

School Improvement Plan

Title I - Schoolwide

School Year: 2011 - 2012

School District: Central Montcalm Public Schools

ISD/RESA: Montcalm Area ISD

School Name: Sheridan Elementary School

Grades Served: PK,K,1,2

Principal: Mr. John Shick

Building Code: 05406

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The 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:	Sheridan Elementary School
District:	Central Montcalm Public Schools
Public/Non-Public:	Public
Grades:	PK,K,1,2
School Code Number:	05406
City:	SHERIDAN
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

A learning community where all people strive for continuous improvement in everything they do.

Mission Statement

Preparing today's child for tomorrow's world.

Beliefs Statement

1. We are committed to the Principle of Caring.

We believe in:

- Establishing an atmosphere that promotes learning
- Supporting each other
- Accepting and nurturing everyone
- Keeping a safe and secure environment

2. We are committed to the Principle of Ethics.

We believe in:

- Accepting responsibility for your decisions, actions and reactions
- Adhering to professional standards of conduct

3. We are committed to the Principle of Optimism.

We believe in:

- Continuous improvement in all systems and processes
- Expecting all students and staff to be learners
- Creating an outstanding community
- Valuing the intentions and opinions of others
- Knowing everyone can succeed

4. We are committed to the Principle of Loyalty.

We believe in:

- Fostering a high regard for the whole system
- Supporting the mission and vision
- Building partnerships
- Solving problems together

5. We are committed to the Principle of Integrity.

We believe in:

- Honesty
- High standards
- Doing our best

6. We are committed to the Principle of Passion.

We believe in:

- Being driven
- Being motivated
- Being committed
- Having a love of what we are doing

7. We are committed to the Principle of Empathy.

We believe in:

- Being open to other's point of view
- Understanding the situation of others

8. We are committed to the Principle of Honesty.

We believe in:

- Trusting others
- Keeping our commitments
- Telling the whole truth
- Stating the facts

9. We are committed to the Principle of Respect.

We believe in:

- Self-worth of all people
- The "Golden Rule"
- Appreciation of diversity and differences
- Including all into the learning community
- Rights of others

10. We are committed to the Principle of Fairness.

We believe in:

- Being equitable
- Being consistent

Goals

Name	Development Status	Progress Status
Math	Complete	In Progress
Reading	Complete	In Progress
Writing	Complete	In Progress

Goal 1: Math

Content Area: Math

Development Status: Complete

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

Gap Statement: Within the District MEAP report for math, we found that we improved from a 5 percentage point gap between girls' and boys' performance in math to a 3 percentage point gap. There was a 13 percentage point gap between the performance of special education students (81%) and general education students (94%), and now only a 10% gap (SPE 83% GE 93%). There was a 9 percentage point gap between Free Lunch (89%) and Not Free Lunch (98%), and now only a 6 percentage point gap (F/R 90% NF/R 96%). We are happy with this progress, but know we must continue to work at reducing the gaps between students with disabilities and those without as well as students with free/reduced lunch compared to not free/reduced lunch students. We also know we don't want those top students dropping in scores either.

We said we would focus on the gap between our high areas of math, Base Ten Number System (86%) and the lowest areas, Data and Probability (0%), Connections (41%), and Properties of 2D Shapes/Angles (48%). These are all areas that require more than just computation. They require thinking skills and multi-step problem solving. We cannot see yet whether those areas have already shown growth as evidenced by MEAP, however we know our own local data shows we still need to work at this to help our students be more successful.

Our Quarterly Math Assessment Data shows that:

In 2009-10 only 20% of our 2nd graders, 63% of 1st graders and 72% of our kindergartners students scored 80% or better on all four quarterly tests. Those numbers were a little better if you only look at 80% or better on at least 3 of the 4 Tests - then 46% of 2nd graders, 80% of 1st graders, and 82% of our kindergartners were successful. In 2010-11 we have looked at our first and second quarterly assessments (as that's what we have data for so far). In 2nd grade, 77% of the students earned 80% or better on the 1st quarter test, but only 46% scored that on the 2nd quarter test. Interestingly, only 68% of last year's group scored 80% or better on the 1st quarter test, and only 42% scored that on the 2nd quarter test. In 1st grade, 83% of the students earned 80% or better on the 1st quarter test, and 80% of them scored 80% or better on the 2nd quarter test. Again, it was interesting that with the previous year's students, 74% of them scored 80% or better on the 1st quarter test, and 100% of them scored 80% or better on the 2nd quarter test. Of our kindergarten groups this year, 93% of them scored 80% or better on the 1st quarter test- compared to last year's group who only had 79% of them at that success level, and 89% of them scored 80% or better on the 2nd quarter test-compared to 82% of them who were that successful last year.

Cause for Gap: There is an aligned curriculum, but teachers use different materials and techniques. That aligned curriculum is now up for review. There is no math program used in the district to ensure a common language. Teachers are creative with materials and are continually in search of ideas to help with instruction. We also found

that school attendance is an area of concern especially for our lowest performing students. Our students with free and reduced lunch and students with disabilities have the highest percentage of 'students missing ten or more days' in a school year. When students miss initial instruction, it's difficult for them to catch up with their peers.

Multiple measures/sources of data you used to identify this gap in student achievement: We have used the Third grade MEAP scores and scores on local quarterly assessments were used to identify the gap.

We also used the attendance percentages for subgroups within the building. The overall attendance has declined over the last couple of years. We believe that if we work at this, we can show improvements in academics for students.

The assessment data above in the gap statement describes how we used the measures listed here.

We may also have a third math measure to use, and that is the easyCBM benchmark math assessment available through the DIBELS website. All of our teachers had their students take a beginning of year assessment. Only the first grade teachers had students take the mid-year assessment, and we plan to have all students take the end of year assessment in May. This test is nationally normed and does not change in difficulty from the beginning of the year to the end of the year. Therefore, teachers can see whole class growth and individual student growth over the course of the year. Additionally, we should be able to see how our students improve over time.

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? On the Third grade MEAP scores demonstrate proficiency when they are a 1 or 2. We have determined that scores on local quarterly assessments of 80% or better will be an indication of student success. On the easyCBM, we can see where our students rank based on national percentile scores and percent scores for each subtest.

Contact Name: John Shick

List of Objectives:

Name	Objective
Mathematical Thinking and Problem Solving	At the end of each quarter, 80% of students will be able to pass at least 80% of the questions on the quarterly math assessments. The SWD and ED groups will show a 5 percent gain, on the MEAP assessment, in closing the gap between general education students and themselves.

1.1. Objective: Mathematical Thinking and Problem Solving

Measurable Objective Statement to Support Goal: At the end of each quarter, 80% of students will be able to pass at least 80% of the questions on the quarterly math assessments. The SWD and ED groups will show a 5 percent gain, on the MEAP assessment, in closing the gap between general education students and themselves.

List of Strategies:

Name	Strategy
Differentiated and Small Group Math Time	The Title I teacher and paraprofessionals will work with the lowest students in each grade who struggle to learn mathematics. They will use the classroom assessments to identify strength and weakness areas. They will base intervention strategies on the assessment results. The classroom teachers will target instruction to meet the needs of groups of students not working with Title I teachers.
Instructional Consultation Team (instructional support)	The members of the Instructional Consultation Team will work with individual teachers to find and deliver the correct instructional match for struggling learners. In doing so, the math proficiency for each student brought to the team with a math concern will increase based on goals collaborated between the teacher and the ICT member. Additionally, the new knowledge the teacher gains in the interactions will be used with other struggling students within the classroom, thus increasing overall math proficiency (including SWD and ED). DUE TO FINANCIAL CONSTRAINTS WE WERE NOT ABLE TO CARRY OUT THIS STRATEGY.
Parent Involvement	The principal and staff of Sheridan Elementary will provide opportunities for two way communication with parents regarding student learning throughout the school year. This two-way communication will increase math proficiency in students including the SWD and ED groups.
Professional Learning Communities	During the 2011-2012 school year teachers will continue to work in professional learning communities (PLC) at least once a month to improve math proficiency levels in all students; this will also increase proficiency levels in targeted groups (SWD and ED) as it will focus on interventions for the students at risk of failing.
Technology	Teachers will have a laptop cart sufficient for the entire class of students, with appropriate programming that can be adapted to increase the proficiency in student math which include our SWD and ED students. Appropriate programming and sites available for differentiating math instruction will be worked on by all students for whom it is appropriate to increase math scores and gather additional information for interventions.

1.1.1. Strategy: Differentiated and Small Group Math Time

Strategy Statement: The Title I teacher and paraprofessionals will work with the lowest students in each grade who struggle to learn mathematics. They will use the classroom assessments to identify strength and weakness areas. They will base intervention strategies on the assessment results. The classroom teachers will target instruction to meet the needs of groups of students not working with Title I teachers.

Selected Target Areas

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Other Required Information for Strategy

"One way to accommodate for the many levels in today's classrooms is to differentiate assignments to suit

individuals needs." from the research study "Improving Mathematics Skills Using Differentiated Instruction with Primary and High School Students." Authors were Daniel K. Ellis, Kerry A. Ellis; Linda J. Huemann, Elizabeth A. Stolarik.

"Classrooms management benefits students and teachers. To effectively operate a classroom using differentiated instruction, teachers must carefully select organization and instructional delivery strategies." Quoted from an article called "Differentiated Instruction and Implications for UDL Implementation" by Tracey Hall, Nicole Strangman, and Anne Meyer.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Intervention Time	2011-09-01	2012-06-01	Classroom teachers, Title I teacher(s) and Paraprofessionals
presentation & study of core standards, best practices, and assessments	2011-03-31	2012-03-30	Curriculum Director, building principal, math curriculum team members, grade level teams

1.1.1.1. Activity: Intervention Time

Activity Description: In order to improve the math proficiency of all students, including SWD and ED, the grade level teachers, Title I teacher(s) and the paraprofessionals will work together to deliver the best instructional match for every student during a grade level 30 minute intervention block.

Planned staff responsible for implementing activity: Classroom teachers, Title I teacher(s) and Paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Paraprofessional Support	Title I Part A	0.00	
Professional Development (best instructional practice)	Title II Part A	1,000.00	
Title I Teacher	Title I Part A	105,000.00	

1.1.1.2. Activity: presentation & study of core standards, best practices, and

assessments

Activity Type: Professional Development

Activity Description: Grade level math curriculum team members will present the work done so far in order to implement the National Core Standards for PreK-First Grade starting school year 2011-12. Discussions will cover standards, activities and best instructional practices, as well as quarterly assessment changes. If needed, additional math best practices will be explored as well.

Planned staff responsible for implementing activity: Curriculum Director, building principal, math curriculum team members, grade level teams

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-03-31, End Date - 2012-03-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.2. Strategy: Instructional Consultation Team (instructional support)

Strategy Statement: The members of the Instructional Consultation Team will work with individual teachers to find and deliver the correct instructional match for struggling learners. In doing so, the math proficiency for each student brought to the team with a math concern will increase based on goals collaborated between the teacher and the ICT member. Additionally, the new knowledge the teacher gains in the interactions will be used with other struggling students within the classroom, thus increasing overall math proficiency (including SWD and ED).

DUE TO FINANCIAL CONSTRAINTS WE WERE NOT ABLE TO CARRY OUT THIS STRATEGY.

Selected Target 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.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.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.

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.

Other Required Information for Strategy

The laboratory for Instructional Consultation Teams website, at <http://www.icteams.umd.edu/books.html>, is maintained by the University of Maryland. The mission statement reflects the promotion of collaboration of educational personnel to further student learning. "The mission of Instructional Consultation as a model of team functioning is to link people and resources at all levels whereby general, special education, and pupil service personnel share the responsibility for the education of ALL students through the improved quality of service."

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instructional Consultation Process	2010-09-01	2011-06-01	IC Team Leadership, IC Team Members, and building teachers making requests for assistance will follow the ICT process. The Team member will keep documentation on the student documentation form (SDF). The SDF is kept with the ICT facilitator, but a summary will be placed (by the ICT member) in the CA 60 of each child serviced, and the classroom teacher will document interventions summary information on the interventions google doc. All teachers who brought a case to ICT will be given an online survey for their input on the process delivery system and overall level of implementation. DUE TO FINANCIAL CONSTRAINTS AND LIMITED STAFF WE WERE NOT ABLE TO CONTINUE THIS ACTIVITY.

1.1.2.1. Activity: Instructional Consultation Process

Activity Description: The teacher identifies a student struggling in math and makes a request, in writing, for assistance from the IC Team. The IC Team will determine which member's schedule and expertise best matches with the requesting teacher's needs. That person volunteers to be the case manager. As the case manager, the ICT member will assist the teacher throughout the Problem Solving Stages (Contracting, Problem Identification & Analysis, Strategy/Intervention Implementation, Strategy/Intervention Evaluation, Follow-Up/Redesign, Closure) to increase the student's math proficiency. The IC Team is available to each IC member for assistance on their cases involving assessment, instruction, and intervention practices. The teacher will incorporate the interventions into regularly used instructional practices which will benefit all math students including those SWD and ED students. The teacher determines the duration of the collaboration/Problem Solving Stages. S/he can make a request anytime throughout the school year and can bring as many students as needed. When the goals for the student's math proficiency have been met to the teacher's comfort level and/or the strategies are embedded/faded the case can be closed.

DUE TO FINANCIAL CONSTRAINTS AND LIMITED STAFF WE WERE NOT ABLE TO CONTINUE THIS ACTIVITY.

Planned staff responsible for implementing activity: IC Team Leadership, IC Team Members, and building teachers making requests for assistance will follow the ICT process. The Team member will keep documentation on the student documentation form (SDF). The SDF is kept with the ICT facilitator, but a summary will be placed (by the ICT member) in the CA 60 of each child serviced, and the classroom teacher will document interventions summary information on the interventions google doc. All teachers who brought a case to ICT will be given an online survey for their input on the process delivery system and overall level of implementation.

DUE TO FINANCIAL CONSTRAINTS AND LIMITED STAFF WE WERE NOT ABLE TO CONTINUE THIS ACTIVITY.

Actual staff responsible for implementing activity:
DUE TO FINANCIAL CONSTRAINTS AND LIMITED STAFF WE WERE NOT ABLE TO CONTINUE THIS ACTIVITY.

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

Actual Timeline: Begin Date - 09/01/2010, End Date - 12/18/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Consultation Team Buddy- NOT NEEDED	General Funds	0.00	0.00
Substitute Teachers- NOT NEEDED	General Funds	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
12/02/2010	Shannon Bowen	In Progress	As of December 1, 2010, due to funding issues, we will no longer be able to fully implement the ICT process as a strategy for improving math proficiency. Although the ICT process has been discontinued, we are going to look at and implement a response to intervention process that would include the following steps: 1. The teacher would collect baseline data. 2. A group of teachers, potentially including a Title I teacher, counselor, social worker, etc, would convene to discuss the challenge. 3. Possible interventions would be discussed. 4. The chosen intervention would be implemented for a set period of time. 5. After the interventions are tried, the group would reconvene to review the results of the progress monitoring data. 6. The decision would be made to stop, continue or change the intervention.

1.1.3. Strategy: Parent Involvement

Strategy Statement: The principal and staff of Sheridan Elementary will provide opportunities for two way communication with parents regarding student learning throughout the school year. This two-way communication will increase math proficiency in students including the SWD and ED groups.

Selected Target Areas

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.

Other Required Information for Strategy

There are now, research-based strategies for planning, implementing, evaluating, and improving effective programs of family and community involvement in all schools, districts, and state departments of education. (based on research of Joyce L. Epstein and Mavis G. Sanders in the book School, Family, and Community Partnerships: Your Handbook for Action).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Family Wellness Fair (With Community Partners)	2011-09-01	2013-03-01	Building principal, BSIT representatives, teachers and staff
parent training	2011-09-01	2012-06-01	The building principal and the Title I teacher will schedule the date of the parent night. The teachers and principal will plan together the agenda and carry out the training in the area of math. An evaluation, created ahead of time by the BSIT, will be filled out by participants. The BSIT representatives will collect the evaluations, compile the results, and store them in the evidence box for the next EDyes review.
Two Way Communication with Parents	2011-09-06	2012-06-01	All teachers and the principal will communicate with parents regularly throughout the school year about the math progress and needs of students. Teachers will turn newsletters in to the building school improvement representatives . Teachers will report back to the building school improvement representatives which of their students' parents attended parent teacher conferences, open house and Title I night. The BSIT reps will store the information in the evidence box and use it for the next EDYes review.

1.1.3.1. Activity: Family Wellness Fair (With Community Partners)

Activity Description: We will host a Family Wellness Fair where we, along with community partners, will share information with parents about keeping their family healthy. We will also go over when students should stay home due to illness and when it's okay to send them to school with minor symptoms. We will share our goal to reduce the percentage of students missing ten or more days in a school year. We will also share our plan to honor students for great attendance at monthly assemblies and to continue to promote good character at these assemblies as well.

Planned staff responsible for implementing activity: Building principal, BSIT representatives, teachers and staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2013-03-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials	Title I School Improvement (ISI)	500.00	

1.1.3.2. Activity: parent training

Activity Description: The building principal and the teachers will plan, provide, and evaluate parent training in math (what's taught, what's expected by grade level, and how we can work together to best help students grow in math skills). This parent training will increase math proficiency.

Planned staff responsible for implementing activity: The building principal and the Title I teacher will schedule the date of the parent night. The teachers and principal will plan together the agenda and carry out the training in the area of math. An evaluation, created ahead of time by the BSIT, will be filled out by participants. The BSIT representatives will collect the evaluations, compile the results, and store them in the evidence box for the next EDyes review.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
materials	Title I Part A	1,800.00	0.00

parent trainers (our teachers)	Title I Part A	500.00	0.00
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1.1.3.3. Activity: Two Way Communication with Parents

Activity Description: Teachers will keep parents informed about the learning needs of the students by sending newsletters and communicating at parent teacher conferences. The principal and teachers will host an open house where curriculum lotus diagrams, parent/teacher/student compacts will be discussed, and questions will be answered if parents have them. This two way communication will increase the math proficiency of all students including the SWD and ED groups.

Planned staff responsible for implementing activity: All teachers and the principal will communicate with parents regularly throughout the school year about the math progress and needs of students. Teachers will turn newsletters in to the building school improvement representatives . Teachers will report back to the building school improvement representatives which of their students' parents attended parent teacher conferences, open house and Title I night. The BSIT reps will store the information in the evidence box and use it for the next EDYes review.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
materials	General Funds	300.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
12/02/2010	Shannon Bowen	In Progress	An open house was held on August 31, 2010 and 68% of students' parents were represented. Current lotus diagrams and parent/student compacts were discussed and questions from parents were answered. Weekly newsletters are sent home from the office and classroom newsletters containing math topics and areas to work on are also sent home regularly. Parent/teacher conferences were held on the morning of November 5 and the evenings of November 9 and 11. Our attendance rate was 92% for the building.

1.1.4. Strategy: Professional Learning Communities

Strategy Statement: During the 2011-2012 school year teachers will continue to work in professional learning communities (PLC) at least once a month to improve math proficiency levels in all students; this will also increase proficiency levels in targeted groups (SWD and ED) as it will focus on interventions for the students at risk of failing.

Selected Target Areas

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.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.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.

Other Required Information for Strategy

Michael Schmoker article in Educational Leadership, March 1999, Volume 56, Number 6 states, "Every school year, the full faculty should conduct a review of assessment results. Teams of teachers should identify the most pronounce patterns of student weakness then seek absolute clarity of the nature of these problems through staff development and regular, professional collaboration. Teachers should focus on these areas while monitoring progress regularly."

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Collaboration Time	2011-09-06	2012-06-01	All teachers will participate in professional learning communities at their grade levels or content areas. The principal will be responsible for scheduling teachers to meet. Teachers will maintain records of the research, data, and interventions of each grade level.

1.1.4.1. Activity: Collaboration Time

Activity Type: Professional Development

Activity Description: Teachers will meet collaboratively in grade level PLCs, at least one time per month, to look at student data from formative and summative assessments and make decisions regarding needed interventions to support learning. During these meetings, teachers will complete a team learning log to document the discussion of assessment, instructional plan, and timelines for what will be done with students to improve math proficiency. This is evaluated monthly within the process. When teams meet each time they discuss the short-term results of the plan and work from the previous meeting. The

team learning logs can be found in grade level notebooks at each building or on the district server.

Planned staff responsible for implementing activity: All teachers will participate in professional learning communities at their grade levels or content areas. The principal will be responsible for scheduling teachers to meet. Teachers will maintain records of the research, data, and interventions of each grade level.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Coach	Title II Part A	10,000.00	0.00
substitute teachers	Title II Part A	5,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
12/02/2010	Shannon Bowen	In Progress	As of December 1, 2010, professional learning committees have met on September 30/October 1, October 11, and November 18/19. Agendas and meeting minutes are stored on district computers. Up to this point we have been focusing on English Language Arts. By the end of the school year, we will focus on math.

1.1.5. Strategy: Technology

Strategy Statement: Teachers will have a laptop cart sufficient for the entire class of students, with appropriate programming that can be adapted to increase the proficiency in student math which include our SWD and ED students. Appropriate programming and sites available for differentiating math instruction will be worked on by all students for whom it is appropriate to increase math scores and gather additional information for interventions.

Selected Target 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.
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.

Other Required Information for Strategy

An article about computer-assisted instruction, from Britannica Concise Encyclopedia, as located on <http://encyclopedia2.thefreedictionary.com/computer-assisted+instruction> states, "By providing one-to-one interaction and producing immediate responses to input answers, computers allow students to demonstrate mastery and learn new material at their own pace."

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Response to Intervention Using Technology	2011-09-06	2012-06-01	The technology department will provide laptop carts. The Title I teacher will find the best products/sites available that will provide interventions for our students. The classroom teachers will use the intervention opportunities during math class sessions, classroom free choice time, and any other times within the day that they see appropriate in order to increase the math proficiency of all student including our SWD and ED students. The BSIT team will survey students and staff to evaluate the effectiveness of the technology strategy. WE DID NOT RECEIVE ANY LAPTOP CARTS FOR THE 2010-2011 SCHOOL YEAR.

1.1.5.1. Activity: Response to Intervention Using Technology

Activity Description: Using the results of the quarterly assessments, as well as classroom observation and assessment, teachers will determine the individual strengths and weaknesses of students in mathematics. Teachers will have students use computer programs appropriate to their individual needs in order to provide them with a motivating way to learn and practice necessary skills and to improve their math proficiency.

Planned staff responsible for implementing activity: The technology department will provide laptop carts. The Title I teacher will find the best products/sites available that will provide interventions for our students. The classroom teachers will use the intervention opportunities during math class sessions, classroom free choice time, and any other times within the day that they see appropriate in order to increase the math proficiency of all student including our SWD and ED students. The BSIT team will survey students and staff to evaluate the effectiveness of the technology strategy.

WE DID NOT RECEIVE ANY LAPTOP CARTS FOR THE 2010-2011 SCHOOL YEAR.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Compass Learning	General Funds	0.00	0.00
laptop carts	General Funds	0.00	0.00
Site fees	General Funds	500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
12/02/2010	Shannon Bowen	In Progress	Instead of laptop carts, classrooms received 4 laptops for students to use. We are waiting for the 1:1 Laptop Initiative to rollout at the high school. Once that occurs, lap top carts formerly used there will be distributed to the elementaries. As of December 1, 2010 no professional development in the use of Compass Learning has occurred.

Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

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

Gap Statement: There is a discrepancy between the proficiency of students on the MEAP as compared to our local DRA and DIBELS results. On the 2009 MEAP (3rd grade reading) 89% of all students from Sheridan Elementary were proficient or advanced. On the 2010 MEAP (3rd grade reading) 86% of all students from Stanton and Sheridan Elementaries were proficient or advanced.

In the lower grades we have more kids not at or above grade level at the end of their kindergarten through second grade year. At the end of the 2008-09 school year, 79% of the kindergarten students were reading at grade level, 75% of the first grade students were at grade level, and 74% of the second grade students. At the end of 2009-10, 78% of kindergartners, 93% of first graders, and 79% of second graders were at or above grade level. We also see that some of these percentages change in the fall with loss of skills over the summer.

On the DIBELS assessments, at mid-year 2010-11, our kindergartners were 85% at benchmark overall. However, our first grade students fell at mid-year on the DIBELS to 59% at benchmark, due to the addition of the reading fluency sub-test, and our second grade students are only 62% at benchmark at mid-year on oral reading fluency. This gives us plenty of room to make improvements.

In both local and state data, students with disabilities are much farther behind in meeting the state expectations. On the 2009 MEAP only 73% of the Special Education students were proficient, where 92% of the General Education population was proficient. In 2010 only 50% of the Special Education students were proficient, where

88% of the General Education population was proficient. The difference between boys' and girls' proficiency was minimal both of the last two years. However, the difference between students with free and reduced lunch (86%) and those not free and reduced (96%) appeared as a ten percentage point gap. Unfortunately, the gap was closed this year, but not because the free and reduced lunch students improved. The change is indicating a 10% point drop in the proficiency level of the not free and reduced lunch students. Both groups were 86% proficient in 2010.

Cause for Gap: In previous years, there was a consistent curriculum but no common materials. This year a new core program was purchased and implemented with all k-2 students. Teachers were learning how to best use the new materials, and had to figure out which of the old instructional practices needed to stay and which could be replaced by this new core program. Teachers had a few opportunities to meet in grade level teams to discuss the best use of the new and old materials. We expect to see greater improvement in future years - as teachers know the materials better.

Multiple measures/sources of data you used to identify this gap in student achievement: We have used the 3rd grade MEAP data, DRA and DIBELS scores to determine reading proficiency and areas of strength and weakness. For MEAP data, we have looked at the percent of students who are proficient or advanced (1 or 2 in reading). If that percentage increases, we feel we have had a positive impact through quality preparation at the k-2 level. If it drops, we need to look at our practices and make adjustments, with the goal of always improving.

The Developmental Reading Assessment (DRA) has levels that are expected at each grade level. We monitor this at mid year and end of year for kindergarten and second grade, and we monitor it quarterly in first grade (as that is where the most change happens).

In DIBELS assessment data, we have looked at the benchmark expectation and what percent of our students has reached that. We do have the capability to look at each DIBELS subtest at each grade level for further gap analysis if needed.

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? Students will be monitored three times a year by using the assessments in DIBELS, and DRA, as well as some from MLPP. DIBELS progress monitoring and assessments used by Title I staff will be used in an ongoing manner. The formal assessment used is the MEAP. The criterion for success are: a score of 1 or 2 (advanced or proficient) on the MEAP reading assessment in 3rd grade, a minimum DRA reading level of 3 for kindergarten, 16 for first graders and 28 for second graders by the end of the school year, and a DIBELS nonsense word fluency score of 25 for kindergarten by the end of the year, oral reading fluency speed at the end of the year of 40 words per minute for first graders and 90 words per minute for second grade students.

Contact Name: John Schick

List of Objectives:

Name	Objective
reading	By March of 2012, reading proficiency for all students will increase at least 3 percentage points. Students with disabilities and students who qualify for free/reduced lunch will increase by 5 percentage points.

2.1. Objective: reading

Measurable Objective Statement to Support Goal: By March of 2012, reading proficiency for all students will increase at least 3 percentage points. Students with disabilities and students who qualify for free/reduced lunch will increase by 5 percentage points.

List of Strategies:

Name	Strategy
Grade Level Literacy Blocks	The Principal will schedule staff so that the teachers at each grade level can plan for an uninterrupted 90 minute literacy block. Outside of that time, teachers will be able to focus instruction for each child at his or her current literacy level. Throughout this extra 30 minute period all students will be challenged to move beyond where they are in the literacy skill areas. This is made more possible, because for the 30 minutes of that time, Title I teacher and three paraprofessionals will work with the teacher to better instruct small groups based on their current needs to increase reading proficiency including our SWD and ED groups.
Parent Involvement	The principal and staff of Sheridan Elementary will provide opportunities for two way communication with parents regarding students' reading proficiency throughout the school year.
Technology	Teachers will have a laptop cart sufficient for the entire class of students, with appropriate programming that can be adapted to increase the proficiency in student reading which include our SWD and ED students. Appropriate programming such as Reading Counts, Lexia, Compass Learning will be done by all students for whom it's appropriate, to increase reading proficiency and gather additional information for interventions.

2.1.1. Strategy: Grade Level Literacy Blocks

Strategy Statement: The Principal will schedule staff so that the teachers at each grade level can plan for an uninterrupted 90 minute literacy block. Outside of that time, teachers will be able to focus instruction for each child at his or her current literacy level. Throughout this extra 30 minute period all students will be challenged to move beyond where they are in the literacy skill areas. This is made more possible, because for the 30 minutes of that time, Title I teacher and three paraprofessionals will work with the teacher to better instruct small groups based on their current needs to increase reading proficiency including our SWD and ED groups.

Selected Target 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.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.
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.

Other Required Information for Strategy

Marchand-Martella, N.E., Ruby, S.F., & Martella, R.C. (2007). Intensifying reading instruction for students within a three-tier model: Standard-protocol and problem solving approaches within a Response-to-Intervention (RTI) system. *TEACHING Exceptional Children Plus*, 3(5) Article 2. Retrieved April 28, 2010 from <http://escholarship.bc.edu/education/teplus/vol3/iss5/art2>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Differentiated and Small-Group Literacy Time	2011-09-01	2012-06-01	The Title I teacher(s) along with grade level teacher will collaboratively deliver differentiated instruction and assist the paraprofessional. The PLC meeting log will provide the documentation of the planning and the outcomes data.
Review of Assessment Practices & Documentation	2011-08-29	2011-09-16	Building principal, Title I teachers, building teachers and paraprofessionals
Uninterrupted Literacy Block	2011-09-01	2012-06-01	The principal will ensure that a workable schedule is in place. The grade level teachers will use the literacy block for literacy instruction.

2.1.1.1. Activity: Differentiated and Small-Group Literacy Time

Activity Description: In order to improve the reading proficiency of all students (including SWD and ED), the grade level teachers, the Title I teacher(s), and the paraprofessionals will work together to deliver the best instructional match for every student during a grade level 30 minute intervention block.

Planned staff responsible for implementing activity: The Title I teacher(s) along with grade level teacher will collaboratively deliver differentiated instruction and assist the paraprofessional. The PLC meeting log will provide the documentation of the planning and the outcomes data.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
paraprofessional support	Title I Part A	64,000.00	0.00
Title 1 Teacher (named as a resource under a math strategy)	Title I Part A	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
12/02/2010	Shannon Bowen	Completed	At this time, kindergarten teachers are working with their own children who are on or beyond grade level. First and second grade group their students according to skill level. Each teacher instructs to the level of the group.
12/02/2010	Shannon Bowen	Completed	A schedule has been created to allow for each grade level to have 30 minutes of intervention time. During this time, the Title I teachers and paraprofessionals are concentrated in each grade level in order to work with students who qualify for Title I services.

2.1.1.2. Activity: Review of Assessment Practices & Documentation

Activity Type: Professional Development

Activity Description: As a staff, we need to review the assessments given, proper scoring, and documentation of results. Some of the assessments that need review: DRA, DIBELS, MLPP, and Sight Word Testing. This can be done in-house, I believe, but time must be allowed for this to take place. We can also review how the information will be entered into google docs or INGA if we get that up an going by fall. In the past we have kept intervention google doc for the documentation of interventions over time for students. We need time to review changes in the way we have been doing this.

Planned staff responsible for implementing activity: Building principal, Title I teachers, building teachers and paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2011-09-16

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Time	No Funds Required		

2.1.1.3. Activity: Uninterrupted Literacy Block

Activity Description: The teachers at each grade level, in collaboration with the Title I teacher, will plan a daily 30 minute segment outside of the 90 minute uninterrupted literacy block, to improve reading proficiency for all students including our SWD and ED group. The 90 minutes will be whole group instruction by the grade level teacher for all students. The other 30 minute section will consist of small group differentiated instruction provided by the grade level teachers, the Title I teacher and the paraprofessionals. A portion of time for this planning will take place during grade level PLC meetings.

Planned staff responsible for implementing activity: The principal will ensure that a workable schedule is in place. The grade level teachers will use the literacy block for literacy instruction.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
12/02/2010	Shannon Bowen	Completed	A schedule was created that allowed for an uninterrupted 90 minute literacy block for each grade level. This was to provide time for teachers to give first best instruction. An additional 30 minute intervention block is used to take students beyond where they are currently working. The Title I teacher and paraprofessionals are used at grade levels to instruct children who qualify for Title I services.

2.1.2. Strategy: Parent Involvement

Strategy Statement: The principal and staff of Sheridan Elementary will provide opportunities for two way communication with parents regarding students' reading proficiency throughout the school year.

Selected Target Areas

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.

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.

Other Required Information for Strategy

There are research-based strategies for planning, implementing, evaluating, and improving effective programs of family and community involvement in all schools, districts, and state departments of education (based on research of Joyce L. Epstein and Mavis G. Sanders in the book, School, Family, and Community Partnerships: Your Handbook for Action)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parent Involvement - two way communication	2011-09-01	2012-06-01	All teachers and the principal will communicate with parents regularly throughout the school year about the reading progress and needs of students. Teachers will turn newsletters in to the building school improvement representatives . Teachers will report back to the building school improvement representatives which of their students' parents attended parent teacher conferences, open house and Title I night. The BSIT reps will store the information in the evidence box and use it for the next EDYes review.
parent training	2011-09-01	2012-03-01	The building principal and the Title I teacher will schedule the date of the parent night. The teachers and principal will plan together the agenda and carry out the training in the area of reading. An evaluation, created ahead of time by the BSIT, will be filled out by participants. The BSIT representatives will collect the evaluations, compile the results, and store them in the evidence box for the next EDyes review.

2.1.2.1. Activity: Parent Involvement - two way communication

Activity Description: Teachers will keep parents informed about the learning needs of the students by sending newsletters and communicating at parent teacher conferences. The principal and teachers will host an open house where curriculum lotus diagrams, parent/teacher/student compacts will be discussed, and questions will be answered if parents have them. This two way communication will increase the

reading proficiency of all students including the SWD and ED groups.

Planned staff responsible for implementing activity: All teachers and the principal will communicate with parents regularly throughout the school year about the reading progress and needs of students. Teachers will turn newsletters in to the building school improvement representatives . Teachers will report back to the building school improvement representatives which of their students' parents attended parent teacher conferences, open house and Title I night. The BSIT reps will store the information in the evidence box and use it for the next EDYes review.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
materials	General Funds	100.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
12/02/2010	Shannon Bowen	In Progress	An open house was held on August 31, 2010 and 68% of students' parents were represented. Current lotus diagrams and parent/student compacts were discussed and questions from parents were answered. Weekly newsletters are sent home from the office and classroom newsletters are also sent home regularly. Parent/teacher conferences were held on the morning of November 5 and the evenings of November 9 and 11. Our attendance rate was 92% for the building.
12/02/2010	Shannon Bowen	In Progress	An open house was held on August 31, 2010 and 68% of students' parents were represented. Current lotus diagrams and parent/student compacts were discussed and questions from parents were answered. Weekly newsletters are sent home from the office and classroom newsletters containing math topics and areas to work on are also sent home regularly. Parent/teacher conferences were held on the morning of November 5 and the evenings of November 9 and 11. Our attendance rate was 92% for the building.

2.1.2.2. Activity: parent training

Activity Description: The building principal and the teachers will plan, provide, and evaluate parent training in reading (what's taught, what's expected by grade level, and how we can work together to best help students grow in reading skills).

Planned staff responsible for implementing activity: The building principal and the Title I teacher will schedule the date of the parent night. The teachers and principal will plan together the agenda and carry out the training in the area of reading. An evaluation, created ahead of time by the BSIT, will be filled out by participants. The BSIT representatives will collect the evaluations, compile the results, and store them in the evidence box for the next EDyes review.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-03-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
materials for parents	Title I Schoolwide	200.00	0.00
parent trainers (our teachers)	Title I Schoolwide	300.00	0.00

2.1.3. Strategy: Technology

Strategy Statement: Teachers will have a laptop cart sufficient for the entire class of students, with appropriate programming that can be adapted to increase the proficiency in student reading which include our SWD and ED students. Appropriate programming such as Reading Counts, Lexia, Compass Learning will be done by all students for whom it's appropriate, to increase reading proficiency and gather additional information for interventions.

Selected Target 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.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.
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.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.

Other Required Information for Strategy

An article about computer-assisted instruction, from Britannica Concise Encyclopedia, as located on <http://encyclopedia2.thefreedictionary.com/computer-assisted+instruction> states, "By providing on-to-one interaction and producing immediate responses to input answers, computers allow students to demonstrate mastery and learn new material at their own pace."

SRI is a research-based, computer-adaptive assessment for grades K-12. This instrument measures students' levels of reading comprehension, and results are reported in terms of a Lexile measurement that gauges both reader ability and text difficulty on the same scale.

Study Island is a research-based online tool that allows students to learn and practice skills within the Michigan Core Curriculum in reading. It has products for kindergarten through high school.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Response to Intervention using Technology	2011-09-01	2012-06-01	The district will provide laptop carts. The Title I teacher will find the best products/sites available that could provide interventions for our students. Examples of products will be Lexia and Reading Counts. The A-Z Reading site is a good one for teachers to access leveled books for an annual fee.

2.1.3.1. Activity: Response to Intervention using Technology

Activity Description: Using the results of the DIBELS and DRA, as well as classroom observation and assessment, teachers will determine the individual strengths and weaknesses of students in reading. Those students will use computer programs to provide them with a motivating way to learn and practice necessary skills.

Laptop carts that are ready right away will be used starting at the beginning of the school year, with additional carts added throughout the school year. Carts will be provided for each grade level as soon as possible.

The Title I teacher will find the best products/sites available that could provide interventions for our students.

The classroom teacher will monitor the reading level of each student at least three times a year. Intervention success can be determined based on student reading assessment improvements. Changes in technology will be made based on assessment results and quarterly (report card) review of student reading skills.

Planned staff responsible for implementing activity: The district will provide laptop carts. The Title I teacher will find the best products/sites available that could provide interventions for our students. Examples of products will be Lexia and Reading Counts. The A-Z Reading site is a good one for teachers to access leveled books for an annual fee.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
funds for computer programs and Site Fees	General Funds	500.00	0.00
TumbleBooks (online read aloud stories)	General Funds	399.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
12/02/2010	Shannon Bowen	In Progress	Instead of laptop carts, classrooms received 4 laptops for students to use. We are waiting for the 1:1 Laptop Initiative to rollout at the high school. Once that occurs, lap top carts formerly used there will be distributed to the elementaries. As of December 1, 2010 no professional development in the use of Compass Learning has occurred.

Goal 3: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All Sheridan Elementary students will be proficient in the area of writing.

Gap Statement: Our local writing data shows that students improve in their writing throughout the year, but we still do not have 100% proficiency. A chart developed from the assessment data of every teacher in the building shows the Jan.2010 proficiency levels for number of students at mastery in writing, as measured by the MLPP analytic writing rubric, range from 35% to 75% when looking at each of the writing areas (Content & Ideas, Organization, Style, Conventions). The lowest areas on the rubric based on the Jan. writing sample for first and second grade are organization and style. For kindergarten, the low areas were style and conventions. On the 2008, 3rd grade MEAP, the weak strands were writing style and writing process. MEAP currently assesses writing for the first time in 4th grade.

At Sheridan Elementary, we had (on the 3rd gr. 2008 MEAP) a 28 percentage point gap between the number of

students proficient who were girls (82%) and boys (54%). We also had a 26 percentage point gap between the number of special education students proficient (40%) and the number of general education students proficient (66%). In order to take a look at that gap between boys and girls in our local data, we set up our data sheet with girls at the top and boys at the bottom. In the 2010-11 school year, the kindergarten data shows that in September only 1 student was at mastery in content and ideas and conventions. However, in January, the girls did significantly better than boys especially in organization and style. They were slightly better in content and ideas, but the boys were better in conventions. The first grade data shows in September the girls had more students proficient across all areas of the rubric. In January, all students demonstrated improvement in writing across the areas of the rubric, but the girls improved at a greater rate. The gap between how well boys did compared to girls widened between September and January. In second grade, the September data shows that in content and ideas, organization and style, the boys did significantly better than the girls. The girls were only 4 percentage points better in conventions. In January, the girls got better than the boys in Content and Ideas and Organization, and in Style and Conventions, they were almost equal.

Cause for Gap: One cause for the gap in the success of our subgroups of students is a lack of interest in writing. Quite often, the writing task is complicated and causes students to perform poorly. A common language for writing has also lacked as students move from grade level to grade level.

Multiple measures/sources of data you used to identify this gap in student achievement: LOCAL WRITING SCORES AND MEAP DATA WERE USED.

The Local writing scores as measured by the MLPP analytic writing rubric were used to determine writing proficiency in k-2. Due to the timing of the renewal of these reports, we will look at the January '09 to January '10 data. In 2011-12, we will use a different common K-2 rubric based on 6 + 1 Traits.

In Jan. '11, in Kindergarten, 58% of the students were at mastery(3 or 4 on the rubric) for Content and Ideas, 49% were at mastery for organization, 47% were at mastery for style, and 35% were at mastery for conventions. In Jan. '10, in kindergarten, 64% of the students were at mastery(3 or 4 on the rubric) for Content and Ideas, 5% were at mastery for organization, 55% were at mastery for style, and 16% were at mastery for conventions.

In Jan. '11, in first grade, 67% of the students were at mastery(3 or 4 on the rubric) for Content and Ideas, 58% were at mastery for organization, 66% were at mastery for style, and 73% were at mastery for conventions. In Jan. '10, in first grade, 66% of the students were at mastery(3 or 4 on the rubric) for Content and Ideas, 52% were at mastery for organization, 72% were at mastery for style, and 84% were at mastery for conventions.

In Jan. '11, in second grade, 67% of the students were at mastery(3 or 4 on the rubric) for Content and Ideas, 47% were at mastery for organization, 65% were at mastery for style, and 75% were at mastery for conventions. In Jan. '10, in second grade, 61% of the students were at mastery(3 or 4 on the rubric) for Content and Ideas, 51% were at mastery for organization, 42% were at mastery for style, and 61% were at mastery for conventions.

We used our local data to compare how well boys were progressing as compared to girls, since our MEAP data showed a significant difference. Our data supported that there is a difference in the growth rates of girls and boys for writing development. However, there were some areas where boys did better and some areas where girls did better.

On the 2009, 3rd grade MEAP, the weak strands were writing style and writing process.

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? The rubric we will use is designed to show growth over time. One side will be appropriate to measure most pre-kindergarten through second grade students. It starts on the left with the

lowest area, Experimenting (1), then (2) Emerging, (3) Developing, (4) Effective, (5) Strong. If a student's writing is more advanced the back side of the rubric can be used, and again it starts on the left with (1) Experimenting, (2) Emerging, (3) Developing, (4) Effective, (5) Strong, and then (6) is exceptional. The expectations for each of these is slightly higher. The criteria for mastery on the MEAP is 1 or 2.

Our ELA curriculum team is working to better define how we use this rubric and the criteria for mastery. It is our expectation that by the end of second grade at least 80% of the students will be at a 4 or 5. At the time a student reaches a 4 or 5 on the first side, they would be moved to the tougher back side rubric.

Contact Name: John Shick

List of Objectives:

Name	Objective
Increase Writing Proficiency	In January of 2012, writing proficiency for all students will increase by 5 percentage points. We will close the gap in the proficiency level of girls compared to boys and general education students compared to students with disabilities by at least 3 percentage points. We will have to use our local writing assessment data, as the MEAP will not test 3rd grade students in the area of writing.

3.1. Objective: Increase Writing Proficiency

Measurable Objective Statement to Support Goal: In January of 2012, writing proficiency for all students will increase by 5 percentage points. We will close the gap in the proficiency level of girls compared to boys and general education students compared to students with disabilities by at least 3 percentage points. We will have to use our local writing assessment data, as the MEAP will not test 3rd grade students in the area of writing.

List of Strategies:

Name	Strategy
Monthly writing	The teachers will continue monthly, content-based, writing prompts, data collection, and discussion of results and future instructional strategies to increase the writing proficiency of all students, including boys and those in the ED group.
Parent Involvement	The principal and staff of Sheridan Elementary will provide opportunities for two way communication with parents regarding student learning throughout the school year. This two-way communication will increase writing proficiency in students including the boys and ED groups.
Professional Learning Communities	During the 2011-2012 school year teachers will continue to work in professional learning communities (PLC) at least once a month to improve writing proficiency levels in all students; this will also increase proficiency levels in targeted groups (Boys and ED) as it will focus on interventions for the students at risk of failing.

3.1.1. Strategy: Monthly writing

Strategy Statement: The teachers will continue monthly, content-based, writing prompts, data collection, and discussion of results and future instructional strategies to increase the writing proficiency of all students, including boys and those in the ED group.

Selected Target Areas

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.

Other Required Information for Strategy

Mike Schmoker says that it is the highest priority in increasing student achievement to have a rich, common curriculum that is actually taught and tested by every teacher, with review of results and ongoing adjustments made on the basis of results. Rick Stiggins concurs with this idea in his writings about assessment for learning and of learning. Also, Excerpts on Writing from Classrooms That Work by Cunningham & Allington (1999) states, "The single most important thing you can do to help students become better writers is to provide them with the time to write, materials with which to write, and to demonstrate the process and the importance of writing."

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Monthly writing scored with common rubrics	2011-09-07	2012-06-03	All teachers will assign, assess, and plan from the results of the assessment to increase student's writing proficiency including the SWD and ED subgroups. The BSIT representatives will view and use the monthly writing data for the school improvement process.
Training for best instructional practices and Scoring Writing	2011-08-29	2011-09-16	Building Principal, BSIT representatives, guest presenter (maybe), teachers

3.1.1.1. Activity: Monthly writing scored with common rubrics

Activity Description: Teachers assign a curriculum driven monthly writing prompt, that is scored using common writing rubrics. Each teacher enters those scores into a googledoc spreadsheet for later analysis. The scores are also used as a guide for teacher planning. The instruction between monthly prompts will be based on weak areas demonstrated in student writing. The instruction will increase student writing proficiency.

Planned staff responsible for implementing activity: All teachers will assign, assess, and plan from the results of the assessment to increase student's writing proficiency including the SWD and ED subgroups. The BSIT representatives will view and use the monthly writing data for the school improvement process.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-03

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Time and Presenter	Title II Part A	2,000.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
12/02/2010	Shannon Bowen	In Progress	Teachers are assigning monthly writing prompts and scoring them using the MLPP analytic writing rubric for their grade level. Scores are posted on a googledoc spreadsheet. It was determined through grade level PLC discussions that more engaging prompts and a better rubric were available outside of the core curriculum. Teachers determine the prompts together.

3.1.1.2. Activity: Training for best instructional practices and Scoring Writing

Activity Type: Professional Development

Activity Description: We need to know what our criteria is for "success / proficiency" based on the new

common rubric we decided to use this year. We also had talked about incorporating the 3 minute write to give us multiple sources of data (MEAP doesn't help us at the K-2 level). If we choose to do this, we need training on that scoring. Additionally, a study of best practices for teaching writing to lower elementary students would be beneficial - connected to 6+1 Traits.

Planned staff responsible for implementing activity: Building Principal, BSIT representatives, guest presenter (maybe), teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2011-09-16

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
3 Minute Write Scoring Trainer	Title II Part A	500.00	

3.1.2. Strategy: Parent Involvement

Strategy Statement: The principal and staff of Sheridan Elementary will provide opportunities for two way communication with parents regarding student learning throughout the school year. This two-way communication will increase writing proficiency in students including the boys and ED groups.

Selected Target Areas

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.
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.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.

Other Required Information for Strategy

There are now, research-based strategies for planning, implementing, evaluating, and improving effective programs of family and community involvement in all schools, districts, and state departments of education. (based on research of Joyce L. Epstein and Mavis G. Sanders in the book School, Family, and Community Partnerships: Your Handbook for Action).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parent Training	2011-09-01	2012-06-01	The building principal and the Title I teacher will schedule the date of the parent night. The teachers and principal will plan together the agenda and carry out the training in the area of writing. An evaluation, created ahead of time by the BSIT, will be filled out by participants. The BSIT representatives will collect the evaluations, compile the results, and store them in the evidence box for the next EDyes review.
Two way communication with parents	2011-09-01	2012-06-01	All teachers and the principal will communicate with parents regularly throughout the school year about the writing progress and needs of students. Teachers will turn newsletters in to the building school improvement representatives . Teachers will report back to the building school improvement representatives which of their students' parents attended parent teacher conferences, open house and Title I night. The BSIT reps will store the information in the evidence box and use it for the next EDYes review.

3.1.2.1. Activity: Parent Training

Activity Description: The building principal and the teachers will plan, provide, and evaluate parent training in writing (what's taught, what's expected by grade level, and how we can work together to best help students grow in writing skills).

Planned staff responsible for implementing activity: The building principal and the Title I teacher will schedule the date of the parent night. The teachers and principal will plan together the agenda and carry out the training in the area of writing. An evaluation, created ahead of time by the BSIT, will be filled out by participants. The BSIT representatives will collect the evaluations, compile the results, and store them in the evidence box for the next EDyes review.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
materials	General Funds	200.00	0.00
Parent trainers (our teachers)	General Funds	500.00	0.00

3.1.2.2. Activity: Two way communication with parents

Activity Description: Teachers will keep parents informed about the learning needs of the students by sending newsletters and communicating at parent teacher conferences. The principal and teachers will host an open house where curriculum lotus diagrams, parent/teacher/student compacts will be discussed, and questions will be answered if parents have them. This two way communication will increase the writing proficiency of all students including the boys and ED group.

Planned staff responsible for implementing activity: All teachers and the principal will communicate with parents regularly throughout the school year about the writing progress and needs of students. Teachers will turn newsletters in to the building school improvement representatives . Teachers will report back to the building school improvement representatives which of their students' parents attended parent teacher conferences, open house and Title I night. The BSIT reps will store the information in the evidence box and use it for the next EDYes review.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
materials	General Funds	100.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
12/02/2010	Shannon Bowen	In Progress	An open house was held on August 31, 2010 and 68% of students' parents were represented. Current lotus diagrams and parent/student compacts were discussed and questions from parents were answered. Weekly newsletters are sent home from the office and classroom newsletters are also sent home regularly. Parent/teacher conferences were held on the morning of November 5 and the evenings of November 9 and 11. Our attendance rate was 92% for the building.

3.1.3. Strategy: Professional Learning Communities

Strategy Statement: During the 2011-2012 school year teachers will continue to work in professional learning communities (PLC) at least once a month to improve writing proficiency levels in all students; this will also increase proficiency levels in targeted groups (Boys and ED) as it will focus on interventions for the students at risk of failing.

Selected Target 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.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.

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.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.

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.

Other Required Information for Strategy

The Michigan Literacy Progress Profile was based on assessments created by Dr. Marie Clay of New Zealand. Dr. Clay's research found that teacher's who assessed the knowledge of students and built upon their strengths, rather than their weakness, were better able to help struggling readers and writers. Michael Schmoker's article in Educational Leadership, March 1999, Volume 56, Number 6 states, "Every school year, the full faculty should conduct a review of assessment results. Teams of teachers should identify the most pronounced patterns of student weakness, then seek absolute clarity of the nature of these problems through staff development and regular, professional collaboration, teachers should focus on these areas while monitoring progress regularly."

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Collaboration Time	2011-09-01	2012-06-01	All teachers will participate in professional learning communities at their grade levels or content areas. The principal will be responsible for scheduling teachers to meet. Teachers will maintain records of the research, data, and interventions of each grade level.

3.1.3.1. Activity: Collaboration Time

Activity Description: Teachers will meet collaboratively in grade level PLCs, at least one time per month, to look at student data from formative and summative assessments and make decisions regarding

needed interventions to support learning. During these meetings, teachers will complete a team learning log to document the discussion of assessment, instructional plan, and timelines for what will be done with students to improve writing proficiency. This is evaluated monthly within the process. When teams meet each time they discuss the short-term results of the plan and work from the previous meeting. The team learning logs can be found in grade level notebooks at each building or on the district server.

Planned staff responsible for implementing activity: All teachers will participate in professional learning communities at their grade levels or content areas. The principal will be responsible for scheduling teachers to meet. Teachers will maintain records of the research, data, and interventions of each grade level.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Coach	Title II Part A	10,000.00	0.00
substitute teachers	Title II Part A	4,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
12/02/2010	Shannon Bowen	In Progress	As of December 1, 2010, professional learning committees have met on September 30/October 1, October 11, and November 18/19. Agendas and meeting minutes are stored on district computers.

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Schoolwide	\$500.00	\$0.00
Title II Part A	\$32,500.00	\$0.00
Title I School Improvement (ISI)	\$500.00	\$0.00
General Funds	\$2,599.00	\$0.00
Title I Part A	\$171,300.00	\$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 a Schoolwide Reform Model, 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?

Our school improvement team met on numerous occasions to address the requirements of the CNA. At various times the building staff was consulted to discuss data and offer suggestions for school improvement. All four measures of data were collected and analyzed.

2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities.

Our process information reveals that instructional leadership needs improvement. We also know we need to reactivate the mentoring/coaching program for new teachers, which might be somewhat redesigned due to funding. Our perception data shows we need to revitalize the character counts program and incorporate our former anti-bullying rubric with interventions conducted in our help room. Students need to be taught about bully prevention. Staff needs to use the rubric consistently. We also need to do a better job advertising all of the intervention and enrichment activities that are conducted to support a variety of learning needs, as well as opportunities for volunteers to serve. The teacher survey also addressed the need for instructional leadership to improve. The most glaring issue from our demographic data is the unbelievably high percentage of students absent ten or more days in a school year. Teachers have discussed various ways to address that concern. Our achievement data is less than exemplary, and we need to continue to work at improving student achievement in math, reading and writing.

Schoowide Reform Model

1. Describe the overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students.

Teachers meet regularly in professional learning communities to discuss student achievement in math and writing. A new core reading program was purchased and implemented in the 2010-11 school year. Additionally, an uninterrupted 90 minute literacy block and 30 minute intervention block were scheduled

and protected.

2. Describe how stakeholders were involved in the process of developing/selecting the reform model.

Because we are a small staff, all teachers are members of our school improvement team. Parents, students and community members were surveyed about their perception of our school. Our school improvement plan will be posted to the district's website when complete.

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.

Cross-grade level curriculum study teams meet to revise curriculum. Our core content areas are aligned with the state GLCE's. Math and ELA are in the process of aligning with the national common core standards. In the past, curricular areas have been studied and updated every five years. Our current curriculum director envisions a continuous review process for all curricular areas.

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

The District School Improvement Team (DSIT) representatives of our Sheridan Elementary Building School Improvement Team (BSIT) guided the staff through the monitoring and delivery of all of the components of the school improvement plan developed in 2010. All stakeholders met to review the Comprehensive Needs Assessment that was submitted in 2010. The School Improvement Plan of Sheridan Elementary School is based on data provided from the updated CNA along with input from the staff and by sources including the Michigan Education Assessment Program (MEAP) testing, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), the Developmental Reading Assessment (DRA), Michigan Literacy Progress Profile (MLPP) analytic writing rubric scores from each grade level, and demographic data that indicates need.

Instruction by Highly Qualified Professional Staff

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

One hundred percent of the teaching staff members are highly qualified and one hundred percent of the instructional paraprofessionals are highly qualified at Sheridan Elementary. Evidence supporting this statement is available at the Board Office and is a result of the Mi-TAP audit which was completed during the 2007-08 school year.

Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools

1. Identify the experience level of key teaching and learning personnel.

Sheridan Elementary boasts 11 highly qualified teachers. The average number of years teachers in this school have been teaching is 13 years. Our teaching staff has been assigned to this school an average of 9 years. Our staff is relatively young and the district does not hire teachers to replace retiring teachers, unless extremely high numbers in classrooms drive this need.

2. List the specific initiatives implemented at the district and school level for attracting/keeping high-quality, highly qualified teachers to/in high needs schools.

Sheridan Elementary has historically maintained the teachers that have been hired. Additionally, when teachers have been required to shift out of our building, they have requested to return at a time when openings allow. Most teachers who have left were due to retirements or shifts within the district.

Sheridan Elementary is a small, close-knit, quiet community. Grade-level planning time has been a priority for the last ten years but was not available due to the need to share staff. The staff recognizes the value of this time in bringing about improved student achievement so they use after school time to meet. We have begun using the professional learning community component to add to the growth of students and staff. Our art, music and physical education programs have their own classrooms. The music classroom has a sliding wall, which converts the classroom to a stage and opens into our cafeteria. Sheridan also has a computer lab, which is networked with the district, has Internet access and accommodates classrooms of up to 25 students. Another feature of our building is our age appropriate media center, which also has student accessible computers and is staffed by a media clerk. Our building was renovated in 2001.

3. Describe the rate of teacher turnover for the school.

We do not have a turnover rate unless due to retirement or shifts within the district.

4. If the school has identified a high teacher-turnover rate list the specific initiatives implemented to try and lower the rate. If the school does not have a high teacher turnover rate, enter "Not applicable" in the text box.

Not applicable

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, Strategies and Schoolwide Reform Model. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the schoolwide 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.

The staff will continue to spend time exploring ways to engage families in the educational lives of their children.

We will generate a list of ways we hope to engage families. This list may include weekly voice mail messages informing parents of classroom activities; e-mails with weekly concepts, problems, or positive comments; cards sent through the mail informing parents of something positive that happened; and communications throughout the year informing parents of how to help students with and/or to remind students of homework.

We will continue to collaborate with the parent group to plan evening family activities, send home weekly newsletters, update the school sign, encourage parents to be mentors, invite families to assemblies, and continue any other family engagement activities already established.

We will meet with our staff before determining criteria, time lines, and persons responsible for implementing the yet-to-be determined family engagement plans.

We know from many sources of current research that parent involvement can be a strong tool in bringing about more wide-spread improvement in student achievement. We will continue to work at finding ways to increase the number of parents that take advantage of the opportunities that we provide.

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

2a. Design

Sheridan Elementary staff works with parents to develop and implement strategies to help their child achieve the learning objectives, by having discussions at parent/teacher conferences about how to help their child, explaining how to use at-home practice activities and providing explanations of strategies used and components needed in student work. Sheridan Staff and parents provide a mutually supportive environment, which encourages learning. For over a decade, our building staff has taught, modeled and celebrated the six pillars of character (caring, respect, responsibility, fairness, trustworthiness, and citizenship). Students are involved in assemblies that highlight the pillars of character, receive pillar-colored t-shirts with Sheridan's character design and use a Responsibility Folder for two-way communication between school and home. Parents are invited to assemblies focused on character and receive printed information about how the pillars of character can be used at home. The pillars of character support a consistent and shared approach to child guidance and discipline. Further, staff and student training about dealing with bullies and mean behavior has led to the development of a behavior rubric. This rubric is provided to parents via the handbook and is used as a communication tool when situations arise. Sheridan provides for the health, safety and well-being of the children as communicated by their parents. The school provides forms requesting updates on the health of each child. Calls are also made inquiring about repeated absences. Sheridan Elementary supports the development of English language proficiency skills through the use of migrant funding and support from staff through the Belding Consortium.

Sheridan Elementary staff provides parents with their child's individual assessment results, reading results, progress reports, report cards and parent conferences. We provide parents with the school's code of conduct via the student handbook. Teachers arrange flexibly scheduled parent/teacher conferences and parent requested conferences. Parents are offered a selection of times and modes of conferencing. Our district publishes a newsletter including information regarding the parent involvement plan and parent involvement opportunities. Sheridan encourages home reading programs. Grade appropriate book orders are sent home with reasonably priced books. The parent group sponsors two book fairs annually as well as a free book swap. Books are available in the school library to be checked out and taken home. The Pizza Hut Book It incentive program is used to encourage reading at home. Our building participates in a district wide effort to communicate regularly with parents via school newsletter, grade level newsletters, individual teacher newsletters, Student-Family-Teacher Journals, phone calls, emails and school blog. The forms of communication inform parents of upcoming district events and curriculum being taught. We encourage active faculty participation in parent group. Our school has students perform for parents and community during the annual music program, the We Love America Parade, school assemblies and our annual district-wide Education Showcase. Our teachers count on parents to serve as chaperones for class field trips and other school activities. Parents and volunteers who have helped throughout the year are recognized. Teachers and students give thank you cards and gifts. Spring and fall parent/teacher conferences, as well as conferences scheduled as needed, provide opportunities for discussion between parents, administrators and staff to address problems and find solutions for students having difficulties, either academically or socially. Emails and phone calls also happen as needed to address issues.

The staff at Sheridan Elementary encourages parents to support their child's career in school by participating in school functions, such as assemblies, field trips and end-of-the-year carnival, the parent group organization and to be involved in the building school improvement team. We encourage parents to support the teachers and the school in maintaining discipline and a safe and orderly learning environment by sharing how the pillars of character can be used at home and requiring a parent response to violations of the behavior rubric, as well as following the process consistently when discipline and safety issues arise. In order to encourage parents to require their child to observe all school rules and regulations, we have children call their parents at home or work to explain their misbehavior. Home visits, delivering children home or parent conferences with the principal occur as needed. Sheridan Elementary encourages parental support and enforcement of consequences for their child's willful misbehavior at school by implementing consistent discipline using the behavior rubric. Additionally we provide suggestions for consequences through conversations and the parent library. Our building encourages parents to send their children to school with proper attention to his/her health, personal cleanliness and dress. Newsletters, the Michigan Model Health curriculum and physical education classes address these topics. Our school staff encourages parents to support their child and take an active interest in their child's education by checking the responsibility folder daily, helping with at-home practice activities, providing a quiet place and suitable conditions for study, attending parent/teacher conferences, communicating with the school as needed or requested by school staff and talking to their children about their education. Sheridan Elementary staff encourages parents to read, sign and return all communications from the school promptly when required. Parents are expected to cooperate with the school in attending conferences set up for the exchange of information of their child's progress in school.

2b. Implementation

1. In order to assist parents in understanding the state's content standards and expectations, our staff developed lotus diagrams, which lay out in parent friendly language the GLCEs taught and assessed each quarterly marking period. Within that lotus, parents can also find state assessments and district-wide assessments given by quarter. The teachers made these available and answered questions about them, at

the open house at the beginning of the school year and sent them home with students whose parents were not in attendance at the open house. The lotus diagrams will be updated annually, as needed, and the practice of making them available to parents will continue.

2. Parents are provided materials, from their child's teacher, at various times throughout the year, in an effort to help parents work with their children. At our kindergarten roundup, students are assessed in the areas of vision, hearing, speech and language, as well as academics. Parents are given results from these assessments as well as recommended placement information. In addition, they receive a packet of information and activities that will assist them in helping their child be more successful in school.

3. Teachers at each grade level share information with parents through newsletters about ways to help students with academics and about activities for practice in academic areas. In some cases, teachers even call parents to talk with them individually about ways they can help their child be more successful in their learning.

4. We are in the beginning stages of "training" parents in helping their children be successful. We have for a number of years, worked on teaching the six pillars of character. We have sent information home to parents, and we have invited them in to assemblies where the pillars are reviewed by staff and students. We have also had math night/Title I nights where parents were able to participate in academic activities with their children. We are going to focus on additional training opportunities for parents and for staff (in the ways to build effective parent involvement) during the 2011-2012 school year. We struggle with planning activities and trainings and having minimal parental interest in attending.

5. The Sheridan Elementary staff collaborates with the parent group and assists in activities that get parents and families into our building for educational activities and for fun. The activities planned and carried out by the parent group have been very successful in getting many families involved in school activities. We will work on the collaboration with other community resources to encourage parent involvement. One idea we have is to invite professionals from Sheridan Hospital to come to Sheridan Elementary and present age-relevant health information to our parents. We also felt it would good for those professionals to be available to answer parents' health questions.

14. The staff at Sheridan Elementary also provides reasonable support for parents as they request it; such as providing homework for students vacationing during school days, homework for days missed due to extended illness, and possible tutors for summer months.

f. Our school building is handicap accessible to allow parents and families with disabilities to fully participate in school functions. The parents of migratory students are invited to all school functions. Work is being done to improve communication with parents having Limited English Proficiency.

2c. Evaluation

At Sheridan Elementary, we have always had a large percentage of parents attending parent teacher conferences (approximately 94-98%). We have also had many families attend our movie nights and carnival. Parent perception survey data was collected. According to the data, parents feel that our instructional program is high quality, we are supportive of student learning and the school climate is positive. We need to improve the relationships between students and better report the programs and resources we use to support a variety of learning needs.

3. Describe how the school provides individual student academic assessments results, including interpretation

of those results, in a language the parents can understand.

Individual student academic assessment results and the interpretation of those results are communicated to parents via report cards, daily assignments with scoring marks and teacher comments, parent/teacher conferences scheduled two times a year, as well as, communication with parents as it is needed. Our report cards are standard based, but the standards are written in parent-friendly language.

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".

The school-parent compact is discussed at least annually during parent-teacher conferences.

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

Adults who attend family night are asked to complete a questionnaire that can guide the creation of future family nights. Parents are asked to serve on our school improvement team and parent group. We will survey parents to determine their perceptions about our school.

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

Parent perception surveys were quite positive. It was revealed that we need to reactivate our Character Counts and anti-bullying programs. While we have only academic, and not affective goals, this information will not alter the school improvement plan as written in this document. It is, however, a call for action that can be addressed. As for Family Night, the parents were overwhelmingly positive. If money was available, more Family Nights could be provided as they would impact reading, writing and math.

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) and the training that is provided to preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level transitions that occur, if appropriate. 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".

An open house takes place at the beginning of the year so children can find their classrooms, tour the

school, and make a connection with their teacher. Parents also have the opportunity to gather information about curriculum expectations, building policies and procedures, ask questions and give feedback to the building staff. We hold a Kindergarten Round-Up each spring. Children are introduced to teachers and assessed for hearing, vision, speech and language, and overall readiness for school. Results are shared with parents to help them make an informed decision regarding kindergarten placement. Parents go home with a packet of information and activities to do over the summer with their child to better prepare them for their school experience. The children that participate in the Head Start program visit Sheridan Elementary with their Head Start teachers as well as attend round-up. Second graders benefit from a visit to the upper elementary in the spring in order to tour the building and meet staff members before they attend that building in the fall. Sheridan Elementary's parent group will attempt to invite Stanton Elementary students to selected functions in order to make the building transition easier and to unite the elementary learning communities within the district.

Teacher Participation in Making Assessment Decisions

1. Describe how teachers participate in making assessment decisions (Ex. selection, development, frequency).

Authentic assessment will be used in all grades levels at Sheridan. Teachers have input on the development of all curriculum and assessment decisions through curriculum study teams. Grade level math curriculum study teams created grade level quarterly math assessments based on the grade level content expectations. The English language arts grade level study teams agreed upon grade level mastery levels for reading based on the Developmental Reading Assessment (DRA). These teams also determined the Michigan Literacy Progress Profile (MLPP) assessments that will be given at each grade level as well as when they will be given. Grade level ELA teams are looking at implementing a different writing rubric that will be used K-2.

2. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

Teachers examine student data results. Teachers will continue to record the writing rubric scores for each student on a Google Doc spreadsheet for monthly academic writing prompts. These spreadsheets will be used in grade level and cross-grade level meetings. Each teacher also maintains a Google Doc spreadsheet that lists assessment results for beginning, middle and end of year DRA and DIBELS scores, word wall proficiency and math quarterly assessment scores. Teachers also work in professional learning communities where they discuss student assessment results, discuss strategies to improve achievement, implement those strategies, re-assess student learning and examine the new results.

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.

Our teachers on our math curriculum committee design quarterly math assessments based on the state GLCEs. Now, however, the National Core Standards for math have been released. So those assessments must be updated to match those standards. Each month our students complete a writing assessment that is scored using the appropriate MLPP writing rubric. The English Language Arts curriculum committee has

selected another rubric that they feel is more conducive to student learning and accurate assessment of progress. This will be adopted for use in the 2011-2012 school year. Teachers have not created reading assessments, although teacher observation of student reading reveals much. The teachers have chosen to use DIBELS and DRA assessments to benchmark their children. Some teachers use these also to progress monitor some students. Although we have not yet begun using these, we are looking at the possibility of using CBM writing and CBM math assessments as benchmarks.

Timely and Additional Assistance

1. Provide a summary of the effective, timely, additional assistance activities provided to students that are not mastering the State's academic achievement standards. These must also be included in greater specificity as Activities under the Goals section. Timely, additional assistance should include differentiation of instruction to meet students' individual needs within the classroom.

Our pyramid of interventions outlines our timely, effective, and additional assistance offered to students who are struggling to meet the State's expectations. Those interventions, done as pullout programs, are Lexia, Reading A-Z, Herman Method, Great Leaps, Read Naturally, GATE (a slower paced Read Naturally), Expanding Expressions for Writing, Bal-A-Vis-X, Zoo Phonics, Calaeobics and Destination Math. In terms of differentiated instruction, students are offered the opportunity to ask questions, seek extra help, work in teams and are allowed extra time. Though it is not well documented that these opportunities occur for students, through professional staff conversations we know they are happening. During the 2011-2012 school year, we will continue to improve our documentation. Sheridan uses the Child study process for identifying needs and planning for the best teaching method for student success.

2. Describe the identification process for students that are not mastering the State's academic achievement standards.

Each grade level, along with the Title I teacher, has a point system based on district level assessments (DIBELS, DRA, MLPP, quarterly math assessments) to determine whether a child needs Title I services. Once services are provided, and the child is not making significant progress, the classroom teacher and Title I teacher may move into the child study process.

Coordination and Integration of Federal, State and Local Programs and Resources

1. Include a list of State educational agency and local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program.

Our programs receive funding from Title I, Title II A, Title II D, Section 31-a, Parent Teacher Organization funds, and district general funds.

2. Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan.

The programs at Sheridan Elementary School are intended to provide staff, parents, and students with the skills and resources necessary to be successful in the educational process. These programs receive funding

from Title I, Title II A, Title II D, Section 31-a, Parent Teacher Organization funds, and district general funds.

3. Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide components.

Sheridan Elementary will use Title I resources to fund parent trainings, for a teacher and paraprofessionals to administer interventions and summer book bags for high needs Title students. Title II funds pay for professional development and an instructional coach for PLCs. 31A money funds an at-risk teacher one day a week as well as a social worker. The general fund pays for substitute teachers to allow classroom teachers to work in professional learning communities.

4. 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.

This district coordinates the following programs to meet the needs of the schoolwide reform for ALL students:

- National School Lunch Program in all buildings - Free and Reduced Meals*
- Violence Prevention Program in all buildings - Counselors/School Social Workers*
- Head Start at Stanton Elementary - Eight Cap*
- Technical & Vocational Programs - Montcalm Area Career Center*
- Adult & Community Education Programs*

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.

Many computer assisted opportunities exist around the core curriculum. Websites are used by each teachers via their school web page. Classroom sets of computers are available as well as a computer lab. Network software and Reading Counts are used extensively throughout the building. Lexia is used by Title I interventionists.

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.

Data from MEAP, DRA, DIBELS, MLPP, and locally assessments are analyzed to determine if progress is being made towards our school improvement goals.

2. Describe how the school improvement team determines whether the schoolwide program has been effective

in increasing the achievement of students who had been furthest from achieving the standards.

All student data is analyzed but more is obtained from and analyzed about students who struggle to learn. It is difficult to ascertain the exact reason for individual student achievement when there are so many possible variables: 90 minute reading block, common intervention block, change in Title interventions, professional learning communities, or increased writing assessments. The data is analyzed, however, to see how subgroups are progressing. Those subgroups are the one experiencing the greatest difficulty achieving the standards.

3. Describe how the school improvement team revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

We have had to revise the plan as changes have occurred, sometimes beyond our control. For example, we had intended to use the Instructional Consultation Team to help teachers with students who are struggling to learn. Financial constraints did not allow us to continue to have this strategy, and so it was deleted from our goal. As we have just had a short time for our plan to have impact, we do not intend to make major alterations at this time. We need more data to ascertain the efficacy of our strategies and activities.

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

Individual Student Academic Results will be provided to parents through fall parent teacher conferences, quarterly marking period report cards, spring parent teacher conferences, and at the times we conduct district-wide assessments. We need to share the results of the perception surveys with students, parents, and the community.

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.

All staff members have worked on school improvement in past years including completion of the CNA 90. All teachers are members of our school improvement team. For this current school year, the chairpersons of that team worked on updating the document. This information was shared with the other teachers and a parent to obtain their input. The entire team worked on developing school improvement plans to be implemented in the 2011-2012 school year. Teachers will be emailed monthly reminders as to what needs to be accomplished. Evaluation will be ongoing.

Assurances

EdYES!

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

Response: *Yes*

Comments: *Sheridan Elementary currently serves students in Young Fives, kindergarten, first, and second grades. As such we do not have students old enough to take the MEAP assessment. Instead, we use locally designed quarterly math assessments, monthly writing assessments, as well as DIBELS and Developmental Reading Assessment (DRA). Both DIBELS and DRA are used to benchmark students three times a year as well as progress monitor struggling learners throughout the year.*

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 Education Report is on the district website, which is found at www.central-montcalm.org.*

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*

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: *No*

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: *Our handbook and weekly newsletter address the health and safety policies.*

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: *Bullying*

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

Response: *No action taken*

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: *Sex Ed Committee*

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: *Other curriculum*

Comments: *State and District*

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: *Our district community education program offers a variety of physical activities and events from which families can choose.*

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: *The amount of time that children receive physical education weekly varies by grade level. Kindergartners get 105 minutes while second graders get 70 minutes weekly.*

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

Response: *No action taken*

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: *We have had teachers complain that students are eating chocolate donuts, funnel cakes, and pop tarts for breakfast along with chocolate on their sugared cereal.*

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: *Education Showcase Survey Box*

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: *Yes, but we do not have a health services provider or school nurse for every 650 students*

Comments: *in the building part time/ Available on call basis*

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: *No Written Policy*

Comments:

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

Response: *Yes*

Comments: *The secretary has a medical sheet for incoming students.*

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

Response: *No action taken*

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: *No*

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: *No*

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: *Yes*

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: *No*

Comments: *The only time the district pays for food for staff is at professional development meetings. At*

that time the meals are fairly well balanced and nutritional.

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: *No Written Policy*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments: *We do not have a structured family parent education program, although parent education is offered through various other entities at times during the school year in the Stanton Elementary cafeteria - which is our other elementary in the district. We do offer a Family Night where teachers provide ways for parents to educate their children at home.*

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

Response: *No*

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: *Our gym, cafeteria, and hallways are used after school hours for physical activities for adults and students such as basketball, aerobics, karate, and walking. The playground is also used when the weather is warm enough for soccer and T-ball.*

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
Mrs.	Shannon	Bowen	Teacher/Parent	sbowen@central-montcalm.org
Mrs.	Julie	Schafer	Teacher	jschafer@central-montcalm.org
Mr.	John	Shick	Principal	jshick@central-montcalm.org
Ms.	Autumn	Black	Parent	ablack@central-montcalm.org
Mrs.	Michele	Ehle	Paraprofessional	michele@central-montcalm.org
Mrs.	Terri	Weston	Paraprofessional/Parent	terriweston@yahoo.com
Ms.	Kristen	Olger	Parent	kristeno@montcalm.edu
Mrs.	Mary	Kohn	Parent	joekwtool@casair.net

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:	Adult & Community Education Director
Address:	1480 S. Sheridan Rd., Stanton, MI, 48888
Telephone Number:	989-831-2000

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
- Pyramid of Interventions and Child Study
- Assessment Charts / Local and State Data
- 2011-12 Math Curriculum Lotus (Young Fives - First Grade)

School-Level Parent Involvement Policy

A school-level parent involvement policy was developed with parents and is available below.

Sheridan Elementary staff works with parents to develop and implement strategies to help their child achieve the learning objectives, by having discussions at parent/teacher conferences about how to help their child, explaining how to use at-home practice activities and providing explanations of strategies used and components needed in student work. Sheridan Staff and parents provide a mutually supportive environment, which encourages learning. For over a decade, our building staff has taught, modeled and celebrated the six pillars of character (caring, respect, responsibility, fairness, trustworthiness, and citizenship). Students are involved in assemblies that highlight the pillars of character, receive pillar-colored t-shirts with Sheridan's character design and use a Responsibility Folder for two-way communication between school and home. Parents are invited to assemblies focused on character and receive printed information about how the pillars of character can be used at home. The pillars of character support a consistent and shared approach to child guidance and discipline. Further, staff and student training about dealing with bullies and mean behavior has led to the development of a behavior rubric. This rubric is provided to parents via the handbook and is used as a communication tool when situations arise. Sheridan provides for the health, safety and well-being of the children as communicated by their parents. The school provides forms requesting updates on the health of each child. Calls are also made inquiring about repeated absences. Sheridan Elementary supports the development of English language proficiency skills through the use of migrant funding and support from staff through the Belding Consortium.

Sheridan Elementary staff provides parents with their child's individual assessment results, reading results, progress reports, report cards and parent conferences. We provide parents with the school's code of conduct via the student handbook. Teachers arrange flexibly scheduled parent/teacher conferences and parent requested conferences. Parents are offered a selection of times and modes of conferencing. Our district publishes a newsletter including information regarding the parent involvement plan and parent involvement opportunities. Sheridan encourages home reading programs. Grade appropriate book orders are sent home with reasonably priced books. The parent group sponsors two book fairs annually as well as a free book swap. Books are available in the school library to be checked out and taken home. The Pizza Hut Book It and the BC Pizza incentive programs are used to encourage reading at home. Our building participates in a district wide effort to communicate regularly with parents via school newsletter, grade level newsletters, individual teacher newsletters, Student-Family-Teacher Journals, phone calls, emails and school blog. The forms of communication inform parents of upcoming district events and curriculum being taught. We encourage active faculty participation in parent group. Our school has students perform for parents and community during the annual music program, the We Love America Parade, school assemblies and our annual district-wide Education Showcase. Our teachers count on parents to serve as chaperones for class field trips and other school activities. Parents and volunteers who have helped throughout the year are recognized. Teachers and students give thank you cards and gifts. Spring and fall parent/teacher conferences, as well as conferences scheduled as needed, provide opportunities for discussion between parents, administrators and staff to address problems and find solutions for students having difficulties, either academically or socially. Emails and phone calls also happen as needed to address issues.

The staff at Sheridan Elementary encourages parents to support their child's career in school by participating in school functions, such as assemblies, field trips and end-of-the-year carnival, the parent group organization and to be involved in the building school improvement team. We encourage parents to support the teachers and the school in maintaining discipline and a safe and orderly learning environment by sharing how the pillars of character can be used at home and requiring a parent response to violations of the behavior rubric, as well as following the process consistently when discipline and safety issues arise. In order to encourage parents to require their child to observe all school rules and regulations, we have children call their parents at home or work to explain their misbehavior. Home visits, delivering children home or parent conferences with the principal occur as needed. Sheridan Elementary encourages parental support and enforcement of consequences for their child's willful misbehavior at school by implementing consistent discipline using the behavior rubric. Additionally we provide suggestions for consequences through conversations and the parent library. Our building encourages parents to send their children to school with proper attention to his/her health, personal cleanliness and dress. Newsletters, the Michigan Model Health curriculum and physical education classes address these topics. Our school staff encourages parents to support their child and take an active interest in their child's education by checking the responsibility folder daily, helping with at-home practice activities, providing a quiet place and suitable conditions for study, attending parent/teacher conferences, communicating with the school as needed or requested by school staff and talking to their children about their education. Sheridan Elementary staff encourages parents to read, sign and return all communications from the school promptly when required. Parents are expected to cooperate with the school in attending conferences set up for the exchange of information of their child's progress in school.

Parent Involvement Activities From Section 1118

1. In order to assist parents in understanding the state's content standards and which lay out in parent friendly language the GLCEs taught and assessed each quarterly marking period. Within that lotus, parents can also find state assessments and district-wide assessments given by quarter. The teachers made these available and answered questions about them, at the open house at the beginning of the school year and sent them home with students whose parents were not in attendance at the open house. The lotus diagrams will be updated annually, as needed, and the practice of making them available to parents will continue.
2. Parents are provided materials, from their child's teacher, at various times throughout the year, in an effort to help parents work with their children. At our kindergarten roundup, students are assessed in the areas of vision, hearing, speech and language, as well as academics. Parents are given results from these assessments as well as recommended placement information. In addition, they receive a packet of information and activities that will assist them in helping their child be more successful in school.
3. Teachers at each grade level share information with parents through newsletters about ways to help students with academics and about activities for practice in academic areas. In some cases, teachers even call parents to talk with them individually about ways they can help their child be more successful in their learning.

4. We are in the beginning stages of “training” parents in helping their children be successful. We have for a number of years, worked on teaching the six pillars of character. We have sent information home to parents, and we have invited them in to assemblies where the pillars are reviewed by staff and students. We have also had math night and Title I nights where parents were able to participate in academic activities with their children. We plan to have a trainer at our open house this fall, teaching parents about a tool that assists students in the area of writing. We are going to focus on additional training opportunities for parents and for staff (in the ways to build effective parent involvement) during the 2009-2010 school year. Our building principal has been actively seeking trainers for staff to learn about improving parent involvement, but has not found someone up to this point.

5. The Sheridan Elementary staff collaborates with the parent group and assists in activities that get parents and families into our building for educational activities and for fun. The activities planned and carried out by the parent group have been very successful in getting many families involved in school activities. We will work on the collaboration with other community resources to encourage parent involvement. One idea we have is to invite professionals from Sheridan Hospital to come to Sheridan Elementary and present age-relevant health information to our parents. We also felt it would good for those professionals to be available to answer parents’ health questions.

14. The staff at Sheridan Elementary also provides reasonable support for parents as they request it; such as providing homework for students vacationing during school days, homework for days missed due to extended illness, and possible tutors for summer months.

f. Our school building is handicap accessible to allow parents and families with disabilities to fully participate in school functions. The parents of migratory students are invited to all school functions. Work is being done to improve communication with parents having Limited English Proficiency.

Evaluation of Parent Involvement

At Sheridan Elementary, we have always had a large percentage of parents attending parent teacher conferences (approximately 94-98%). We have also had many families attend our movie nights and carnival. In 2009-10, Sheridan will keep data on percentage of parents present at each activity with the goal to engage more families. We will conduct parent surveys to get input from parents about the types of events they find helpful in helping their children do better in school.

We will print the results of these surveys in our newsletters and use the results to plan future parental involvement opportunities.

The School-Parent Compact

The School-Parent Compact was developed by the School Improvement Team, parent input, and the Title I staff. The compact includes check-boxes allowing parents to communicate how they would like to be and how they would be available to be involved at Sheridan Elementary and in their child's education. Check-boxes also express to parents what the teachers promise to do for them and for their child. It is presented to parents at the open house each year. We will be looking at better ways to roll this out, as we have not had the best response from this in the past.

One possible application would be to visit them at conferences to remind parents of the commitments that they made. The Parent-School Compact is found in **Appendix 4**.

Engaging Families

The staff will spend time exploring ways to engage families in the educational lives of their children.

We will generate a list of ways we hope to engage families. This list may include weekly voice mail messages informing parents of classroom activities; e-mails with weekly concepts, problems, or positive comments; cards sent through the mail informing parents of something positive that happened; and communications throughout the year informing parents of how to help students with and/or to remind students of homework.

We will continue to collaborate with the parent group to plan evening family activities, send home weekly newsletters, update the school sign, encourage parents to be mentors, invite families to assemblies, and continue any other family engagement activities already established.

We will meet with our staff before determining criteria, timelines, and persons responsible for implementing the yet-to-be determined family engagement plans.

Sheridan Elementary staff has spent time during 2007-08 and 2008-09 exploring ways to **engage families** in the educational lives of their children. We know from many sources of current research that parent involvement can be a strong tool in bringing about more wide-spread improvement in student achievement. We will spend more time in 2009-10 making sure we follow through on at least four existing parent involvement activities and two new parent involvement activities.

TEACHER AGREEMENT

It is important that students achieve. Therefore, all teachers will strive to do the following:

- Provide teaching and leadership.
- Demonstrate care and concern for each student.
- Make efficient use of academic learning time.
- Use special activities in the classroom to make learning enjoyable.
- Provide an environment that allows for positive communication between myself, parent, and student.
- Encourage students and parents by providing information about student progress.

Teacher Signature: _____

Date:

STUDENT AGREEMENT

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Come to school ready to learn.
- Finish my school work and participate in classroom activities.
- Follow all school rules.
- Respect others and their belongings.
- Do my part in keeping my school clean and safe.
- Set aside a regular time and place each night to complete homework.

Student Signature: _____

Date:

PARENT/GUARDIAN AGREEMENT

I want my child to achieve. Therefore, I will encourage him/her by doing the following:

- See that my child is punctual and attends school regularly.
- Support the school in its efforts to maintain proper discipline.
- Encourage my child's efforts to do his/her best.
- Stay aware of what my child is learning.
- Encourage positive attitudes about school.
- Attend parent-teacher conferences and other school functions.
- Communicate with teachers and/or school officials.
- Establish a time for sharing daily school experiences and or completing homework.
- Read with my child and let my child see me read.

Parent Signature: _____

Date: _____

**Special
Ed. &
General
Ed.
Collaborati
on for Re-**

Special Education

Behavior Plan Academic Interventions

Child Study

SWAT

SWAT

TITLE I SERVICES
PULL-OUT

Classroom
Interventions/Interventions

GOOD TEACHING/BEST PRACTICES

Manipulatives

Modeling

Learning
Centers

K-1 GOOD
TEACHING
/BEST
PRACTICES

2-3 GOOD
TEACHING
/BEST
PRACTICES

Manipulatives

Thinking
Maps

Modeling

CHILD STUDY FLOW CHART

START - INFORM PRINCIPAL, who will set up the date for the teacher to bring the child to an initial Child Study meeting.

Meet with peers to share your concerns/data -----brainstorm possible avenues of intervention.

Implement suggestions and continue collecting data. Still a need- INFORM PRINCIPAL who sets/confirm date.

Meet with peers to update progress with implemented suggestions and share data-----brainstorm. Implement new suggestions and continue collecting data.

Still a need- INFORM PRINCIPAL who sets/confirm date. Meet with peers to update progress of suggestions and share data-----brainstorm.

Still a need and data now substantiates testing – INFORM PRINCIPAL who sets date. Meet to determine possible testing ---BRING DATA!

Continue with implemented suggestions until next meeting. Reconvene for testing results and determinations.

Principal/Team may move to Formal Testing Child Study at any time sufficient data has been collected.

Tracking Reading Growth over a Four Year Span (using DRA)	(Percent of Total Students in each grade level)			
	Grade	At or above grade level by the mid-year mark (Jan.)	At or above grade level by the end of the school year	Made Years gain or more (Sept.-June)
Group #1 Kdg. 06/07			16%	
Group #1 1st gr. 07/08			62%	63%
Group #1 2nd gr. 08/09			74%	83%
Group #2 Kdg. 07/08			71%	
Group #2 1st gr. 08/09			75%	71%
Group #2 2nd gr. 09/10		73%	79%	72%
Group #3 Kdg. 08/09			79%	
Group #3 1st gr. 09/10		69%	93%	89%
Group #3 2nd gr. 10/11		71%		
Group #4 Kdg. 09/10			78% (DRA – level 1 & up) 67% (DRA level 3 & up)	
Group #4 1st gr. 10/11		71%		
Group #5 Kdg. 10/11		(DRA 1 & up)		

Math Growth over a three year span (using the quarterly math assessment % scores)			Percent of students earning 80% or better on each quarterly test				
			Grade	Percent of students earning 80% or better on all four quarterly tests	Percent of students earning 80% or better on at least 3 of 4 quarterly tests	First Marking Period	Second Marking Period
NDA = No data available							
Group #1 Kdg. 07/08	NDA	NDA	NDA	NDA	NDA	NDA	NDA
Group #1 1 st gr. 08/09	55%	NDA	NDA	NDA	NDA	NDA	NDA
Group #1 2 nd gr. 09/10	20%	46%	68%	42%	46%	60%	
Group #2 Kdg. 08/09	NDA	NDA	NDA	NDA	NDA	NDA	
Group #2 1 st Gr. 09/10	63%	80%	74%	100%	86%	73%	
Group #2 2 nd gr. 10/11			77%	46%			
Group #3 Kdg. 09/10	72%	82%	79%	82%	85%	80%	
Group #3 1 st gr. 10/11			83%	80%			
Group #3 2 nd gr. 11/12							
Group #4 Kdg. 10/11			93%	89%			
Group #4 1 st gr. 11/12							
Group #4 2 nd gr. 12/13							

2009-2010 Writing	Content & Ideas	Organization	Style	Conventions
Kindergarten- Jan.	64%	5%	55%	16%
Kindergarten- May	63%	58%	63%	42%
	1% decrease	53% increase	8% increase	26% increase
First Grade- Jan.	66%	52%	72%	84%
First Grade- May	98%	94%	94%	98%
	32% increase	42% increase	22% increase	14% increase
Second Grade- Jan.	61%	51%	42%	61%
Second Grade- May	80%	73%	71%	73%
	19% increase	22% increase	29% increase	12% increase
*Middle and end scores				
2010-2011 Writing	Content & Ideas	Organization	Style	Conventions
Kindergarten-Sept.	2%	0%	0%	2%
	Girls- 0% Boys- 4%	Girls- 0% Boys- 0%	Girls- 0% Boys- 0%	Girls- 0% Boys- 4%
Kindergarten- Jan.	58%	49%	47%	35%
	Girls- 60% Boys- 57%	Girls-60% Boys- 39%	Girls- 55% Boys- 39%	Girls- 30% Boys- 39%
	56% increase	49% increase	47% increase	33% increase
First Grade- Sept.	14%	15%	14%	32%
	Girls- 18% Boys- 6%	Girls- 21% Boys- 6%	Girls- 18% Boys- 6%	Girls- 34% Boys- 25%
First Grade- Jan	67%	58%	66%	73%
	Girls- 83% Boys- 60%	Girls- 77% Boys- 47%	Girls- 83% Boys- 57%	Girls- 87% Boys- 70%
	53% increase	43% increase	52% increase	41% increase
Second Grade- Sept.	35%	8%	41%	44%
	Girls- 25% Boys- 46%	Girls- 7% Boys- 19%	Girls- 18% Boys- 27%	Girls- 46% Boys- 42%
Second Grade- Jan	67%	47%	65%	75%
	Girls- 71% Boys- 61%	Girls- 54% Boys- 39%	Girls- 64% Boys- 65%	Girls- 75% Boys- 74%
	32% increase	39% increase	24% increase	31% increase
*Beginning and middle scores				
Jan. 2010 vs. Jan. 2011	Content & Ideas	Organization	Style	Conventions
Kindergarten- Jan.	5% decrease	44% increase	8% decrease	19% increase
First Grade- Jan.	1% increase	6% increase	6% decrease	11% decrease
Second Grade- Jan.	6% increase	4% decrease	23% increase	14% increase

MEAP Data

Central Montcalm Public School

3rd Grade - Mathematics

Fall 2009 Percent 'Passing'

All Students	93%
Female	90%
Male	96%
Free/Reduced Lunch	89%
Not Free/Reduced Lunch	98%
General Education	94%
Special Education	81%

Fall 2010 Percent 'Passing'

All Students	92%
Female	94%
Male	91%
Free/Reduced Lunch	90%
Not Free/Reduced Lunch	96%
General Education	93%
Special Education	83%

3rd Grade - Reading

Fall 2009 Percent 'Passing'

All Students	89%
Female	90%
Male	89%
Free/Reduced Lunch	85%
Not Free/Reduced Lunch	96%
General Education	92%
Special Education	75%

Fall 2010 Percent 'Passing'

All Students	86%
Female	86%
Male	85%
Free/Reduced Lunch	86%
Not Free/Reduced Lunch	86%
General Education	88%
Special Education	50%

Attendance Data for Sheridan Elementary

Sub-Groups with 10 or more students	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	Student Count	% of Students w/ 10+ absences	Student Count	% of Students w/ 10+ absences	Student Count	% of Students w/ 10+ absences	Student Count	% of Students w/ 10+ absences	Student Count	% of Students w/ 10+ absences
All Students	256	30.5%	276	25.7%	275	26.9%	270	28.9%	215	44.2%
Female	119	37.0%	116	34.5%	114	28.9%	118	32.2%	103	45.6%
Male	137	24.8%	160	19.4%	161	25.5%	152	26.3%	112	43.7%
Special Education	44	31.8%	43	25.6%	37	35.1%	33	45.5%	15	60.0%
Free Meal	97	43.3%	128	31.2%	123	39.0%	125	37.6%	124	54.8%
Reduced Meal	27	37.0%	24	25.0%	30	23.3%	32	31.2%	11	27.3%

*This is actual data that we are using to guide us as we write the required school improvement plan for Sheridan Elementary School. The five groups below "All Students" sorts our students into groups that we are targeting in order to improve their achievement. While the achievement of all students is our goal, these groups require particular attention. Please notice that over the course of the five years listed, the attendance rate of our students has gotten worse. We were shocked to discover that, in 2009-2010, almost 45% of our students had missed ten or more days of school!

*It is extremely important for your child to be at school every day that they are healthy. We obviously want our child to stay home if he/she is truly sick. We would like to encourage you to send your child to school unless he/she is running a fever or vomiting. We understand that emergencies happen, but it is very difficult to teach the current curriculum well enough for your child to master if he/she is constantly absent.

*We would also like to encourage you to plan vacations or family trips when school is not in session. Every absence interrupts the flow of learning.

Thank you for your attention to this important matter. Please call if you have any questions about this information 989-831-2500.

Sincerely,
Sheridan Elementary School Improvement Team

Dynamic Indicators of Basic Early Literacy Skills Summary Report – DIBELS 6th Edition

District: Central Montcalm Public Schools
School: Sheridan Elementary
Grade: Kindergarten
Year: 2010-2011

Instructional Recommendations

Beginning	Middle	End
Goal: Benchmark 44	Goal: Benchmark 47	Goal: Benchmark
68% Benchmark	85% Benchmark	
18% Strategic	9% Strategic	
14% Intensive	6% Intensive	

Grade: First Grade
Year: 2010-2011

Instructional Recommendations

Beginning	Middle	End
Goal: Benchmark 64	Goal: Benchmark 66	Goal: Benchmark
80% Benchmark	59% Benchmark	
8% Strategic	24% Strategic	
13% Intensive	17% Intensive	

Grade: Second Grade
Year: 2010-2011

Instructional Recommendations

Beginning	Middle	End
Goal: Benchmark 56	Goal: Benchmark 52	Goal: Benchmark
54% Benchmark	62% Benchmark	
18% Strategic	10% Strategic	
29% Intensive	29% Intensive	

NUMBER AND OPERATIONS IN BASE 10

EXTEND THE COUNTING SEQUENCE

- I CAN COUNT TO 120
- I CAN READ AND WRITE TO 120
- **UNDERSTAND PLACE VALUE**
- I CAN SHOW HOW TO MAKE A BUNDLE OF 10 (USING 10 “ONES”)
- I CAN MAKE THE NUMBERS 11-19 USING BASE TEN “ONES AND TENS” BLOCKS
- I CAN MAKE THE NUMBERS 10, 20, 30, 40, 50, 60, 70, 80, AND 90 USING BASE TEN “TEN” BLOCKS
- I CAN LOOK AT THE TENS PLACE IN A 2-DIGIT NUMBER AND COMPARE USING $>$, $=$, AND $<$
- **USE PLACE VALUE UNDERSTANDING AND PROPERTIES OF OPERATIONS TO ADD AND SUBTRACT**
- I CAN UNDERSTAND THE PROCESS INVOLVED IN ADDING 2-DIGIT NUMBERS USING PLACE VALUE CONCEPTS

EXAMPLE: $\begin{array}{r} 36 \\ +36 \\ \hline \end{array}$

6 TENS, 12 ONES (=1 TEN AND 2 ONES)

6 TENS + 1 TEN = 7 TENS, 2 ONES = 72

- I CAN SAY WHAT 10 MORE THAN A NUMBER IS AND TELL YOU WHY USING PLACE VALUE CONCEPTS
- I CAN SAY WHAT 10 LESS THAN A NUMBER IS AND TELL YOU WHY USING PLACE VALUE CONCEPTS
- I CAN SUBTRACT 10, 20, 30, 40, 50, 60, 70, 80 AND/OR 90 FROM 10, 20, 30, 40, 50, 60, 70, 80 AND/OR 90 BY USING THE PLACE VALUE CONCEPT OF “TENS”

COUNT, READ, WRITE, REPRESENT, ORGANIZE, INTERPRET, TWO-DIGIT, ONE-DIGIT, PLACE VALUE (ONES, TENS), SEQUENCE, GREATER THAN ($<$), LESS THAN ($>$), EQUAL ($=$), MODEL, ADDITION, PLUS, ADDING TO, PUTTING TOGETHER, SUM, SUBTRACTION, MINUS, TAKE AWAY, TAKING FROM, TAKING APART, EQUATION, COMPARE, SOLVE, WHOLE NUMBERS, TRUE, FALSE, ORDER, LONGER, SHORTER, LENGTH, MEASURE, UNIT, ANALOG, DIGITAL, CLOCKS, HOUR, HALF-HOUR, HALF-PAST, CLOCKWISE, ORIENTATION, SIZE, COMPOSE, DECOMPOSE, 2-DIMENSIONAL, 3-DIMENSIONAL, RECTANGLE, SQUARE, TRAPEZOID, TRIANGLE, CIRCLE, CUBE, PRISM, CONE, CYLINDER, HALF OF, FOURTH OF, QUARTER OF, WHOLE, EQUAL PARTS, PICTOGRAPH, LINE GRAPH, BAR GRAPH, HORIZONTAL, VERTICAL,

CENTRAL MONTCALM PUBLIC SCHOOL LOTUS DIAGRAM OF CURRICULUM 1ST GRADE

MATHEMATICS

OPERATIONS AND ALGEBRAIC THINKING

- I CAN USE ADDITION AND SUBTRACTION (WITH NUMBERS UP TO 20) TO SOLVE WORD PROBLEMS WITH AN UNKNOWN NUMBER IN THE EQUATION USING:
 - OBJECTS, DRAWINGS, AND/OR SYMBOLS FOR THE UNKNOWN NUMBER
- I CAN SOLVE ADDITION WORD PROBLEMS OF THREE WHOLE NUMBERS (WHOSE SUM IS LESS THAN OR EQUAL TO 20) WITH AN UNKNOWN NUMBER IN THE EQUATION USING:
 - OBJECTS, DRAWINGS, AND/OR SYMBOLS FOR THE UNKNOWN NUMBER
- I CAN APPLY WHAT I KNOW ABOUT NUMBER PROPERTIES TO SOLVE ADDITION PROBLEMS
EXAMPLE:
IF $8+3=11$ THEN IT IS KNOWN THAT $3+8=11$ (COMMUTATIVE PROPERTY)
 $2+6+4 = 2+10 = 12$ (ASSOCIATIVE PROPERTY)
- I CAN APPLY WHAT I KNOW ABOUT NUMBER PROPERTIES TO SOLVE SUBTRACTION PROBLEMS
EXAMPLE:
IF $8-3=5$ THEN IT IS KNOWN THAT $8-5=3$
- I CAN UNDERSTAND HOW ADDITION AND SUBTRACTION WORK TOGETHER TO HELP ME SOLVE ADDITION AND SUBTRACTION PROBLEMS (EXAMPLE: SUBTRACT 10-8 “ADDING” THE NUMBER TO 8 THAT MAKES 10)
- I CAN ADD AND SUBTRACT PROBLEMS WITH NUMBERS TO 20
- I CAN DECIDE IF ADDITION AND SUBTRACTION PROBLEMS USING THE $=$ SIGN ARE TRUE OR FALSE
EXAMPLE: WHICH OF THE FOLLOWING ARE TRUE AND WHICH ARE FALSE?
 $6=6$, $7=8-1$, $5=2+2=5$, $4=1+5=2$
- I CAN SOLVE AN ADDITION AND/OR SUBTRACTION PROBLEM WITH AN UNKNOWN NUMBER

3RD MARKING PERIOD

GEOMETRY

- I CAN TELL THE DIFFERENCE BETWEEN DEFINING ATTRIBUTES (NUMBER OF SIDES, CLOSED, NUMBER OF CORNERS/POINTS ETC.) VS. NON-DEFINING ATTRIBUTES (COLOR, SIZE, ORIENTATION ETC.) FOR DIFFERENT SHAPES
- I CAN BUILD AND DRAW SHAPES THAT HAVE DEFINING ATTRIBUTES
- I CAN MAKE A NEW SHAPE USING 2-D SHAPES (SQUARE, RECTANGLE, TRIANGLE, ETC.) AND/OR 3-D SHAPES (CUBES, CONES, CYLINDERS, PRISMS ETC.)
- I CAN EQUALLY DIVIDE CIRCLES AND RECTANGLES INTO 2 AND/OR 4 EQUAL PARTS
- I CAN DESCRIBE THE PARTS OF A WHOLE SHAPE USING THE TERMS: HALF, FOURTH, AND/OR QUARTER
- I CAN DESCRIBE HOW TWO OF AND/OR FOUR OF THE SHARES OF AN OBJECT RELATE TO THE WHOLE
- I CAN UNDERSTAND THAT DIVIDING A SHAPE INTO EQUAL PARTS RESULTS IN SMALLER SHARES

ASSESSMENTS:

TBA

4TH MARKING PERIOD

MEASUREMENT AND DATA

- I CAN PUT 3 OBJECTS IN ORDER FROM SHORTEST TO LONGEST AND/OR LONGEST TO SHORTEST
- I CAN COMPARE THE LENGTH OF TWO DIFFERENT OBJECTS USING A THIRD OBJECT TO COMPARE
EXAMPLE: A _____
B _____
C _____
(LINE C IS LONGER THAN LINE A AND LINE C IS SHORTER THAN LINE B)
- I CAN MEASURE AN OBJECT USING NON-STANDARD UNITS OF MEASURE (EXAMPLE: UNifix CUBES, PAPER CLIPS, DOMINOES ETC.)
- I CAN TELL TIME ON THE HOUR AND HALF HOURS USING ANALOG AND DIGITAL CLOCKS
- I CAN WRITE TIME TO THE HOUR AND HALF HOURS USING ANALOG AND DIGITAL CLOCKS
- I CAN ASK AND ANSWER QUESTIONS ABOUT THE INFORMATION ON DIFFERENT TYPES OF GRAPHS

1ST MARKING PERIOD

1. I can name the 5 basic shapes (square, triangle, circle, rectangle, hexagon).
2. I can count orally from 1 – 25.
3. I can recognize numerals 0 – 5.
4. I can write numerals 0 – 5.
5. I can match sets of objects to numerals 0 – 5.
6. I can sequence numerals 0– 5.
7. I can compare two objects using a measurable attribute such as taller/shorter.
8. I can describe objects using terms such as below, beside, in front of, behind and next to.
9. I can sort and describe objects by one attribute.

CENTRAL MONTCALM PUBLIC SCHOOL LOTUS DIAGRAM OF CURRICULUM

Kindergarten

Mathematics



2ND MARKING PERIOD

1. I can sort and describe objects by two attributes.
2. I can count orally from 1 – 50.
3. I can compare two or more objects by length and weight.
4. I can recognize numerals 0 – 10.
5. I can write numerals 0 – 10.
6. I can match sets of objects to numerals 0 – 10.
7. I can sequence numerals 0 – 10.
8. I can count by 10's to 100.
9. I can manipulate sets of objects to show more, less or equal to.
10. I can make addition and subtraction problems within 5 in a variety ways(ie. Objects, fingers drawings)
11. I can manipulate objects to solve simple addition word problems and write corresponding number sentences within 5.

3RD MARKING PERIOD

1. I can identify 3D objects (sphere, cube, cone and cylinder).
2. I can identify shapes as being two or three-dimensional.
3. I can analyze and compare 2 and 3 dimensional shapes by number of sides, corners and other attributes.
4. I can count orally from 1–75.
5. I can “count on” orally from a given number.
6. I can compare two numerals between 1-10
7. I can recognize numerals 0–15.
8. I can write numerals 1 – 15.
9. I can match sets of objects to numerals 0 – 15.
10. I can sequence numerals 0–15.
11. I can manipulate objects to solve simple addition and subtraction word problems and write corresponding number sentences within 10.
12. I can make addition and subtraction problems within 10 in a variety of ways(ie. Objects, fingers drawings)

VOCABULARY TO KNOW:

addition attributes
circle describe
compare cylinder
above below besides
in front of equal behind
next to hexagon
graph group greater than
height hundred length
less than matching
measure minus more than
number numeral plus
one-to-one order
plus set rectangle
ruler same scale
shape size solid
sort smaller than sphere
square tens story
problem subtraction weight
triangle
take away
temperature two-
dimensional three-
dimensional

4TH MARKING PERIOD

1. I can sort and describe by 3 attributes.
2. I can count orally from 1 – 100.
3. I can recognize numerals 0 –20.
4. I can write numerals 1 – 20.
5. I can match sets of objects to numerals 0 – 20.
6. I can sequence numerals 0 – 20.
7. I can use manipulatives to demonstrate that numbers up to 11-19 can be placed into groups of tens and ones.
8. I can quickly add and subtract within 5.
9. I can demonstrate how to use the concept of the “10” fact family.
10. I can sort, classify and count objects to create a graph.
11. I can find shapes in the real world and recreate them(ie. drqwings, clay, sticks)
12. I can use simple shapes to make larger shapes.

1st Marking Period

- ✓ I can count to 10 by ones
- ✓ I can name the basic shapes, regardless of size and orientation (triangle, circle, square, rectangle)
- ✓ I can identify the 8 basic colors (blue, purple, red, orange, yellow, green, black, brown)
- ✓ I can describe an object using multiple characteristics
- ✓ I can count 10 objects, naming one number for one object
- ✓ I can recognize that an amount of objects stays the same if they are organized in a line, scattered, in a circle, or in a rectangle.

2nd Marking Period

- ✓ I can count to 20 by ones
- ✓ I can match the basic shapes to real objects in my world
- ✓ I can build shapes with different materials
- ✓ I can sort objects by one characteristic
- ✓ I can use positional words (over, under, above, etc.) to describe where an object is located
- ✓ I can name the numbers 0-5
- ✓ I can match numbers to sets of objects 0-5
- ✓ I can put numbers 0-5 in order

Central Montcalm
Public School
Lotus Diagram of
Curriculum
Young Fives-
Mathematics

3rd Marking Period

- ✓ I can count to 30 by ones
- ✓ I can recognize what is the same and different between the basic shapes
- ✓ I can sort objects by two characteristics
- ✓ I can name the numbers 0-10
- ✓ I can match numbers to sets of objects 0-10
- ✓ I can put numbers 0-10 in order

4th Marking Period

- ✓ I can count to 50 by ones
- ✓ I can draw the basic shapes
- ✓ I can sort objects by three characteristics
- ✓ I can describe two groups of objects using the words greater/more than, fewer/less than, or equal to.
- ✓ I can answer a “how many” question by counting objects
- ✓ I can use objects or pictures to solve addition and subtraction problems to 5