School Improvement Plan
Title I - Targeted Assistance

School Year: 2011 - 2012

School District: Beal City Public Schools

ISD/RESA: Gratiot-Isabella RESD

School Name: Beal City Elementary School

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

Principal: Mrs. Diane Saltarelli

Building Code: 05862

District Approval of Plan:

_____

Authorized Official Signature and Date

Board of Education Approval of Plan:

_____

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.The SIP is a planning tool designed to address student achievement and system needs identified through the school?s comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

School Information

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

Vision, Mission and Beliefs

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
Mathematics Improvement	Complete	Open
Reading Improvement	Complete	Open
Social Studies Improvement	Complete	Open
Writing Improvement	Complete	Open

Goal 1: 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 analyzying 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 _100%___ (2010-2011) to _100%____ (2013-2014) Grade 4 from

_83%_____ (2010-2011) to __91%___ (2013-2014) Grade 5 from _80%_____ (2010-2011) to __90%___ (2013-2014) Grade 6 from _80%_____ (2010-2011) to __90%___ (2013-2014) The percent of All students scoring proficient on Math MEAP will increase: Grade 3 from _98%___ (2010-2011) to _100%_____ (2013-2014) Grade 4 from _91%_____ (2010-2011) to __95%___ (2013-2014) Grade 5 from _74%_____ (2010-2011) to __90%___ (2013-2014) Grade 6 from _83%_____ (2010-2011) to __90%___ (2013-2014) 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.

1.1. 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%___ (2010-2011) to _100%_____ (2013-2014)
Grade 4 from _83%_____ (2010-2011) to __91%___ (2013-2014)
Grade 5 from _80%_____ (2010-2011) to __90%___ (2013-2014)
Grade 6 from _80%_____ (2010-2011) to __90%___ (2013-2014)
The percent of All students scoring proficient on Math MEAP will increase:
Grade 3 from _98%___ (2010-2011) to _100%_____ (2013-2014)
Grade 4 from _91%_____ (2010-2011) to __95%___ (2013-2014)
Grade 5 from _74%_____ (2010-2011) to __90%___ (2013-2014)
Grade 6 from _83%_____ (2010-2011) to __90%___ (2013-2014)

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.

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.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/nlitoolkit2006/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.

1.1.1.1. 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

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
(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

1.1.1.3. 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

1.1.2. Strategy: Differentiated Instruction

Strategy Statement: Teachers will learn about and implement effective instructional strategies including differentiated instructional strategies with a focus on improving the 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	2010-09-07	2013-06-07	- Grade level team members with an interest is 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

Trai			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.

1.1.2.1. 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

1.1.2.2. 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 is 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

1.1.2.3. 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

1.1.2.4. 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

1.1.2.5. 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

1.1.2.6. 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

1.1.2.7. 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

1.1.3. 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-	2011-	-Building Principal -School Improvement Teams

	09-07	06-10	

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: 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

1.1.3.2. 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

1.1.3.3. 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

1.1.3.4. 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

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 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

1.1.4.1. 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

Goal 2: 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 95; EDD 95; Male 93; Female 100. 4th grade % proficient ALL 98; EDD 100; Male 100; Female 95. 5th grade % proficient ALL 89; EDD 86; Male 86; Female 93. 6th grade % proficient ALL 83; EDD 80; Male 74; Female 100.

Fall 2010 MEAP reading scores reflect a substantial gap between male and female subgroups with regard to reading proficiency in grades 3, 5 and 6 with male students consistently scoring below female students. Our EDD population in 5th and 6th grade scored lower than the non-economically disadvantaged student population in reading proficiency.

Fall 2010 MEAP results reveal that fifth grade boys scored 7% lower than female students, and sixth grade boys scored 26% lower in reading proficiency than female counterparts. The DRA results show 78% of Title students were male.

STAR results for the 2010-11 school year show:
1st grade % proficient Male 78, Female 83; 2nd grade % proficient Male 100, Female 93; 3rd grade % proficient Male 78, Female 85; 4th grade % proficient Male 65, Female 86; 5th grade % proficient Male 50, Female 82; 6th grade % proficient Male 40, Female 54.

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

In analyzing GLCE strands, MEAP data indicates that the ELA areas that are most challenging for fourth grade students are the Informational 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 Word Study, 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 2010 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 increasae 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

2.1. 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
Differentiated Instruction	Teachers will learn about and implement effective instructional strategies including differentiated instructional strategies with the focus on improving the ELA profiency levels of underachieving male students.
Preparing and Training High Quality Teachers and Principal	The building leader will learn processes and strategies for identitfying 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.

2.1.1. 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 profiency 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	2011-09-07	2013-06-09	Building literacy team to include principal, elementary teachers, and paraprofessionals.
Differentiated Instruction - Implementing Technology into Instruction	2011-09-07	2013-09-09	-Title teacher and paraprofessional will use Raz-kids, Reading A-Z, CAFE' and DIBELS on-line programs to support differentiated instruction and provide data for decision making with regards to high needs students. -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	2011-09-07	2013-06-07	-Principal and school improvement team will create a schedule that assigns paraprofessionals and remediation teachers to students based on needs identitfied. -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 -Title staff will implement Leveled Literacy Intervention Program to support differentiated instruction
Differentiated Instruction GIRESD Sponsored Workshops/Conferences	2011-09-07	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.
Differentiated Learning Book Study	2011-08-29	2013-06-09	-Principal will order the number of books needed -Lead Teacher 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 implentation of learned strategies

2.1.1.1. 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 - 2011-09-07, 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

2.1.1.2. Activity: Differentiated Instruction - Implementing Technology into Instruction

Activity Description: Title staff will use on-line teaching tools to support differentiated instruction and support at-home learning.

Planned staff responsible for implementing activity: -Title teacher and paraprofessional will use Raz-kids, Reading A-Z, CAFE' and DIBELS on-line programs to support differentiated instruction and provide data for decision making with regards to high needs students.
-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 - 2011-09-07, 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, CAFE', DIBELS	General Funds	304.00	0.00

2.1.1.3. 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 identitfied.
-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
-Title staff will implement Leveled Literacy Intervention Program to support differentiated instruction

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, 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
Fountas and Pinell Leveled Literacy Intervention Program and Training	Title II Part A	3,123.00	
Title teacher, remediation teachers, and paraprofessional	Title I Part A	48,000.00	0.00

2.1.1.4. 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 - 2011-09-07, 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

2.1.1.5. Activity: Differentiated Learning Book Study

Activity Description: Staff will conduct a book study using Igniting a Passion for Reading by Steven Layne and Words Their Way by Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston

Planned staff responsible for implementing activity: -Principal will order the number of books needed
-Lead Teacher 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 implentation of learned strategies

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, 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
Books for book study	Title II Part A	756.00	

2.1.2. Strategy: Preparing and Training High Quality Teachers and Principal

Strategy Statement: The building leader will learn processes and strategies for identitfying 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	2011-09-07	2012-06-07	-Building principal
Leadership Training for Teacher Leaders and Administrators	2011-09-07	2013-06-07	-Principal -Teacher leaders -Title teacher -Title paraprofessional
School Improvement Planning	2011-09-07	2012-06-07	-Building principal -School improvement team -RTI team

2.1.2.1. 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 - 2011-09-07, End Date - 2012-06-07

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

2.1.2.2. 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, Leadership Seminar Series, 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 - 2011-09-07, 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	Title II Part A	5,720.00	

2.1.2.3. 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 - 2011-09-07, End Date - 2012-06-07

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

2.1.3. Strategy: Response to Intervention System

Strategy Statement: Teachers will learn about and implement a Response to Intervention System designed to identify and 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) Resonsiveness to intervention: A blueprint for practictioners, 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
DRA2 Assessment Days	2011-09-07	2013-06-10	Title I teacher and staff members
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	2011-09-07	2013-06-07	-Building literacy leader - Title 1 teacher

2.1.3.1. Activity: DRA2 Assessment Days

Activity Description: Staff members will conduct DRA2 Assessments and use data collected to inform instruction and decision making in the classroom.

Planned staff responsible for implementing activity: Title I teacher and staff members

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, 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
Substitute teacher expenses for release time	General Funds	1,917.00	

2.1.3.2. 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	General Funds	1,212.00	0.00

2.1.3.3. 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

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, 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	384.00	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: Current Social Studies materials are being used. 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 2010 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).

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).

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 continue to provide professional development for K - 6 teachers.

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: Grade level staff will cover the needed GLCE's with the current Social Studies text.

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
None	Other		

Goal 4: 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.

4.1. 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.

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.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/nlitoolkit2006/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	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

evaluating student work			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.

4.1.1.1. 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

4.1.1.2. 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

4.1.1.3. 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 Substitue Cost	No Funds Required	0.00	0.00

4.2. 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 proficency levels of underachieving students.

4.2.1. 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 proficency 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 Improves Student Learning (NCER 2007-2004). Washington, DC: Natiional Center for Education Research,

Beal City Elementary School

Institute of Education Sciences, U.S. Department of Education. Retrieved from http:ncer.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

4.2.1.1. 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

4.2.1.2. 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

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

4.3. 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 diagnose 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.

4.3.1. 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

4.3.1.1. 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

4.3.1.2. 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

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	$46,814.37	$0.00
Title II Part A	$16,079.45	$0.00
Title I Part A	$48,000.00	$0.00
Other	$0.00	$0.00
No Funds Required	$0.00	$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

   Perception data was collected from community members, parents, elementary staff and students through a variety of surveys. Student achievement data was collected from formative and summative assessments. All data collected was reviewed by the Elementary School Improvement Team and elementary teachers. During staff meetings the results were discussed and teams of teachers completed the Comprehensive Needs Assessment based on our discussions and decisions made.

2. Describe the process to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

   Students are determined to be at risk of failing the State's challenging student academic achievement standards based on a variety of assessment criteria. Data is gathered from DIBELS, MLPP, DRA, Brigance screening, Study Island, teacher observation, teacher made assessments, and consultation with parents. The Title 1 teacher collects the data and meets with pupil services personnel and administrators to discuss eligible students, then informs parents of their child's eligibility allowing for parent input. Children who are identified as ECDD (Early Childhood Developmental Delay), students with disabilities, previous Head Start students, and migrant/LEP students receive services in addition to other general education students who are eligible.

3. List the multiple, educationally, related, objective criteria established for the needs assessment process that will be used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core areas. The criteria must be consistent by grade level and content area.

   Eligibility criteria are based in part on proficiency levels students achieve as determined by MEAP/MME assessments reflecting grade level content expectations. Progress monitoring using DIBELS scores are collected from elementary students three times a year with MLPP scores collected at least twice a year. Students in grades 2-9 are assessed monthly in language arts, math, science and social studies using the Study Island online assessment program. Results from Study Island assessments are also used in determining eligibility for supplemental services. Classroom assessments and parent input also are considered when determining those students at greatest risk of failing.

4. Preschool through Grade 2 students shall be selected solely on the basis of such criteria as teacher judgment,

interviews with parents and other developmentally appropriate academic measures. Describe those criteria, if applicable. Enter "Not Applicable" if the school does not allocate Title I funds to serve Preschool through Grade 2 students.

For students in Kindergarten through grade 2, teacher observation and parent interviews weigh heavily in the decision-making process. We also assess students in these grades using the Brigance screening tool, DIBELS, DRA, and MLPP where developmentally appropriate. Results of these assessment tools are also used in determining eligibility for supplemental services. Incoming ECDD, Head Start and migrant/LEP students automatically qualify for services in our building.

Services for Eligible Students

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the Goals section of the school improvement plan.

Incorporated into Existing School Program Planning

1. Describe how the program planning for Title I, Part A students is incorporated into the existing school improvement planning process.

   Our School Improvement Plan was developed by staff and community members and includes strategies and activities focused on improving instruction for all students, not just at risk learners. All of our SIP goals contain ambitious professional development plans to provide certified and non-certified staff with a knowledge base for continuous school improvement. Our Reading Goal especially relies heavily on technology to improve instruction for those students at risk of failing. We have incorporated plans for balanced assessments, response to intervention, and differentiated instruction throughout all goal areas in our SIP.

Instructional Strategies

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

Title I and Regular Education Coordination

1. Describe the coordination of Title I, Part A services with the traditional educational services offered at the school, including those services offered to students with limited English proficiency (if applicable).

   Preschool students identified as ECDD (Early Childhood Developmental Delay) or SLI (Speech/Language Impaired) receive transition services provided by the Gratiot-Isabella Regional Service District. These transition services include inviting our kindergarten teachers to observe ECDD/SLI eligible students in their preschool setting the year prior to kindergarten. Transition IEPs are held the year prior to entering kindergarten as well to assist in making this a smooth process. Preschool teachers also visit our school site anticipating transitional needs of their students. We hold Kindergarten Round Up in the spring prior to

students entering kindergarten. Students receive speech and hearing assessments in addition to the Brigance Screening tool in order to determine learning needs prior to entering kindergarten. The progress of previous Head Start students is tracked throughout their early elementary educational experience in our school setting.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

   Our elementary teachers and administrators have developed pacing guides, monthly and quarterly assessments, and unpacked state and national standards into student/parent friendly "I Can" statements in math, science and social studies. Elementary staff met during the summer of 2011 to vertically and horizontally align curriculum in the four core subject areas. During the 2011-2012 school year elementary staff will be transitioning from ELA GLCEs to the Common Core State Standards through professional development opportunities and release time. Aligning our ELA and math curriculum with the CCSS will provide consistency within our district which corresponds to our School Improvement Plan goals.

2. Describe how decisions about curriculum, instruction and assessment are made at this school, 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.

Instruction by Highly Qualified Professional Staff

1. Provide an assurance statement that all teachers and Title I, Part A instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

   All Title 1 paraprofessionals working with our students are highly qualified in accordance with NCLB requirements. Likewise, all teachers hired by the Beal City Public School district are highly qualified in the positions they are teaching.

High-Quality and Ongoing Professional Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. The specific professional development activities must be included as Activities under the Goals section. District

professional development activities that align to the school's CNA should also be included in the school-level Activities section. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the targeted school rubric as guidance while completing this section.

   Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

   All parents from the Beal City Public School district are invited to join our Parent Advisory Committee (PAC). The committee has parent representatives from both Mayes Elementary and St. Joseph the Worker schools as members. Other members include administrators, teachers, PTO members and paraprofessional staff. This committee is responsible for planning parent informational workshops and academic evening programs. Members provide input on the School-Parent Compact, planned events, and other Title programming during PAC meetings. Feedback is sought during meetings and through parent surveys. The School-Parent Compact is presented to families during our PAC meetings and fall and spring elementary Parent-Teacher Conferences.

   Mayes Elementary School also has a very active Parent Teacher Organization that provides academic and social opportunities to all students in the district. Annually, families are given a list of opportunities for which they can volunteer to assist students and staff. We provide information to parents through a monthly school newsletter, districtwide publications, classroom notes from teachers, Parent/Teacher conferences, quarterly progress reports, email messages and via our school website. Information is provided to parents in their native language.

2. Describe the role of parents in the following targeted school plan/program areas:

2a. Design

   At the beginning of each school year, parents are provided with a copy of the K-6 grade level content expectations. The GLCEs and progress reports are discussed with parents during Parent-Teacher Conferences. The elementary school provides materials to help parents work with their children through the "Home-School Connection" and "Reading Connection" sent home to families on a monthly basis. Informational meetings focused on academic areas are provided to parents during evening presentations.

2b. Implementation

   Teachers share "I Can" statements based on the GLCEs with parents at Parent-Teacher conferences and/or attached to progress reports. Parent volunteers listen to students read in class. Parent volunteers also have "leveled" reading books for student use and will be checking out and reshelving leveled readers

in our Title classroom. Families also can sign up to volunteer for a wide variety of activities in the elementary building. Elementary staff will be attending parent involvement workshops at the GIRESD during the 2010-2011 school year.

2c. Evaluation

Through the Parent Advisory Committee (PAC), parents and other community members are able to give input into Title programming. We also ask for feedback through parent surveys. When a need is cited, reasonable support is provided as parents make a request. Our Spanish and Bilingual teachers acts as liaisons between home and school to provide parents with many opportunities to receive and give information in their native language.

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

Student academic assessment results are shared quarterly through student progress reports sent home to families. MEAP results are also sent home to families. If these reports are received in a timely manner, MEAP results are also discussed with parents during spring Parent-Teacher Conferences. During Student Assistance Team meetings, individual assessment results and interventions are shared with parents also We have a bilingual instructor and two Spanish teachers on staff that communicate verbally and in writing with LEP/migrant parents in order to convey their child(ren)'s assessment results and academic progress.

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

Students at risk of failing to meet the state core curriculum in the four core areas receive supplemental services from a Title 1 teacher, Title 1 paraprofessional, general education paraprofessionals, and two teachers. Our Title 1 teacher and paraprofessional provide supplemental reading and language arts direct instruction in a pull out program. Both Title 1 professionals also push in to general education classrooms to provide services. Highly qualified general education paraprofessionals provide supplemental assistance to eligibile students in language arts, math, science and social studies in the general education setting. Two teachers provide part-time supplemental assistance in literacy learning in both pull out and inclusionary settings. We also employ a teacher who provides part-time bilingual instruction for our migrant/LEP students.

5. Describe how the parent involvement components of the targeted plan will be evaluated.

The parent involvement components of the targeted plan will be evaluated through parent surveys and input through the Parent Advisory Committee. The parent surveys include the "School Improvement Survey-Family Perspectives" and the "Teachers Involve Parents in Schoolwork (TIPS)" activities surveys.

6. Summarize the results of the evaluation and how those results will be used to improve the targeted program.

The results indicated that parents enjoyed the TIPS activities, thought they were worthwhile and helped

them to understand what was being taught in their child's classroom. We will continue to provide TIPS activities for families throughout the 2011-12 school year to continue to improve the program. According to parent perception data gathered during the spring of 2011, the majority of parents/guardians strongly agree that our school provides high quality instruction and excellent support for the learning of all students. Parents appreciated it when school staff contacted them when their child(ren) was struggling academically.

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation). If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

The Gratiot-Isabella Regional Service District provides its member schools with a Transition Coordinator to assist with the movement of students from preschool into kindergarten. This coordinator provides the schools with information regarding incoming special needs students. She coordinates transition IEPs and additional materials needed to assist the students in the new environment. Each year the elementary school holds a Kindergarten Round Up in the spring prior to the upcoming school year. Incoming students are assessed and parents are provided with school information. These students and their families are then invited to an Open House at the school held in the summer prior to the opening of the new school year.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

The alternative measures of assessment used to determine levels of pupil achievement, skills, and competencies were DIBELS, DRA2, MLPP, STAR, Study Island, Brigance and teacher-made assessments.

Coordination of Title I, Part A and Other Resources

1. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

We are fortunate to have many agencies available to our students and families in order to support our improvement efforts. Through the Early On and ECDD programs at the GIRESD and local HeadStart program, students at risk are identified prior to entering school. The "Protecting You/Protecting Me"

program sponsored by the 10-16 Network provides elementary students with drug/alcohol/safety information. Beal City Public School has its own alternative education program for high school age students. Our students can take advantage of vocational and technical education through the VoTech Center located in Mt. Pleasant. High School students can also dual enroll in college classes through Mid-Michigan Community College and Central Michigan University. Our high school guidance counselor acts as our Homeless Liaison for the school district. Other community services available to area families are the Wrap Around program, Community Mental Health Services, Listening Ear, Central Michigan District Health Department, Catholic Family Services, Mt. Pleasant Swift Counseling and other community counseling services, reading and speech clinics at CMU, and Big Brothers/Big Sisters to name a few. A list of licensed professionals are provided to families upon request through the school offices.

Ongoing Review of Eligible Student Progress

1. Describe the ongoing process and assessment tools utilized to monitor the progress of participating eligible students.

   Data is collected from students every other week through DIBELS progress monitoring. The DRA is administered three times per year, and the MLPP tool is utilized as needed. MEAP and MME/ACT results are collected and disaggregated to determine students strengths and weaknesses. Teacher observations and results from teacher made assessments also assist us in monitoring student progress.

2. Describe how data will be utilized to inform instruction.

   Data collected will be shared with staff during data conferences. Results from the data collected and appropriate research will be used to bring about improvements in instruction in core academic areas. Data will also be utilized by Student Assistance Teams to determine appropriate interventions needed and possible program changes to be made.

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services for students.

   Through Data Director and Data For Student Success, we have the ability to manage a great deal of information on each student. Staff input received from data conferences held on a quarterly basis will also assist us in the decision-making process with regard to possible revisions needed in our targeted assistance program. Review will occur on an ongoing basis in order to provide additional assistance to children to enable at risk learners to meet and exceed the State's challenging student academic achievement standards. Planned professional development cited in our School Improvement Plan will ensure that staff members have the necessary tools with which to bring about positive student improvement.

4. Describe how evaluation of program services will be used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom.

   As stated above, professional development for staff members has been planned around the school improvement process based upon the evaluation measures listed above in #3. Title staff members will be participating in local, state and federal conferences in order to stay abreast of recent developments,

changes, and research topics focused on academic success for students. All staff members will have an opportunity to participate in professional development focused on Response to Intervention, balanced assessments, and differentiated instruction. School improvement teams and literacy teams will be charged with taking the information gleaned and turning it into programming and policy focused on improving academic achievement for all students. Administrators are charged with ensuring that these programs and policies are implemented as part of the staff evaluation process.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

   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.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

   Our Elementary School Improvement Team (ESIT) annually reviews the School Improvement Plan to determine future goals, objectives, strategies and available resources based upon data received through the School Data Analysis and Profile information. The School Data Analysis/Profile report is based on state MEAP results and local assessment data.

2. Describe how school 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.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils,

parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

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.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](MCL 380.1280b))

   Response: *Yes*
   Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this).
   If yes, please provide a link to the report on your website in the comments field (if applicable).

   Response: *Yes*
   Comments: *Our Annual Report can be found on our district website at: www.bealcityschools.net*

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

   Response: *N/A (our school does not have grade 8)*
   Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

   Response: *No*
   Comments: *N/A our school does not have grade 8*

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment
(http://www.mihealthtools.org/hsat), an online tool for school buildings to assess their school health
environments. If your school completed the HSAT in the past year, you may refer back to your report to answer
the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or
not. These assurances are designed to help school improvement teams think about conditions for learning in their
school, specifically related to student health and safety, and develop strategies in their school improvement plan to
address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure
   a safe school environment.

   Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

   Response: *Yes*
   Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

   Response: *Yes*
   Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

   Response: *Yes*
   Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

   Response: *Adopted policy, fully implemented*
   Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

   Response: *Yes*
   Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

   Response: *Yes*
   Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

   Response: *Yes*
   Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *No action taken*
Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*
Comments:

11. The physical education curriculum used in our school is:

Response: *Exemplary Physical Education Curriculum (EPEC)*
Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *Yes*
Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *60-90 minutes at elementary level, 106-135 minutes at middle/high level*
Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Adopted policy, fully implemented*
Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*
Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

    Response: *Yes*
    Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

    Response: *Yes*
    Comments:

19. Our school has a health services provider or school nurse accessible to students.

    Response: *No*
    Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

    Response: *Written policy, fully implemented*
    Comments:

21. Our school has a system in place for collecting relevant student medical information.

    Response: *Yes*
    Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

    Response: *Reviewed policy, but not yet adopted*
    Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

    Response: *Yes*
    Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *No*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

    Response: *Yes*

    Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

    Response: *Access to all indoor facilities*

    Comments:

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
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
Mr.	Ed	VanAvery	Parent/Board Member	evanavery@midmich.edu
Mrs.	Mary	Hauck	Principal, St. Joseph the	stjoseph@edzone.net
Ms.	Kathleen	Pickler	Kindergarten Teacher	k.m.pickler@hotmail.com
Mrs.	Jennifer	Davis	1st grade teacher	jmae00@yahoo.com

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.

Name/Position:	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

Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact

2112 – PARENT INVOLVEMENT IN THE SCHOOL PROGRAM

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

A. developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
B. providing a school and home environment which encourages learning and augments, at home, the learning experiences provided by the school;
C. establishing and supporting a consistent and shared approach to child guidance and discipline;
D. providing for the proper health, safety, and well-being for their child.

The Board is committed to communicating to parents at a level and in a language they can understand, where practicable.

The Board through this policy directs the establishment of a parent involvement plan by which a school-parent partnership can be established and provided to the parent of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall be distributed to all parents and students through publication in the Student Handbook or other suitable means.

The Superintendent shall direct the development of a Parent Involvement Plan for the District (with building/program specific goals as desired) which may include, among others, the following strategies:

A. Hold an annual meeting to inform all first time parents of the District Parent Involvement Plan. A positive invitation in language understandable to the parents will be given to explain the District's commitment and the parent's right to be involved in the educational process of their child.
B. Provide child's individual assessment results, reading results, progress reports, report cards, parent conferences.
C. Provide a description and explanation of the curriculum in use at the District, the form of assessment used to measure student progress and the proficiency levels students are expected to meet. The district will also provide each school's discipline plan along with a tardy plan.

D. Arrange flexible scheduled parent/teacher conferences and parent requested conferences.
E. Post PTA/PTO meetings and parent involvement meetings on the District website.

43

F. Publish District and School Newsletter(s) informing parents about the parent involvement plan and other events at the school(s). This newsletter will also send a positive invitation to parents to participate in various activities while providing parents information at a glance about scheduled District and school meetings and activities.
G. Send home a parent-student-teacher compact that outlines how parents and school staff will share the responsibility for improved student achievement of their children. This compact shall be discussed and revised as necessary at least annually at school meetings.
H. Schedule at least two (2) student conferences annually with the teacher(s) to inform parents of student's progress.
I. Send folders home (each week, bi-weekly, monthly) to keep parents abreast of individual student progress and maintain open lines of communication.
J. Make calls, use e-mail letters as needed for teachers and administrators to communicate with parents.
K. Encourage continued positive partnership involvement throughout the community by staff and administrators.
L. Establish after school academic clubs to provide students additional opportunities to develop skills
M. Have the District's high school students offer tutoring through the National Honor Society upon request.
N. Have students perform at various functions throughout the community.
O. Encourage parents to serve as chaperones for class field trips and other school activities.
P. Provide parenting classes throughout the year.
Q. Have school administration and staff provide test data and interpretation meetings to allow parents to ask questions.
R. Form an advisory council of District staff, parents, and students to assure parents and students are involved in an organized, ongoing and timely way, in the planning, review and improvement of the school's Parental Involvement Plan.

Relations with Parents

The Board needs parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the Board encourages parents to support their child's career in school by:

A. participating in school functions, organizations and committees;
B. supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;
C. requiring their child to observe all school rules and regulations;
D. supporting or enforcing consequences for their child's willful misbehavior in school;

E. sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
F. maintaining an active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
G. reading all communications from the school, signing, and returning them promptly when required;
H. cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school

Sec 1112 ESEA
Adopted 1/17/05

CARL D. MAYES ELEMENTARY SCHOOL

STUDENT – PARENT – TEACHER COMPACT

Parent Responsibilities

- Become an involved parent recognizing that a parent is a child's first and most important teacher.
- See that my child gets to school each day, on time and ready to learn.
- Encourage good decisions about friendships and free time.
- Expect my child to work hard and have a positive attitude toward learning and school.
- Communicate regularly with my child and my child's teacher.
- Expect my child to follow school rules.
- Establish a time and place for homework and review it regularly.
- Be available to assist when needed.
- Encourage positive attitudes toward school.
- Demonstrate interest in my child's well-being by attending school functions and supporting his/her school activities.

Student Responsibilities

- Come to school on time every day, except when ill
- Come to class prepared with all materials, homework and a positive attitude to learn
- Work hard and do my best (quality).
- Talk with my family about what I'm learning in school
- Ask for help and ask questions when I don't understand something or am afraid.
- Obey the school rules and Codes of Conduct set for the classroom.
- Respect the personal rights and property of others.

Teacher Responsibilities

- Provide quality teaching and leadership
- Assign homework using grade-level form.
- Keep accurate attendance records and inform parent/guardian if an attendance problem starts to develop.
- Give corrective feedback
- Recognize that students are accountable for every assignment.
- Check that homework has been completed.
- Respect cultural, racial and ethnic differences.
- Provide a safe and positive learning environment.
- Communicate and work with families to support students' learning.

STUDENT - PARENT - TEACHER COMPACT

Please mark the above items that apply, sign the bottom portion of this page and return to your child's teacher as soon as possible. A copy of this completed compact will be sent home for your files.

_____   _____

Student Signature   Date

_____   _____

Parent Signature   Date

_____   _____

Teacher Signature   Date