

# District Improvement Plan

*Archive Date: 06/13/2012, Report Status: Submitted*

School Year: 2012 - 2013

District Name: Beal City Public Schools

ISD/RESA: Gratiot-Isabella RESD

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

Superintendent: Mr. William C. Chilman IV

Building Code: 37040

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# District Improvement Plan

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# Introduction

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

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

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

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

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

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

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

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

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

Copies of these documents can be obtained on the web at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement)

## District Information

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

# Vision, Mission and Beliefs

## Vision Statement

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

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

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

## Mission Statement

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

## Beliefs Statement

We believe all children can learn

We believe in creating independent, life-long learners

We believe all children deserve equal opportunities and treatment

We believe in promoting a positive self-concept

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

We believe in ensuring a safe and positive learning environment

We believe in encourage the acceptance of diversity

## Goals

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

### Goal 1: Improving Math Achievement

**Content Area:** Math

**Development Status:** Complete

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

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

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

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

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** We will be requiring Basic Math facts tests for each grade level that students must pass. Then teachers will be examining the grade level quarterly common assessments created with the Pacing Guides to keep students on track to be proficient.

**Contact Name:** William Chilman

**List of Objectives:**

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

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## 1.1. Objective: Math Achievement

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

**List of Strategies:**

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

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### 1.1.1. Strategy: Balanced Assessment System

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

**Selected Target Areas**

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



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

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

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

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

Black, P and Wiliam, D. Inside the Black Box: Raising Standards Through Classroom Assessment retrieved from:  
[http://www.setda.org/toolkit/nltoolkit2006/data/Data\\_InsideBlackBox.pdf](http://www.setda.org/toolkit/nltoolkit2006/data/Data_InsideBlackBox.pdf)

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

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

**List of Activities:**

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

**1.1.1.1. Activity: Formative Assessment**

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

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

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

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

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/27/2011	William Chilman	In Progress	We are now working on building cross walks from the GLCE's and HSCE's to the CCS's

### 1.1.2. Strategy: Differentiated Instruction

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

**Selected Target Areas**

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.
Indicator 6 There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.
Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

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

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

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

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Common Core Training	2012-07-01	2013-06-30	Building Principals - Staff meeting agendas will reflect the ideas brought back to the district - Classroom walk throughs will indicate the implementation of the agreed upon strategies.
Differentiated Instruction - Implementing Technology into Instruction	2010-09-01	2011-06-30	Technology Director, Elementary Principal, Classroom Teachers
Differentiated Instruction - Small Group Instruction	2012-07-01	2013-06-30	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

**1.1.2.1. Activity: Common Core Training**

**Activity Type:** Professional Development

**Activity Description:** Staff will attend training of trainer sessions held during the 2012-2013 school year sponsored by GIRESD. Staff will learn about the Common Core Standards and the types of performance tasks expected to measure student achievement. Using the ideas of Balanced Assessment System based on the work of Rick Stiggins, participants will learn how to use the resources provided by Smarter Balanced Assessment Consortium, EngageNY, MAISA Units, etc. to identify and implement assessments and then discuss results using the Examining Student Work Protocols . These sessions will contribute to learning how to triangulate data and create reports for data discussions using the regional data warehousing system and making informed instructional decisions based on student learning.

**Planned staff responsible for implementing activity:** Building Principals

- 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 - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Conference Cost (\$75 X 6 teachers)	Title II Part A	450.00	
Substitute Costs (\$71 x 6 staff x 3 days)	Title II Part A	1,278.00	

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

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

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

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Training and Software	General Funds	0.00	

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/27/2011	William Chilman	In Progress	After our staff taking the Technology assessment last year we are in the process of doing more professional development.

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

**Activity Type:** Other

**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 - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Paraprofessional	Title I Part A	0.00	

### 1.1.3. Strategy: Preparing, Training, and Recruiting High Quality

**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**

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

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	2012-07-01	2013-06-30	Building Principals and Superintendent
Leadership training for Teacher Leaders, Administrators, and Superintendent	2012-07-01	2013-06-30	-Superintendent -Principals -Teacher Leaders
New Teacher Training	2012-	2013-	-Building principal will register new teachers -

	07-01	06-30	Teachers with four years or less of experience may attend
School Improvement Planning	2012-07-01	2013-06-30	-Building Principal -School Improvement Teams

### 1.1.3.1. Activity: Leadership Network

**Activity Type:** Professional Development

**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 Principals and Superintendent

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

**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	

### 1.1.3.2. Activity: Leadership training for Teacher Leaders, Administrators, and Superintendent

**Activity Type:** Professional Development

**Activity Description:** School and district leaders will attend Leadership Conferences that include MASA/MSBO/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 - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Conference costs	General Funds	2,500.00	

**1.1.3.3. Activity: New Teacher Training**

**Activity Type:** Professional Development

**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 may attend

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Registration Fee	Title II Part A	0.00	
Sustitute Cost (\$71 x 1 staff x 5 days)	Title II Part A	0.00	

**1.1.3.4. Activity: School Improvement Planning**

**Activity Type:** Professional Development

**Activity Description:** Leadership teams will begin assessing building process profiles using the 40/90 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 - 2012-07-01, End Date - 2013-06-30

**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	

## Goal 2: Reading for Information

**Content Area:** English Language Arts

**Development Status:** Complete

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

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

**Cause for Gap:** MEAP tests and local assessments show that our male students score much lower than our female students in the area of informational, narrative text, and comprehension. The cause for this gap is that our male students do not spend as much time on these types of reading. We need to allow more time for our male students to use reading technology to motivate them. Reading technology is a good method of differentiated instruction that will allow students to work at their own pace and level.

**Multiple measures/sources of data you used to identify this gap in student achievement:** First and foremost we used teacher gradebooks, observations, and classroom work and assessments. Then we looked at Reading / ELA MEAP, MME, and ACT tests. We looked at Data 4 SS and Data Director to examine the male subgroup closer to see if any of the remedial services we provide are helping. We also looked at the significantly larger number of male students we are serving in our Title One and Special Education programs.

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

**Contact Name:** William Chilman

**List of Objectives:**

Name	Objective
Reading for	All students will show a 2-5 point increase in their MEAP/ MME test scores, with our male



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

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

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

### List of Strategies:

Name	Strategy
Balanced Assessment System	Teachers will learn about and implement a Balanced Assessment System including formative and summative assessment strategies with a focus on improving the proficiency levels of male students, economically disadvantaged students, students with disabilities, and other at-risk learners.
Differentiated Instruction	Teachers will learn about and implement effective instructional strategies including differentiated instructional strategies with a focus on improving the ELA proficiency levels of underachieving students.
Preparing and Training High Quality Teachers and	The building leader will learn processes and strategies for identifying goals based on the 90 Process Profile Indicators. She will develop implementation plans in collaboration with the building school improvement team for the various initiatives that have been identified in their school improvement plans.
Response to Intervention System	Teachers will learn about and implement a Response to Intervention system designed to identify and diagnosis the literacy needs of students not meeting proficiency in Reading and Writing. Teachers will design intervention plans that include effective supplemental instructional strategies delivered with fidelity for students with specific learning needs based on a 3 tier RTI system.

### 2.1.1. Strategy: Balanced Assessment System

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

**Selected Target Areas**

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

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

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

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

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

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

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

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

**List of Activities:**

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

### 2.1.1.1. Activity: Formative Assessment Book Study

**Activity Type:** Professional Development

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

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

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

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

**Activity Progress Update:**

Date	User	Progress Status	Explanation of Progress Status
06/27/2011	William Chilman	Completed	This has been completed and now the follow trough must begin with the rest of the staff..

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

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

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

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Meeting Sessions : Substitutes for Collaboration Time	General Funds	1,200.00	0.00

### 2.1.2. Strategy: Differentiated Instruction

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

**Selected Target Areas**

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

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

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

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

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

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

IES What Works Clearinghouse Practice Guides

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

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

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

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

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

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction - Accelerated Reader online	2012-07-01	2013-06-30	Classroom Teacher Building Principal Media Specialist/Aide
Differentiated Instruction - Common Core Reading	2012-07-01	2013-06-30	- Staff meeting agendas will reflect the ideas brought back to the district - Classroom walk throughs will indicate the implementation of the agreed upon strategies.
Differentiated Instruction GIRESD sponsored	2012-07-01	2013-06-30	Building literacy team to guide PD for systemwide implementation of strategies that differentiate instruction for varied reading/writing readiness levels in the general education classroom.
Differentiated Instruction: Small Group Instruction	2010-09-01	2011-06-30	Title I Teacher, Elementary Principal
Differentiated Learning Book Study	2012-07-01	2013-06-30	-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 implementation of learned strategies
Integrating Technology into Instruction	2010-09-01	2011-06-30	Elementary Principal, Title I Teacher, Elementary Classroom Teachers, Media Specialist
St. Joseph: Differentiated Instruction Professional Development	2010-09-01	2011-06-30	Principal

### 2.1.2.1. Activity: Differentiated Instruction - Accelerated Reader online

**Activity Type:** Other

**Activity Description:** Students will participate in online program to accelerate reading achievement and promote reading interest.

**Planned staff responsible for implementing activity:** Classroom Teacher  
 Building Principal  
 Media Specialist/Aide

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
AR program cost (\$4.42/student x 250 students)	General Funds	1,105.00	

### 2.1.2.2. Activity: Differentiated Instruction - Common Core Reading

**Activity Type:** Professional Development

**Activity Description:** Staff will learn about the Common Core Standards and the types of performance tasks expected to measure student achievement. Participants will learn how to use the resources provided by Smarter Balanced Assessment Consortium, EngageNY, MAISA Units, etc. to identify and implement assessments and then discuss results using the Examining Student Work Protocols . These sessions will contribute to learning how to triangulate data and create reports for data discussions using the regional data warehousing system and making informed instructional decisions based on student learning. Beal City Elementary School.

**Planned staff responsible for implementing activity:** - 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 - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Registration Fee (\$75 X 3 staff)	Title II Part A	0.00	
Substitute Cost (\$71 X 3 staff X 4 days)	Title II Part A	0.00	

**2.1.2.3. Activity: Differentiated Instruction GIRESD sponsored**

**Activity Type:** Professional Development

**Activity Description:** Staff members will participate in regional staff development at GIRESD during the 2010-2013 school year(s). 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/writing readiness levels in the general classroom.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Conference Cost (\$75 X 2 staff)	Title II Part A	0.00	
Substitute Cost (\$71 X 2 staff X 3 days)	Title II Part A	0.00	

**2.1.2.4. Activity: Differentiated Instruction: Small Group Instruction**

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

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

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Personnel, Materials, and Supplies	Title I Part A	59,629.00	0.00

**2.1.2.5. Activity: Differentiated Learning Book Study**

**Activity Type:** Professional Development

**Activity Description:** Staff will conduct a book study using Teaching With Intention by Debbie Miller

**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 implementation of learned strategies

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

**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 (\$40 x 16 books)	Title II Part A	640.00	

**2.1.2.6. Activity: Integrating Technology into Instruction**

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

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

**Actual staff responsible for implementing activity:**

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



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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
DIBELS	General Funds	200.00	
Raz-Kids (2 subscriptions)	General Funds	80.00	
Reading A-Z	General Funds	84.95	
STAR Reading (\$2.59/student x 250)	General Funds	647.50	

**2.1.2.7. Activity: St. Joseph: Differentiated Instruction Professional Development**

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

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

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Consultant Fees and Materials	Title II Part A	1,343.00	0.00

**2.1.3. Strategy: Preparing and Training High Quality Teachers and**

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

**Selected Target Areas**

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

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
CPI training	2012-07-01	2013-06-30	Building Principal, paraprofessionals, teachers.
Leadership Network	2012-07-01	2013-06-30	Building principal Superintendent
Leadership Training for Teacher Leaders and Administrators	2012-07-01	2013-06-30	-Superintendent -Principal -Teacher leaders -Title teacher -Title paraprofessional
School Improvement Planning	2012-07-01	2013-06-30	-Superintendent -Building principal -School improvement team -RTI team
SMART Board Training	2012-07-01	2013-06-30	- Superintendent - Building Principal - Teachers interested in improving their proficiency
START training	2012-07-01	2013-06-30	Building Principal

**2.1.3.1. Activity: CPI training**

**Activity Type:** Professional Development

**Activity Description:** Provide Crisis Prevention Intervention (CPI) training to staff members

**Planned staff responsible for implementing activity:** Building Principal, paraprofessionals, teachers.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Trainer Cost	Title II Part A	450.00	

**2.1.3.2. Activity: Leadership Network**

**Activity Type:** Professional Development

**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  
Superintendent

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

**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	0.00	

**2.1.3.3. Activity: Leadership Training for Teacher Leaders and Administrators**

**Activity Type:** Professional Development

**Activity Description:** School and teacher leaders will attend leadership conferences that include MASFPS/Fall Director's Institute Statewide Conference, Leadership Seminar Series, Reading Recovery Conference, and CATC Region 5 Meetings.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

**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	1,350.00	

**2.1.3.4. Activity: School Improvement Planning**

**Activity Type:** Professional Development

**Activity Description:** Leadership teams will begin assessing building process profiles using the 40/90 Indicators provided by MDE.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
ESIT and RTI team to work on 40/90 indicators and RTI building plan	General Funds	0.00	

**2.1.3.5. Activity: SMART Board Training**

**Activity Type:** Professional Development

**Activity Description:** Teachers will attend SMART Board conferences and workshops to improve their skills and abilities in using the technology.

**Planned staff responsible for implementing activity:** - Superintendent  
 - Building Principal  
 - Teachers interested in improving their proficiency

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Training	General Funds	0.00	

### 2.1.3.6. Activity: START training

**Activity Type:** Professional Development

**Activity Description:** Teachers will attend START training sessions, which focus on traing and technical assistance for educators that serve students with Autism Spectrum Disorders.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Conference Fee (\$75 X 2 staff members)	Title II Part A	150.00	
Subsitute Cost (\$71 X 2 staff X 4 days)	Title II Part A	568.00	

### 2.1.4. Strategy: Response to Intervention System

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

**Selected Target Areas**

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

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

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

Indicator 17 Through the use of multiple types and sources of disaggregated data, the system informs efforts to close achievement gaps. This data is readily accessible to stakeholders directly involved in data-

based decision-making.

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

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

IES What Works Clearinghouse Practice Guides

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

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

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
CAFE Parent Night	2012-07-01	2013-06-30	Title I teacher Building Principal Classroom Teachers PTA Title I Paraprofessional
DRA2 Assessment Days	2012-07-01	2013-06-30	Title I teacher and staff members
Literacy Leaders Meetings and Workshops	2010-09-01	2011-06-30	Title I Teacher
Response to Intervention System - Technology Integration	2012-07-01	2013-06-30	Classroom Teachers
RTI : All Staff PD	2010-09-01	2011-06-30	Building literacy team to include: Principal, General Ed. Teacher, and Resource Room Teacher
Systematic Intervention to help struggling readers	2011-09-06	2012-06-30	Title one teacher, k-2 grade teachers and elementary Principal.

**2.1.4.1. Activity: CAFE Parent Night**

**Activity Type:** Other

**Activity Description:** Classroom teachers will provide 2 sessions (fall/spring) for parents to come into the school and learn CAFE reading strategies, that are being taught in the classroom.

**Planned staff responsible for implementing activity:** Title I teacher

Building Principal  
 Classroom Teachers  
 PTA  
 Title I Paraprofessional

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Books for students (\$200 X twice)	General Funds	400.00	
Snacks - cookie & punch (\$50 x 2 nights)	General Funds	100.00	
Teacher Compensation (\$20 X 3 staff X 2 nights)	General Funds	120.00	

**2.1.4.2. Activity: DRA2 Assessment Days**

**Activity Type:** Other

**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 - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Cost (\$71 X 9 staff x 3 times/year)	General Funds	1,917.00	

**2.1.4.3. Activity: Literacy Leaders Meetings and Workshops**

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

**Planned staff responsible for implementing activity:** Title I Teacher

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Conference Fee	Title II Part A	250.00	0.00
Substitute Cost (\$71 x 1 staff x 4 days)	Title II Part A	284.00	

**2.1.4.4. Activity: Response to Intervention System - Technology Integration**

**Activity Type:** Professional Development

**Activity Description:** Quarterly meetings for regional Technology Integration teachers and specialists focused on the identification of current technology applications that can be integrated into instruction in order to build a strong climate of Tier I instructional strategies.

**Planned staff responsible for implementing activity:** Classroom Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Conference Fee (\$75 x 2 staff)	Title II Part A	0.00	
Substitute Cost (\$71 X 2 staff x 5 days)	Title II Part A	0.00	

**2.1.4.5. Activity: RTI : All Staff PD**

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

**Planned staff responsible for implementing activity:** Building literacy team to include: Principal,



General Ed. Teacher, and Resource Room Teacher

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Materials and Substitute Expenses	General Funds	100.00	0.00

**2.1.4.6. Activity: Systematic Intervention to help struggling readers**

**Activity Type:** Professional Development

**Activity Description:** title one teacher will attend a three conference on implementing leveled literacy interventions and then return to the district to train the k-2 grade teachers.

**Planned staff responsible for implementing activity:** Title one teacher, k-2 grade teachers and elementary Principal.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Systematic Intervention to help struggling readers	Title II Part A	0.00	

**Goal 3: Writing across the Curriculum**

**Content Area:** English Language Arts

**Development Status:** Complete

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

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

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

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

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** All students will increase their writing scores on the MEAP and MME by 5%, with 65% of our students scoring in the proficient category, and male students decreasing their gap with female students by 5%.

**Contact Name:** William Chilman

**List of Objectives:**

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

### 3.1. Objective: Writing Across the Curriculum

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

**List of Strategies:**

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

#### 3.1.1. Strategy: Writing using Best Practice and Technology

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

**Selected Target Areas**

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

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

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

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

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: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://nces.ed.gov>

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction - team training for evaluating	2012-07-01	2013-06-30	-Building Principal and 2-4 teachers -Grade level/department meeting agendas will reflect dialogues and discussions centered on student work and data collected from formative and summative assessments.
Differentiated Instruction GIRESD sponsored Workshops/MAISA Conferences	2012-07-01	2013-06-30	Classroom teachers to guide PD for system-wide implementation of strategies that differentiate instruction for varied reading/writing readiness levels in the general classroom.

**3.1.1.1. Activity: Differentiated Instruction - team training for evaluating**

**Activity Type:** Professional Development

**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:** -Building Principal and 2-4 teachers  
 -Grade level/department meeting agendas will reflect dialogues and discussions centered on student work and data collected from formative and summative assessments.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Meeting sessions during staff meetings or teacher prep	Title II Part A	0.00	

**3.1.1.2. Activity: Differentiated Instruction GIRESD sponsored Workshops/MAISA Conferences**

**Activity Type:** Professional Development

**Activity Description:** Staff members will participate in regional staff development at GIRESD during the 2010-2013 school year(s). 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/writing readiness levels in the general classroom.

**Planned staff responsible for implementing activity:** Classroom teachers to guide PD for system-wide implementation of strategies that differentiate instruction for varied reading/writing readiness levels in the general classroom.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2012-07-01, End Date - 2013-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Collaboration Substitute Cost (\$71 X 4 staff X 4 days)	Title II Part A	1,136.00	
Conf. Substitute Cost (\$71 X 2 staff X 4 days)	Title II Part A	568.00	
Conference fee (\$250 x 2 staff) 1 upper & 1 lower elem.	Title II Part A	500.00	

Curriculum PD materials (binders, paper, etc)	Title II Part A	100.00	
Purchase Curriculum Materials & Books	General Funds	800.00	
Staff Meeting Staff Compensation (\$40 X 2 staff X 4 staff mtg.)	Title II Part A	320.00	

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
Title I Part A	\$59,629.00	\$0.00
Title II Part A	\$9,387.00	\$0.00
No Funds Required	\$0.00	\$0.00
General Funds	\$9,254.45	\$0.00

## Assurances

### Special Education

1. The District School Improvement Team reviews the CIMS data.

Response: *Yes*

Comments: *We have a team of people who review all CIMS data. they report to the DSIT.*

2. CIMS data is used to prepare the District Improvement Plan.

Response: *Yes*

Comments: *yes if there are correction that need to be made then that data is used to develop a plan to make those corrections.*

### Technology

1. The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).

Response: *Yes*

Comments:

2. The district has a process to monitor adult and student use of the internet.

Response: *Yes*

Comments:

3. The district has an Internet Safety Policy in place.

Response: *Yes*

Comments:

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.

Response: *Yes*

Comments:

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

Response: *No*

Comments: *WE have infomation in our board policy manual, student handbooks and on our website.*

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

Response: *Yes*

Comments:

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

Response: *Yes*

Comments:

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

Response: *Yes*

Comments:

9. The district adjusts its curriculum to include technology literacy for all students.

Response: *Yes*

Comments:

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

Response: *Yes*

Comments: *We developed and implimentedxa k-6 technology class to match up with our required technology courses at the Middle and High school level.*



## Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Dan	Beckwith	Elementary Teacher	beckwith@edzone.net
Mrs.	Carrie	Bleise	Superintendent's Office	cbleise@edzone.net
Mr.	Scott	Bloniarczyk	Elementary Teacher	sbloniar@edzone.net
Mr.	Aarron	Butkovich	Athletic Director	abutkovi@edzone.net
Mrs.	Jennifer	Butkovich	High School Teacher	jbutkovi@edzone.net
Mr.	William	Chilman	Superintendent	wchilman@edzone.net
Mrs.	Julie	Christensen	High School Teacher	julianne_christensen@yahoo.com
Mrs.	Linda	Clouse	Middle School Teacher	lindaclouse@yahoo.com
Mrs.	Jennifer	Courtright	Elementary Teacher	coachjen2000@hotmail.com
Mrs.	Sara	Doyle	High School Teacher	skdoyle@edzone.net
Mrs.	Marci	Faber	Food Service Director	mafaber@edzone.net
Mrs.	Julie	Farrell	Elementary Teacher	jfarrell@edzone.net
Mrs.	Julie	Freeze	Business Manager	jfreeze@edzone.net
Mrs.	Linda	Fussman	Administrative Assistant	lfussman@edzone.net
Mrs.	Cindi	Gigowski	High School Teacher	cgigowski@hotmail.com
Mr.	John	Graham	Maintenance/Transportation	jgraham@edzone.net
Mrs.	Marylyn	Gross	Administrative Assistant	mjgross@edzone.net
Mrs.	Jennifer	Marshall-Gross	High School Teacher	jmgross@edzone.net
Mr.	Kaleb	House	Middle School Teacher	khouse@edzone.net
Mr.	Jeff	Jackson	High School Principal	jjackson@edzone.net
Mr.	Joe	Judge	Technology Director	judge@edzone.net
Mrs.	Mary	Kattreh	Elementary Special Education	mnrzakat@aol.com
Mrs.	Rachel	Leff-Ewing	Elementary Teacher	rleffewing@yahoo.com
Mr.	Scott	Leppert	Middle School Teacher	scottlep@hotmail.com
Mr.	Jason	Lowe	High School Teacher	jason@lowe-net.us
Mrs.	Deb	Martin	High School Special Education	dkmartin@edzone.net
Mrs.	Michelle	Maxon	Elementary Teacher	mmaxon@edzone.net
Mrs.	Tracy	Natzel	Elementary Teacher	tracynatzel@hotmail.com
Mr.	Mark	Pittsley	High School Teacher	mpittsle@edzone.net
Mrs.	Brenda	Rau	High School Teacher	brau@edzone.net
Mr.	Lou	Rau	High School Teacher	coachrau73@yahoo.com
Mrs.	Amy	Sharrar	Elementary Teacher	sharrar@edzone.net
Mrs.	Carrie	Smith	Elementary Teacher	cesmith16@chartermi.net
Mrs.	Brandi	Snyder	Elementary Teacher	bsnyder@edzone.net
Ms.	Jessica	Spry	High School Teacher	spryess@msu.edu
Mr.	Jerry	Ward	Alternative Education Director	jaward@edzone.net

Mrs. Karey	Wentworth	Elementary Teacher	krichmon@edzone.net
Mr. Terry	Hutchinson	Board member	thutch7@sbcglobal.net
Mr. Rod	Cole	Board member	rod.cole@erathlink.edu
Mrs. Denise	McBride	Board member	mcbrieldm@cmich.edu
Mr. Bob	Pasch	Board member	robertpasch@yahoo.com
Mrs. Jane	Finnerty	Board member	janefinnerty@yahoo.com
Mr. Frank	Fox	Board member	foxjean11@yahoo.com
Mrs. Kari	Rojas	Board member	rojas1kl@cmich.edu
Mr. Jason	Wolf	Elementary Principal	jwolf@edzone.net
Mrs. Kelly	Schafer	secretary	kschafer@edzone.net
Mrs. Veena	Cole	Elementary Teacher	vecole@earthlink.net
Ms. Katie	Pickler	Elementary Teacher	k.m.pickler@hotmail.com
Mrs. Jernnifer	Davis	Elementary Teacher	jmae00@yahoo.com
Mrs. Angie	Henry	High School Teacher	x96myer1@yahoo.com
Mrs. Carrie	House	Elementary Teacher	khouse@edzone.net
Mrs. Sara	Millerov	Counselor	smillero@edzone.net
Mr. Steven	Pritchard	High School Teacher	spritcha@edzone.net
Mrs. Donna	Horsley	Media Center	dhorsley@edzone.net

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

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

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

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

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

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

# Statement of Non-Discrimination

## Federal Office for Civil Rights

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

## Contact Information

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

Name/Position:	William C Chilman IV
Address:	3180 W. Beal City Rd.
Telephone Number:	989-644-3901

## References

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

## Supporting Documentation

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

- District Board Policy on Parent Involvement

## Conclusion

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

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

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

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

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

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

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

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

## Beal City Public Schools Administrative Guidelines

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### **2112 - PARENT INVOLVEMENT IN THE SCHOOL PROGRAM**

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 the learning outcomes for their child with the goal of developing a responsible, adult member of society;
- D. establishing and supporting a consistent and shared approach to child guidance and discipline;
- E. providing for the proper health, safety, and well-being for their child;
- F. developing English language proficiency.

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

The District shall develop a Parental 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 Parental Involvement Plan for the District (with building/program specific goals as desired) may include, but not be limited to, the following strategies:

- A. Provide child's individual assessment results, reading results, progress reports, report cards, parent conferences.
- B. 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.
- C. Arrange flexible scheduled parent/teacher conferences and parent requested conferences.
- D. Post PTA/PTO meetings, and parent involvement meetings on the District website and via-e-mail.
- E. Publish District and School Newsletter(s) informing parents about the Parental 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.
- F. Schedule regular meetings and brainstorming sessions at least periodically to provide parents the opportunity to share concerns and desires, to better improve the school environment and student achievement.

- 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. Establish and maintain a home reading program. Books will be provided to encourage students to read at home.
- I. Maintain a consistent, District wide effort to communicate regularly with parents. Teachers contact new students by mailing welcome notes.
- J. Schedule at least two (2) student conferences annually with the teacher(s) to inform parents of student's progress.
- K. Distribute periodic weekly newsletters from teachers informing parents of upcoming District events and curriculum being taught.
- L. Send folders home (each week, bi-weekly, monthly) to keep parents abreast of individual student progress and maintain open lines of communication.
- M. Make calls, use e-mail letters as needed for teachers and administrators to communicate with parents.
- N. Home language surveys are done at enrollment to identify students for whom English is a second language to provide a means for developing individualized instruction when needed.
- O. Encourage continued positive partnerships involvement throughout the community by staff and administrators.
- P. Offer an ongoing reading tutorial program throughout the school year during the day, encouraging parental involvement.
- Q. Encourage after school academic clubs to provide students additional opportunities to develop skills.
- R. Have the District's high school students offer tutoring through the National Honor Society upon request.
- S. Encourage active faculty participation in PTA or PTSO.
- T. Have students perform annually for PTA programs. The cheerleaders and athletic teams provide booster clubs sponsorship to actively engage parents.
- U. Have students perform at various functions throughout the community.
- V. Encourage parents to serve as chaperones for class field trips and other school activities.
- W. Provide parenting classes throughout the year.
- X. Have school administration and staff provide test data and interpretation meetings to allow parents to ask questions.
- Y. Provide opportunities for discussions between parents, administrators and staff to address problems and find solutions for students having difficulties, either academically or socially.
- Z. Establish and make reasonably available a parenting resource center.
- AA. Use homework hotline to inform homes of various assignments and activities. Utilize the website as available.
- BB. Place current and accurate announcements on the schools web site throughout the District.
- CC. Inform 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.

## Relations with Parents

The District encourages 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 District, 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 District 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.

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