.A.1 The qualifications of the faculty and staff meet or exceed the federal, state, and district certification requirements in all the content areas and all the instructional levels. The requirements for personnel outlined in NCLB are known and being addressed by all impacted faculty and staff. Faculty and staff are recruited to enhance the capacity of the school to achieve its goals. Note: Scoring in "Getting Started" and/or "Partially Implemented" would indicate that the school does not meet current federal and state standards for staff qualifications.

III.1.A.2 The requirements for personnel outlined in NCLB are known and being addressed by all impacted faculty and staff.

III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

III.1.B.2 All staff members communicate effectively and regularly both orally and in written form with parents, students and each other. Accurate and direct communication is a high priority of the school.

III.1.B.3 All staff agrees that behavioral management is a top priority for the school. The entire school community is aware of and understands the school's behavioral management plan that has been developed with extensive input from stakeholders.

III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

III.1.B.6 All staff is skilled in the use of technology for communication, teaching and learning and information management. They mentor and guide their students in the effective use of technology to meet high standards.

III.2.B.2 Curriculum content is a key component of professional development. Staff participation in professional development results in improved delivery of the curriculum content.

III.2.B.3 Each new teacher participates in an extensive induction program over at least a three year period. A Master Teacher is assigned to each new teacher. This teacher provides an intensive mentoring and coaching experience for the new teacher.

III.2.C.1 Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

III.2.C.2 Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

IV.1.A.2 The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

IV.2.A.2 In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

IV.2.B.2 Students' learning is enhanced through partnerships with educational institutions and other organizations that offer educational programs within and beyond the school walls. Members of these institutions enhance student achievement through their active involvement in the school and community.

IV.2.B.4 The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.

V.1.A.3 The school collects and stores the data it needs to form an educationally relevant picture of the students, staff members, the school and its community. The multiple types of data collected facilitate decision making regarding student achievement and school programs and processes.

V.1.A.4 The school generates, identifies, collects, and stores data from many different sources for use in supporting more comprehensive data analyses, and more accurate data-based decision-making.

V.1.B.2 The data system provides secure access to relevant data for authorized users and prevents unauthorized access.

V.1.C.2 Data management tools are provided and supported as part of the data system.

V.2.A.1 Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

**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://nces.ed.gov>

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction-Small Group Instruction	2010-09-07	2013-06-07	-Principal and Elementary School Improvement Team will create a schedule that assigns paraprofessionals and remediation teachers to students based on needs identified -Assistance with writing in other core content areas will be provided -Evidence of implementation will be in the form of schedules and students served
Differentiated Instruction-Writing Across the Curriculum Grades 3-8	2010-09-07	2013-06-07	-Principal -Elementary School Improvement Team -Staff meeting agenda will reflect Writing Across the Curriculum activities that have been selected for implementation in all core subjects with an identified timeline -Classroom walk-throughs and lesson plans will indicate the implementation of the agreed upon strategies

**2.2.1.1. Activity: Differentiated Instruction-Small Group Instruction**

**Activity Description:** Paraprofessionals, Title teacher, RtI Specialist, and remediation teachers will assist classroom teachers with small group instruction in order to meet the needs of at-risk learners.

**Planned staff responsible for implementing activity:** -Principal and Elementary School Improvement Team will create a schedule that assigns paraprofessionals and remediation teachers to students based on needs identified  
 -Assistance with writing in other core content areas will be provided  
 -Evidence of implementation will be in the form of schedules and students served

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Remedial Staff	General Funds	40,000.00	0.00



### 2.2.1.2. Activity: Differentiated Instruction-Writing Across the Curriculum Grades 3-8

**Activity Description:** Staff members will study and implement ELA Writing Across the Curriculum activities as outlined in MDE's document found at:  
[http://www.michigan.gov/documents/mde/ELA\\_WAC\\_263481\\_7.pdf](http://www.michigan.gov/documents/mde/ELA_WAC_263481_7.pdf)

Study sessions held at staff meetings OR release days with GIRESD staff leading on-site sessions.

**Planned staff responsible for implementing activity:** -Principal  
 -Elementary School Improvement Team  
 -Staff meeting agenda will reflect Writing Across the Curriculum activities that have been selected for implementation in all core subjects with an identified timeline  
 -Classroom walk-throughs and lesson plans will indicate the implementation of the agreed upon strategies

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Copies of ELA Writing Across the Curriculum document found at MDE	General Funds	0.00	0.00

## 2.3. Objective: Improve Narrative and Expository Writing

**Measurable Objective Statement to Support Goal :** The percent of All students scoring proficient on the ELA/Writing MEAP will increase:

- Grade 3 from 61% (2008-2009) to 90% (2012-2013)
- Grade 4 from 44% (2008-2009) to 90% (2012-2013)
- Grade 5 from 69% (2008-2009) to 90% (2012-2013)
- Grade 6 from 63% (2008-2009) to 89% (2012-2013)

The percent of economically disadvantaged students scoring proficient on the ELA/Writing MEAP will increase:

- Grade 3 from 64% (2008-2009) to 90% (2012-2013)
- Grade 4 from 40% (2008-2009) to 90% (2012-2013)
- Grade 5 from 57% (2008-2009) to 90% (2012-2013)
- Grade 6 from 54% (2008-2009) to 89% (2012-2013)

MEAP results will show an improvement by decreasing the gap by at least 10% each year when the gap is

greater than 15% for All vs. EDD.

**List of Strategies:**

Name	Strategy
Response to Intervention	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 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.

**2.3.1. Strategy: Response to Intervention**

**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 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**

- I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
- I.1.A.4 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.
- I.1.B.1 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 another.
- I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
- I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
- I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.
- I.3.B.1 The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students, and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.
- II.1.A.2 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.
- II.1.A.3 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.

II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

II.1.B.5 School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

II.2.B.1 The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.

II.3.B.2 School leaders collectively ensure that all new and existing Board and district level policies are adhered to, implemented, and communicated to all stakeholders.

III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

III.1.B.6 All staff is skilled in the use of technology for communication, teaching and learning and information management. They mentor and guide their students in the effective use of technology to meet high standards.

III.2.B.3 Each new teacher participates in an extensive induction program over at least a three year period. A Master Teacher is assigned to each new teacher. This teacher provides an intensive mentoring and coaching experience for the new teacher.

III.2.C.2 Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

IV.1.A.2 The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

IV.2.B.4 The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.

**Other Required Information for Strategy**

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
Literacy Leaders Meetings	2010-09-01	2013-06-10	Building Literacy Leaders: Title 1 teachers/ Classroom Teachers/ Special Ed. Teachers Building Principals act as literacy leaders
Response to	2010-	2013-	Building literacy team to include: Principal, General Ed.

Intervention - All Staff PD	09-01	06-09	Teacher, and Resource Room Teacher
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### 2.3.1.1. Activity: Literacy Leaders Meetings

**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:** Building Literacy Leaders: Title 1 teachers/ Classroom Teachers/ Special Ed. Teachers  
Building Principals act as literacy leaders

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-01, End Date - 2013-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Conference and substitute costs	No Funds Required	0.00	0.00

### 2.3.1.2. Activity: Response to Intervention - 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 - 2013-06-09

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teacher Expenses for Release time	No Funds Required	0.00	0.00

### Goal 3: Social Studies Improvement

**Content Area :** Social Studies

**Development Status :** Complete

**Student Goal Statement :** All students will be proficient in social studies.

**Gap Statement :** District summative assessment data (MEAP) indicates that a significant gap is present in the area of social studies with a gap range of 12% existing between economically disadvantaged students and noneconomically disadvantaged students.

**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 2009 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?** Increasing levels of proficiency as measured on the MEAP following the goals identified in the Measurable Objective Statement. Each school year, proficiency levels will increase at a minimum of 5% in order to reach the goals identified by each grade level.

**Contact Name :** Diane Saltarelli

**List of Objectives:**

Name	Objective
Social Studies Success	The percent of All students proficient on the social studies MEAP will increase in Grade 6 from 83% (2009-2010) to 90% (2012-2013). The percent of economically disadvantaged students scoring proficient on the social studies MEAP in Grade 6 will increase from 75% (2009-2010) to 90% (2012-2013). MEAP results will show an improvement by decreasing the gap by at least 5% each year when the gap is greater than 10% for All vs. EDD.

### 3.1. Objective: Social Studies Success

**Measurable Objective Statement to Support Goal :** The percent of All students proficient on the social

studies MEAP will increase in Grade 6 from 83% (2009-2010) to 90% (2012-2013). The percent of economically disadvantaged students scoring proficient on the social studies MEAP in Grade 6 will increase from 75% (2009-2010) to 90% (2012-2013).

MEAP results will show an improvement by decreasing the gap by at least 5% each year when the gap is greater than 10% for All vs. EDD.

**List of Strategies:**

Name	Strategy
Social Studies Consistency	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.

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### 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**

- I.1.A.1 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.
- I.1.A.2 The local curriculum framework is based upon and organized around the adopted state and local curriculum documents.
- I.1.A.3 The local curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
- I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet a wide range of needs and abilities of all students.
- I.1.B.1 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.
- I.2.B.1 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.
- I.2.B.3 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**

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
Social Studies Materials	2009-09-08	2012-06-04	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 continue to provide professional development for K - 6 teachers to assist in the implementation of the new MMH social studies materials.

**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:**

**Planned Timeline:** Begin Date - 2009-09-08, End Date - 2012-06-04

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

**Fiscal Resources Needed for Activity:**

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

**Goal 4: Mathematics Improvement**

**Content Area :** Math

**Development Status :** Complete

**Student Goal Statement :** All students will be proficient in mathematics.

**Gap Statement :** District summative assessment data (MEAP) indicates that significant gaps are present in the area of mathematics: a gap range of 5% exists between economically disadvantaged students and noneconomically disadvantaged students.

The trend in the achievement of 'All Students' indicates that proficiency levels decline as students progress from middle school to high school as measured by 2009 state summative assessments.

**Cause for Gap :** In analyzing GLCE strands, data indicates that the areas that are most challenging for district students are the Numerical and Algebraic Operations and Analytical Thinking strands.

In addition analysis of the District Process Profile indicates that the district needs to focus on providing support for improving instruction through district-wide initiatives with common focus (Strand II. Benchmark A. Indicator 6).

**Multiple measures/sources of data you used to identify this gap in student achievement :** Data was obtained from fall 2009 MEAP results, teacher made assessments, teacher observation, and Study Island 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?** Increasing Levels of Proficiency as measured on the MEAP following the goals identified in the Measurable Objective Statement. Each school year, proficiency levels will increase at a minimum of 5% in order to reach the goals identified by each grade level.

**Contact Name :** Diane Saltarelli

**List of Objectives:**

Name	Objective
Improving Mathematics	The percent of economically disadvantaged students scoring proficient on Math MEAP will increase: Grade 3 from <u>100%</u> (2009-2010) to <u>100%</u> (2012-2013) Grade 4 from <u>83%</u> (2009-2010) to <u>91%</u> (2012-2013) Grade 5 from <u>80%</u> (2009-2010) to <u>90%</u> (2012-2013) Grade 6 from <u>80%</u> (2009-2010) to <u>90%</u> (2012-2013) The percent of All students scoring proficient on Math MEAP will increase: Grade 3 from <u>100%</u> (2009-2010) to <u>100%</u> (2012-2013) Grade 4 from <u>91%</u> (2009-2010) to <u>91%</u> (2012-2013) Grade 5 from <u>83%</u> (2009-2010) to <u>90%</u> (2012-2013) Grade 6 from <u>82%</u> (2009-2010) to <u>90%</u> (2012-2013) MEAP results will show an improvement by decreasing the gap by at least 5% each year when the gap is greater than 10% for All vs. EDD.

## 4.1. Objective: Improving Mathematics

**Measurable Objective Statement to Support Goal :** The percent of economically disadvantaged students scoring proficient on Math MEAP will increase:

Grade 3 from 100% (2009-2010) to 100% (2012-2013)

Grade 4 from 83% (2009-2010) to 91% (2012-2013)

Grade 5 from 80% (2009-2010) to 90% (2012-2013)

Grade 6 from 80% (2009-2010) to 90% (2012-2013)

The percent of All students scoring proficient on Math MEAP will increase:

Grade 3 from 100% (2009-2010) to 100% (2012-2013)

Grade 4 from 91% (2009-2010) to 91% (2012-2013)

Grade 5 from 83% (2009-2010) to 90% (2012-2013)

Grade 6 from 82% (2009-2010) to 90% (2012-2013)

MEAP results will show an improvement by decreasing the gap by at least 5% each year when the gap is greater than 10% for All vs. EDD.



**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 proficiency levels of economically disadvantaged children and students with disabilities in the area of Math.
Preparing, Training, and Recruiting High Quality Teachers and Principals	The building leader will learn processes and strategies for identifying goals based on the 90 Process Profile indicators. He/she will develop implementation plans in collaboration with the building school improvement team for the various initiatives that have been identified in their school improvement plans. In addition, new teachers will receive training in regional and state initiatives.
Response to Intervention System	Teachers will learn about and implement a Response to Intervention system designed to identify and diagnose the needs of students not meeting proficiency in mathematics. Teachers will design intervention plans that include effective supplemental instructional strategies delivered with fidelity for students with specific learning needs based on a three tier RTI system.

### 4.1.1. 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**

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.1.A.4 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.
I.1.B.1 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 another.
I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate

competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

I.3.B.1 The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students, and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.

I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

I.3.B.3 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 ensure success of all students, a school-wide or cross-program 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.

II.1.A.2 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.

II.1.A.3 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.

II.1.A.4 The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn and the impact of developmental states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.

II.1.A.5 School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.

II.1.A.6 School leaders accept change as a normal and positive process that leads to continual improvement. They are able to focus the stakeholders on various strategies to reach the school's improvement vision.

II.1.B.2 School leaders model the behaviors and strategies that reflect best practices in teaching and learning. They organize their school around professional learning communities and serve as facilitators within these communities. They serve as a skilled coach to staff members requiring additional assistance in implementing best practices.

II.1.B.5 School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.

II.2.A.1 The staff believes that a safe and orderly environment is an essential component to support learning and enhance efforts to improve student achievement.

II.2.A.2 All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and

classroom assessments.

II.2.A.6 Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.

II.3.A.1 The school's vision, mission and educational goals are focused on student achievement. School leaders allocate human resources accordingly and measure the effectiveness of their allocation decisions based upon data.

II.3.A.3 Staff members are empowered to make decisions regarding the use of equipment and materials. They base their decisions on a continual assessment of student needs and the teaching and learning goals. Every attempt is made to ensure that the materials do not contain bias.

II.3.A.5 There is schoolwide recognition that space is shared for the benefit of instruction and to support the teaching and learning goals. Space is seen as a tool for providing relevant and meaningful instruction.

II.3.B.3 School leaders ensure that school policies and procedures are adhered to, updated, and communicated to all stakeholders.

III.1.A.1 The qualifications of the faculty and staff meet or exceed the federal, state, and district certification requirements in all the content areas and all the instructional levels. The requirements for personnel outlined in NCLB are known and being addressed by all impacted faculty and staff. Faculty and staff are recruited to enhance the capacity of the school to achieve its goals. Note: Scoring in "Getting Started" and/or "Partially Implemented" would indicate that the school does not meet current federal and state standards for staff qualifications.

III.1.A.2 The requirements for personnel outlined in NCLB are known and being addressed by all impacted faculty and staff.

III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

III.1.B.3 All staff agrees that behavioral management is a top priority for the school. The entire school community is aware of and understands the school's behavioral management plan that has been developed with extensive input from stakeholders.

III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

III.1.B.6 All staff is skilled in the use of technology for communication, teaching and learning and information management. They mentor and guide their students in the effective use of technology to meet high standards.

III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

IV.1.A.1 The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with parents/families. To achieve this goal, it relies on a variety of two-way, on-going, and meaningful communication methods.

IV.1.B.1 The school believes that an important aspect of maintaining purposeful, active, positive relationships with families is through opportunities to volunteer. The school utilizes volunteers in a variety of capacities and pays particular attention to recruiting volunteers from underrepresented groups.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

IV.2.A.2 In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

IV.2.B.2 Students' learning is enhanced through partnerships with educational institutions and other organizations that offer educational programs within and beyond the school walls. Members of these institutions enhance student achievement through their active involvement in the school and community.

IV.2.B.4 The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.

V.1.A.4 The school generates, identifies, collects, and stores data from many different sources for use in supporting more comprehensive data analyses, and more accurate data-based decision-making.

V.1.B.1 All authorized users have ready access to pertinent data and they are provided support as needed.

V.2.A.1 Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

**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](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 Studies, 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 - Training of Trainers	2010-09-07	2011-06-10	- School Improvement Team members and the building principal will attend the Training of Trainers session - Staff meeting agendas will reflect the ideas brought back to the district - Classroom walk throughs will indicate the implementation of the agreed upon strategies.
Formative Assessment Book Study	2010-09-07	2013-06-07	- Principal will order number of books needed - School Improvement Lead Teachers will provide the schedule and agendas for book study sessions - Staff meeting agendas will reflect the progress being made on the book study - Classroom walk throughs and observations will indicate implementation of learned strategies - Evidence will include documents of student friendly learning targets, rubrics, etc.
Formative Assessment: Grade Level/Department team training for diagnosing s	2010-09-07	2013-06-07	- 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. - Grade level/department meeting agendas will reflect dialogues and discussions centered on student work and data collected from formative and summative assessments - Improvements in student achievement will provide evidence of implementation. Department will dedicate at least one team meeting per month to learning about

		using formative assessment. RESD staff will provide facilitation during grade level meetings.
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**4.1.1.1. 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:** - School Improvement Team members and the building principal will attend the Training of Trainers session

- Staff meeting agendas will reflect the ideas brought back to the district
- Classroom walk throughs will indicate the implementation of the agreed upon strategies.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Conference Expenses and Substitute Costs	General Funds	0.00	0.00

**4.1.1.2. Activity: Formative Assessment Book Study**

**Activity Description:** Staff will conduct a book study using Classroom Assessment for Learning: Doing it Right- Using it Well by Stiggins, Arter, J. Chappius, and S. Chappius (from Key Characteristic challenges-Uses Best Practice)

**Planned staff responsible for implementing activity:** - Principal will order number of books needed

- School Improvement Lead Teachers will provide the schedule and agendas for book study sessions
- Staff meeting agendas will reflect the progress being made on the book study
- Classroom walk throughs and observations will indicate implementation of learned strategies
- Evidence will include documents of student friendly learning targets, rubrics, etc.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development Conference expenses: materials (book or kit needed) and substitute teacher costs	General Funds	0.00	0.00

**4.1.1.3. 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.
  - Grade level/department meeting agendas will reflect dialogues and discussions centered on student work and data collected from formative and summative assessments
  - Improvements in student achievement will provide evidence of implementation.
- Department will dedicate at least one team meeting per month to learning about using formative assessment. RESD staff will provide facilitation during grade level meetings.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
PLC Meeting Sessions - Creatively Scheduled during staff meetings or teacher prep times	General Funds	0.00	0.00

**4.1.2. Strategy: Differentiated Instruction**

**Strategy Statement:** Teachers will learn about and implement effective instructional strategies including differentiated instructional strategies with a focus on improving the proficiency levels of economically disadvantaged children and students with disabilities in the area of Math.

**Selected Target Areas**

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

I.1.A.4 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.

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

I.1.B.1 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 another.

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.1.B.3 Parents have a clear understanding of the curricular expectations for their child. A variety of opportunities are made available to them to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

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

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

I.3.B.1 The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students, and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.

I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

I.3.B.3 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 ensure success of all students, a school-wide or cross-program 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.

II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

II.1.A.2 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.

II.1.A.3 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.

II.1.A.4 The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn and the impact of developmental states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.

II.1.A.5 School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.

II.1.B.1 School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.

II.2.A.6 Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.

II.2.B.1 The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.

II.2.B.2 The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.

II.2.B.3 The members of the school community support the school improvement plan. Their commitment is evident in focused actions to increase student achievement. They are empowered to interpret and employ the information for immediate application.

II.2.B.4 Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the plan based upon the data analyzed.

II.3.A.1 The school's vision, mission and educational goals are focused on student achievement. School leaders allocate human resources accordingly and measure the effectiveness of their allocation decisions based upon data.

II.3.A.2 School leaders use their fiscal resources to implement, supplement or extend school improvement plan activities that support the teaching and learning goals. A concerted effort is made to supplement existing funds through external sources.

II.3.A.3 Staff members are empowered to make decisions regarding the use of equipment and materials. They base their decisions on a continual assessment of student needs and the teaching and learning goals. Every attempt is made to ensure that the materials do not contain bias.

II.3.A.4 Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders place a high priority on collaborative team planning time within the school day.

II.3.A.5 There is schoolwide recognition that space is shared for the benefit of instruction and to support the teaching and learning goals. Space is seen as a tool for providing relevant and meaningful instruction.

II.3.B.1 School leaders ensure that state and federal mandates are adhered to, updated and communicated to all stakeholders.

II.3.B.2 School leaders collectively ensure that all new and existing Board and district level policies are adhered to, implemented, and communicated to all stakeholders.

II.3.B.3 School leaders ensure that school policies and procedures are adhered to, updated, and communicated to all stakeholders.

III.1.A.1 The qualifications of the faculty and staff meet or exceed the federal, state, and district



certification requirements in all the content areas and all the instructional levels. The requirements for personnel outlined in NCLB are known and being addressed by all impacted faculty and staff. Faculty and staff are recruited to enhance the capacity of the school to achieve its goals. Note: Scoring in "Getting Started" and/or "Partially Implemented" would indicate that the school does not meet current federal and state standards for staff qualifications.

III.1.A.2 The requirements for personnel outlined in NCLB are known and being addressed by all impacted faculty and staff.

III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

III.1.B.2 All staff members communicate effectively and regularly both orally and in written form with parents, students and each other. Accurate and direct communication is a high priority of the school.

III.1.B.3 All staff agrees that behavioral management is a top priority for the school. The entire school community is aware of and understands the school's behavioral management plan that has been developed with extensive input from stakeholders.

III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

III.1.B.6 All staff is skilled in the use of technology for communication, teaching and learning and information management. They mentor and guide their students in the effective use of technology to meet high standards.

III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

III.2.B.2 Curriculum content is a key component of professional development. Staff participation in professional development results in improved delivery of the curriculum content.

III.2.B.3 Each new teacher participates in an extensive induction program over at least a three year period. A Master Teacher is assigned to each new teacher. This teacher provides an intensive mentoring and coaching experience for the new teacher.

III.2.C.1 Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

IV.1.A.1 The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with parents/families. To achieve this goal, it relies on a variety of two-way, on-going, and meaningful communication methods.

IV.1.A.2 The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

IV.1.B.1 The school believes that an important aspect of maintaining purposeful, active, positive relationships with families is through opportunities to volunteer. The school utilizes volunteers in a variety of capacities and pays particular attention to recruiting volunteers from underrepresented groups.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

IV.1.B.3 The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles

represent the diversity of the school population.

IV.2.A.1 The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with the community.

IV.2.A.2 In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

IV.2.B.2 Students' learning is enhanced through partnerships with educational institutions and other organizations that offer educational programs within and beyond the school walls. Members of these institutions enhance student achievement through their active involvement in the school and community.

IV.2.B.3 Community agencies play a key role in providing services to students and families. They work collaboratively and share resources with the school to strengthen the comprehensive network of support.

IV.2.B.4 The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.

V.1.A.1 All data generation, identification, collection, and storage is planned, and clearly understood, by all stakeholders. The school carefully plans the implementation of its data system and manages its data resources for improved student achievement.

V.1.A.3 The school collects and stores the data it needs to form an educationally relevant picture of the students, staff members, the school and its community. The multiple types of data collected facilitate decision making regarding student achievement and school programs and processes.

V.1.A.4 The school generates, identifies, collects, and stores data from many different sources for use in supporting more comprehensive data analyses, and more accurate data-based decision-making.

V.1.A.5 The school's data/system has technical quality concerning integrity, consistency, appropriateness, timeliness, and comparability.

V.1.B.1 All authorized users have ready access to pertinent data and they are provided support as needed.

V.1.B.2 The data system provides secure access to relevant data for authorized users and prevents unauthorized access.

V.1.C.2 Data management tools are provided and supported as part of the data system.

V.2.A.1 Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

V.2.A.2 The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

V.2.B.1 The information and meaning resulting from the analysis and interpretation of the school's data is shared with stakeholders in a variety of ways and in a timely manner.

V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

### 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 Social Studies, U.S. Department of Education. Retrieved from <http://ncer.ed.gov>.

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.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction - Accessible Mathematics Book Study	2010-09-07	2013-06-07	- Teachers will attend a book study group at the RESD (two face to face meetings with additional web meetings - Outside of school hours no subs needed - Meets online PD Requirements) - The teacher will select and implement strategies that are learned during the book study. - Lesson plans and walk throughs will provide evidence of implementation
Differentiated Instruction - Differentiated Math Instruction Train the Train	2010-09-07	2013-06-07	- Grade level team members with an interest in mathematics instruction will attend the Training of Trainers session - Trained team members will train additional grade level staff during team meetings and additional professional development time. - Grade level meeting agendas will reflect the ideas brought back to the district - Classroom walk throughs will indicate the implementation of the agreed upon strategies.
Differentiated Instruction - Implementing Technology into Instruction	2010-09-07	2013-06-07	- Principal and school improvement team members will introduce staff members to the 21 Things online professional development and assist with getting staff started - The building will select a minimum number of modules that will be implemented building wide throughout the school year - Lesson plans and walk throughs will provide evidence of implementation
Differentiated Instruction - MathFacts in a Flash	2010-09-07	2013-06-07	Principal, General Ed. Teachers, and Resource Room Teachers
Differentiated Instruction - Mathmosis	2010-09-07	2013-06-07	One general education trainer paraprofessionals new teacher and teachers not trained in Mathmosis
Differentiated Instruction - Small Group Instruction	2010-09-07	2013-06-07	- Principal and school improvement team will create a schedule that assigns paraprofessionals to students based on needs identified - Reading assistance pertaining to math needs will be provided first - Assistance with other core content areas will be provided if time allows - Evidence of implementation will be in the form of schedules and students served
Differentiated Instruction - Training of Trainers Professional Development	2010-09-07	2013-06-07	- School Improvement Team members and the building principal will attend the Training of Trainers session - Staff meeting agendas will reflect the ideas brought back to the district - Classroom walk throughs will indicate the implementation of the agreed upon strategies.

### 4.1.2.1. Activity: Differentiated Instruction - Accessible Mathematics Book Study

**Activity Description:** Teachers will learn about and implement effective math instruction strategies through a book study with Accessible Mathematics by Steven Leinwand led by RESD Instruction staff. The strategies studied will include differentiated instructional strategies with a focus on improving the proficiency levels of economically disadvantaged children and students with disabilities.

**Planned staff responsible for implementing activity:** - Teachers will attend a book study group at the RESD (two face to face meetings with additional web meetings - Outside of school hours no subs needed - Meets online PD Requirements)  
 - The teacher will select and implement strategies that are learned during the book study.  
 - Lesson plans and walk throughs will provide evidence of implementation

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Book Study Registration and Material Fee that accompanies professional development	Title II Part A	280.00	0.00

### 4.1.2.2. Activity: Differentiated Instruction - Differentiated Math Instruction Train the Trai

**Activity Description:** Staff will attend training of trainer sessions held during the 2010-2011 school year and 2011-2012 school year sponsored by GIRESD. Teachers will learn about and implement effective math instruction strategies including differentiated instructional strategies with a focus on improving the proficiency levels of economically disadvantaged children and students with disabilities. Teachers will learn to use a math intervention toolkit to improve instruction for all students.

Training and Intervention Toolkit Focus:

K-2 - Number sense, fluency, and screening (manipulatives included)

3-5 - Fractions and geometry (manipulatives and fraction units included)

**Planned staff responsible for implementing activity:** - Grade level team members with an interest in mathematics instruction will attend the Training of Trainers session  
 - Trained team members will train additional grade level staff during team meetings and additional professional development time.  
 - Grade level meeting agendas will reflect the ideas brought back to the district  
 - Classroom walk throughs will indicate the implementation of the agreed upon strategies.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development Registration, Math Toolkits and Sub Costs	Title II Part A	1,365.12	0.00

### 4.1.2.3. Activity: Differentiated Instruction - Implementing Technology into Instruction

**Activity Description:** Staff members will take part in 21 Things professional development that has been developed by Michigan REMC in order to implement technology into Math instruction.

- Planned staff responsible for implementing activity:** - Principal and school improvement team members will introduce staff members to the 21 Things online professional development and assist with getting staff started
- The building will select a minimum number of modules that will be implemented building wide throughout the school year
  - Lesson plans and walk throughs will provide evidence of implementation

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Access to Internet	General Funds	0.00	0.00

### 4.1.2.4. Activity: Differentiated Instruction - MathFacts in a Flash

**Activity Description:** -On-site PD staff training through webinars  
 -Staff members will take part in MathFacts in a Flash RP program in order to implement technology into Math instruction.

**Planned staff responsible for implementing activity:** Principal, General Ed. Teachers, and Resource

Room Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Access to Internet MathFacts in a Flash RP program	General Funds	2,249.97	0.00

#### 4.1.2.5. Activity: Differentiated Instruction - Mathmosis

**Activity Description:** -Teachers will develop and administer timely assessments at each elementary grade level

- Paraprofessionals will participate in professional development in mathmosis concepts
- Paraprofessionals will assist students with math concepts as needed in small group and individual settings
- Students will be directed to set a weekly goal spent on basic fact drill and practice
- Parents of elementary students will be asked to monitor and sign monthly basic fact goal sheets

**Planned staff responsible for implementing activity:** One general education trainer  
paraprofessionals  
new teacher and teachers not trained in Mathmosis

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Half Day Mathmosis PD for Paraprofessionals	General Funds	100.00	0.00

#### 4.1.2.6. Activity: Differentiated Instruction - Small Group Instruction

**Activity Description:** Paraprofessionals will assist classroom teachers with small group instruction in order to meet the needs of all learners. (This could also include Title Teachers.)

**Planned staff responsible for implementing activity:** - Principal and school improvement team will

create a schedule that assigns paraprofessionals to students based on needs identified

- Reading assistance pertaining to math needs will be provided first
- Assistance with other core content areas will be provided if time allows
- Evidence of implementation will be in the form of schedules and students served

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Paraprofessionals	Title II Part A	227.33	0.00

**4.1.2.7. Activity: Differentiated Instruction - Training of Trainers Professional Development**

**Activity Description:** Staff members will participate in regional staff development at GIRESD during the 2011-2012 school year.

**Planned staff responsible for implementing activity:** - School Improvement Team members and the building principal will attend the Training of Trainers session

- Staff meeting agendas will reflect the ideas brought back to the district
- Classroom walk throughs will indicate the implementation of the agreed upon strategies.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development Conference Expenses	General Funds	0.00	0.00

**4.1.3. Strategy: Preparing, Training, and Recruiting High Quality Teachers and Principals**

**Strategy Statement:** The building leader will learn processes and strategies for identifying goals based on the 90 Process Profile indicators. He/she will develop implementation plans in collaboration with the building school improvement team for the various initiatives that have been identified in their school improvement plans. In addition, new teachers will receive training in regional and state initiatives.

### Selected Target Areas

I.1.A.1 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 reflects the belief that all students should actively construct and apply knowledge.

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

I.1.B.1 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 another.

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.1.B.3 Parents have a clear understanding of the curricular expectations for their child. A variety of opportunities are made available to them to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

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

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

II.1.A.3 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.

II.1.A.4 The school leaders maintain the focus on application of learning theory in the classroom. Leaders



have set an expectation that knowledge of how students learn and the impact of developmental states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.

II.1.A.5 School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.

II.1.A.6 School leaders accept change as a normal and positive process that leads to continual improvement. They are able to focus the stakeholders on various strategies to reach the school's improvement vision.

II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

II.1.B.1 School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.

II.1.B.2 School leaders model the behaviors and strategies that reflect best practices in teaching and learning. They organize their school around professional learning communities and serve as facilitators within these communities. They serve as a skilled coach to staff members requiring additional assistance in implementing best practices.

II.1.B.4 School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

II.1.B.5 School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.

II.2.A.1 The staff believes that a safe and orderly environment is an essential component to support learning and enhance efforts to improve student achievement.

II.2.A.2 All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.

II.2.A.3 Staff members act to create an equitable and inclusive learning environment. A concerted effort is made to reduce equity gaps in achievement and to address social and individual barriers to learning. The school works to eliminate tracking and cultural biases. Instructional strategies take into account the diverse socio-cultural backgrounds.

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

II.2.A.6 Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.

II.2.B.1 The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.

II.2.B.2 The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.

II.2.B.3 The members of the school community support the school improvement plan. Their commitment is evident in focused actions to increase student achievement. They are empowered to interpret and employ the information for immediate application.

II.2.B.4 Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the plan based upon the data analyzed.

II.3.A.1 The school's vision, mission and educational goals are focused on student achievement. School

leaders allocate human resources accordingly and measure the effectiveness of their allocation decisions based upon data.

II.3.A.2 School leaders use their fiscal resources to implement, supplement or extend school improvement plan activities that support the teaching and learning goals. A concerted effort is made to supplement existing funds through external sources.

II.3.A.3 Staff members are empowered to make decisions regarding the use of equipment and materials. They base their decisions on a continual assessment of student needs and the teaching and learning goals. Every attempt is made to ensure that the materials do not contain bias.

II.3.A.4 Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders place a high priority on collaborative team planning time within the school day.

II.3.A.5 There is schoolwide recognition that space is shared for the benefit of instruction and to support the teaching and learning goals. Space is seen as a tool for providing relevant and meaningful instruction.

II.3.B.1 School leaders ensure that state and federal mandates are adhered to, updated and communicated to all stakeholders.

II.3.B.2 School leaders collectively ensure that all new and existing Board and district level policies are adhered to, implemented, and communicated to all stakeholders.

II.3.B.3 School leaders ensure that school policies and procedures are adhered to, updated, and communicated to all stakeholders.

III.1.A.1 The qualifications of the faculty and staff meet or exceed the federal, state, and district certification requirements in all the content areas and all the instructional levels. The requirements for personnel outlined in NCLB are known and being addressed by all impacted faculty and staff. Faculty and staff are recruited to enhance the capacity of the school to achieve its goals. Note: Scoring in "Getting Started" and/or "Partially Implemented" would indicate that the school does not meet current federal and state standards for staff qualifications.

III.1.A.2 The requirements for personnel outlined in NCLB are known and being addressed by all impacted faculty and staff.

III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

III.1.B.2 All staff members communicate effectively and regularly both orally and in written form with parents, students and each other. Accurate and direct communication is a high priority of the school.

III.1.B.3 All staff agrees that behavioral management is a top priority for the school. The entire school community is aware of and understands the school's behavioral management plan that has been developed with extensive input from stakeholders.

III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

III.1.B.6 All staff is skilled in the use of technology for communication, teaching and learning and information management. They mentor and guide their students in the effective use of technology to meet high standards.

III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

III.2.B.3 Each new teacher participates in an extensive induction program over at least a three year period. A Master Teacher is assigned to each new teacher. This teacher provides an intensive mentoring and coaching experience for the new teacher.

III.2.C.1 Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and

instructional program, and the impact on student achievement.

IV.1.A.1 The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with parents/families. To achieve this goal, it relies on a variety of two-way, on-going, and meaningful communication methods.

IV.1.B.1 The school believes that an important aspect of maintaining purposeful, active, positive relationships with families is through opportunities to volunteer. The school utilizes volunteers in a variety of capacities and pays particular attention to recruiting volunteers from underrepresented groups.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

IV.1.B.3 The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.

IV.2.A.1 The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with the community.

IV.2.A.2 In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

IV.2.B.2 Students' learning is enhanced through partnerships with educational institutions and other organizations that offer educational programs within and beyond the school walls. Members of these institutions enhance student achievement through their active involvement in the school and community.

IV.2.B.4 The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.

V.1.A.3 The school collects and stores the data it needs to form an educationally relevant picture of the students, staff members, the school and its community. The multiple types of data collected facilitate decision making regarding student achievement and school programs and processes.

V.1.A.4 The school generates, identifies, collects, and stores data from many different sources for use in supporting more comprehensive data analyses, and more accurate data-based decision-making.

V.1.A.5 The school's data/system has technical quality concerning integrity, consistency, appropriateness, timeliness, and comparability.

V.1.B.1 All authorized users have ready access to pertinent data and they are provided support as needed.

V.1.B.2 The data system provides secure access to relevant data for authorized users and prevents unauthorized access.

V.1.C.1 Defined / documented data support processes exist for the use of the data system and the management of the school's data resources.

V.1.C.2 Data management tools are provided and supported as part of the data system.

V.2.A.1 Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

V.2.A.2 The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

V.2.B.1 The information and meaning resulting from the analysis and interpretation of the school's data is shared with stakeholders in a variety of ways and in a timely manner.

V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

**Other Required Information for Strategy**

Marzano, R.J., Waters, T., & McNulty, B.A. (2005). School Leadership that Works: From Research to Results. Alexandria, VA: Association for Supervision and Curriculum Development.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Leadership Network	2010-09-07	2011-06-10	Principal
Leadership training for Teacher Leaders, Administrators, and Superintendent	2010-09-07	2013-06-07	-Superintendent -Principals -Teacher Leaders
New Teacher Training	2010-09-07	2013-06-07	-Building principal will register new teachers - Teachers with four years or less of experience will attend
School Improvement Planning	2010-09-07	2011-06-10	-Building Principal -School Improvement Teams

**4.1.3.1. Activity: Leadership Network**

**Activity Description:** School leader will attend monthly scheduled GIRESD leadership network meetings that will focus on implementing formative assessments and using student data to improve achievement.

**Planned staff responsible for implementing activity:** Principal

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Participation fee in Administrative Network	General Funds	0.00	0.00

**4.1.3.2. Activity: Leadership training for Teacher Leaders, Administrators, and Superintendent**

**Activity Description:** School and district leaders will attend Leadership Conferences that include MASSP/MEMSPA and other statewide initiative workshops

**Planned staff responsible for implementing activity:** -Superintendent  
-Principals  
-Teacher Leaders

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Conference costs and substitutes	General Funds	300.00	0.00

**4.1.3.3. Activity: New Teacher Training**

**Activity Description:** New teachers will attend five days of training at GIRESD to orient them to the career of teaching and prepare them to implement the initiatives that are underway in the state and region.

**Planned staff responsible for implementing activity:** -Building principal will register new teachers  
-Teachers with four years or less of experience will attend

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2013-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Conference costs and substitutes	General Funds	631.40	0.00

**4.1.3.4. Activity: School Improvement Planning**

**Activity Description:** Leadership teams will begin assessing building process profiles using the 90 indicators provided by MDE.

**Planned staff responsible for implementing activity:** -Building Principal

-School Improvement Teams

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Time for School Improvement team to work on 90 indicators.	General Funds	0.00	0.00

#### 4.1.4. Strategy: Response to Intervention System

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

##### Selected Target Areas

I.1.A.1 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 reflects the belief that all students should actively construct and apply knowledge.
I.1.A.4 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.
I.1.B.1 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 another.
I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment

activities to inform instruction.

I.3.B.1 The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students, and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.

I.3.B.3 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 ensure success of all students, a school-wide or cross-program 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.

II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

II.1.A.2 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.

II.1.A.3 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.

II.1.A.4 The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn and the impact of developmental states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.

II.1.A.5 School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.

II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

II.1.B.2 School leaders model the behaviors and strategies that reflect best practices in teaching and learning. They organize their school around professional learning communities and serve as facilitators within these communities. They serve as a skilled coach to staff members requiring additional assistance in implementing best practices.

II.1.B.4 School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

II.1.B.5 School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.

II.2.A.1 The staff believes that a safe and orderly environment is an essential component to support learning and enhance efforts to improve student achievement.

II.2.A.6 Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.

II.2.B.4 Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the plan based upon the data analyzed.

II.3.A.1 The school's vision, mission and educational goals are focused on student achievement. School

leaders allocate human resources accordingly and measure the effectiveness of their allocation decisions based upon data.

II.3.A.2 School leaders use their fiscal resources to implement, supplement or extend school improvement plan activities that support the teaching and learning goals. A concerted effort is made to supplement existing funds through external sources.

II.3.A.3 Staff members are empowered to make decisions regarding the use of equipment and materials. They base their decisions on a continual assessment of student needs and the teaching and learning goals. Every attempt is made to ensure that the materials do not contain bias.

II.3.A.5 There is schoolwide recognition that space is shared for the benefit of instruction and to support the teaching and learning goals. Space is seen as a tool for providing relevant and meaningful instruction.

II.3.B.1 School leaders ensure that state and federal mandates are adhered to, updated and communicated to all stakeholders.

II.3.B.2 School leaders collectively ensure that all new and existing Board and district level policies are adhered to, implemented, and communicated to all stakeholders.

II.3.B.3 School leaders ensure that school policies and procedures are adhered to, updated, and communicated to all stakeholders.

III.1.A.1 The qualifications of the faculty and staff meet or exceed the federal, state, and district certification requirements in all the content areas and all the instructional levels. The requirements for personnel outlined in NCLB are known and being addressed by all impacted faculty and staff. Faculty and staff are recruited to enhance the capacity of the school to achieve its goals. Note: Scoring in "Getting Started" and/or "Partially Implemented" would indicate that the school does not meet current federal and state standards for staff qualifications.

III.1.A.2 The requirements for personnel outlined in NCLB are known and being addressed by all impacted faculty and staff.

III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

III.1.B.6 All staff is skilled in the use of technology for communication, teaching and learning and information management. They mentor and guide their students in the effective use of technology to meet high standards.

III.2.C.1 Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

IV.1.A.1 The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with parents/families. To achieve this goal, it relies on a variety of two-way, on-going, and meaningful communication methods.

IV.1.A.2 The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

IV.1.B.1 The school believes that an important aspect of maintaining purposeful, active, positive relationships with families is through opportunities to volunteer. The school utilizes volunteers in a variety of capacities and pays particular attention to recruiting volunteers from underrepresented groups.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

IV.2.A.2 In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

IV.2.B.2 Students' learning is enhanced through partnerships with educational institutions and other organizations that offer educational programs within and beyond the school walls. Members of these



institutions enhance student achievement through their active involvement in the school and community.

IV.2.B.4 The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.

V.1.A.5 The school's data/system has technical quality concerning integrity, consistency, appropriateness, timeliness, and comparability.

V.1.B.1 All authorized users have ready access to pertinent data and they are provided support as needed.

V.1.B.2 The data system provides secure access to relevant data for authorized users and prevents unauthorized access.

V.1.C.1 Defined / documented data support processes exist for the use of the data system and the management of the school's data resources.

V.1.C.2 Data management tools are provided and supported as part of the data system.

V.2.B.1 The information and meaning resulting from the analysis and interpretation of the school's data is shared with stakeholders in a variety of ways and in a timely manner.

**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>.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). 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.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
RtI - All staff PD	2010-09-07	2012-06-08	Principal General education teachers Resource room teacher

**4.1.4.1. Activity: RtI - All staff PD**

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

**Planned staff responsible for implementing activity:** Principal  
General education teachers  
Resource room teacher

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2012-06-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teacher Expenses for Release time	General Funds	0.00	0.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
Title II Part A	\$21,874.45	\$0.00
Other	\$17,300.00	\$17,216.32
Title I Part A	\$48,000.00	\$0.00
No Funds Required	\$0.00	\$0.00
General Funds	\$46,081.37	\$0.00

## Title I Required Components

As part of the School Improvement Plan (SIP) submittal process for a given school year, each building receiving Title I funds is required to complete either a Title I Schoolwide Required Components or a Title I Targeted Assistance Required Components. The current status of the Title I Required Components is listed below. The SIP cannot be submitted until the Title I Required Components has a status of Submitted.

Report	Open Date	Due Date	Status
Required Components	12/02/2009	09/01/2010	Submitted

## 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.	Carrie	Smith	Kdg. teacher	cesmith16@chartermi.net
Mrs.	Brandi	Snyder	3rd grade teacher	bsnyder@edzone.net
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.	Mary	Hauck	Principal, St. Joseph the	stjoseph@edzone.net

### ***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 Improvement 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

## 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 and administration will be attending school improvement and data workshops focusing on instructional improvement through the Gratiot-Isabella Regional Instruction Service District. 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 leveled fiction and non-fiction readers, plays, lesson plans, and Spanish version texts resulting from an online site license provided through Title funds.