

# School Improvement Plan

School Year: 2010

School District: Central Montcalm Public Schools

Intermediate School District: Montcalm Area ISD

School Name: Stanton Elementary School

Grades Served: PK,K,1,2

Principal: Mr. John Shick

Building Code: 04051

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

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

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

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

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

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

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

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

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

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

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## School Information

School:	<b>Stanton Elementary School</b>
District:	<b>Central Montcalm Public Schools</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>PK,K,1,2</b>
School Code Number:	<b>04051</b>
City:	<b>STANTON</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

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# Vision

## Vision Statement

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

## Mission Statement

Stanton Elementary students will be educated in a safe, nurturing environment to become responsible citizens.

## 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

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## Goals

ID	Name	Development Status	Progress Status
7580	Reading	Approved	Open
8443	Math	Approved	Open
8455	Writing	Approved	Open

### Goal 1: Reading

**Content Area :** English Language Arts

**Goal Source :** Continuous Improvement

**Development Status :** Approved

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

**Gap Statement :** There is a gap between the performance of third-grade boys and girls on the MEAP. For the 2007-2008 school year, the percentage of boys who were proficient or advanced was 82% while the percentage of girls was 95%. For the 2008-2009 school year, the percentages were males at 64% and females at 90%. The 2009-2010 school year MEAP scores were only five points apart for males and females, with 89% of males and 94% of females scoring at the proficient level.

DRA scores from the previous May (as first graders) show that 34% of students entering second grade were reading below grade level. Current scores (January 2010) show that 45% of first graders (48% of males vs. 37% of females, and 46% of ED vs. 38% of non-ED) had not reached Level 8 on the DRA assessment. Of our second graders, during December 2009, 23% were reading below grade level. Twenty-three percent (23%) of males and 24% of females were below Level 24 on the DRA. Twenty seven percent (27%) of ED students were reading below grade level compared to 15% of non-economically disadvantaged students.

Our most recent fall DIBELS scores reflect that 62% of second grade students are considered at risk due to lack of reading fluency. This only improved to 56% by the middle of the 2009-2010 school year. Currently (Winter 2009-2010) our first grade classes have 64% of students who have not reached expected levels of reading fluency. Forty-eight percent (48%) of males and 37% of females were not fluent, while 46% of ED and 38% of non-ED students were below the desired baseline. In September 68% of males vs. 59% of females and 66% of ED vs. 39% of non-ED were reading less than 44 words per minute. By December the baseline increased to 66 words per minute. At that time 48% of males and 50% of females were not fluent.

**Cause for Gap :** There is a consistent curriculum, but no common materials. Teachers have a small guided reading library. The basals are 30 years old and have no additional teaching resources available. Teachers are creative, but teach the curriculum very differently. Currently teachers are not able to meet regularly for planning lessons, reflecting on instruction, and constructing interventions for students experiencing challenges. Additionally, the staff resources available are not sufficient to provide enough small group and one-to-one interventions with struggling learners.

**Multiple measures/sources of data you used to identify this gap in student achievement :** The MEAP test results from previous years were considered and used as the formal means to measure growth. Teachers, however, use DIBELS and DRA assessment results as well as those from classroom observation and data collection.

**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 18 for first graders and 30 for second graders by the end of the school year, and a DIBELS 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 Shick

**List of Objectives:**

ID	Objective
8084	Stanton Elementary MEAP scores for 2011 will meet or exceed 90%. The performance of economically disadvantaged students scoring proficiently will improve by 3%. By the end of the 2010-2011 school year 5% more students will meet DIBELS and DRA expectations.

**1.1. Objective: Reading Objective**

**Measurable Objective Statement to Support Goal :** Stanton Elementary MEAP scores for 2011 will meet or exceed 90%. The performance of economically disadvantaged students scoring proficiently will improve by 3%. By the end of the 2010-2011 school year 5% more students will meet DIBELS and DRA expectations.

**List of Strategies:**

ID	Strategy	Locked By
8084	During the 2010-2011 school year, teachers will implement professional learning communities at least once a month to improve reading proficiency levels in all students; this will also increase proficiency levels in targeted groups (ED) as it will focus on interventions for the students at risk of failing.	
8084	The members from the Instructional Consultation Team will work with individual teachers to find the correct instructional match for struggling learners. In doing so, the reading proficiency for each student brought to the team with a reading concern will increase based on goals collaborated between the teacher and the team member. Additionally, the new knowledge the teacher gains in the interactions will be used with other struggling students within the classroom, thus increasing overall reading proficiency (including ED).	
8084	Teachers will have laptop carts sufficient for the entire class of students, with appropriate programming that can be adapted to increase the proficiency in student reading which include our ED students. Appropriate programming such as Reading Counts, Lexia, and Compass Learning will be done by all students (for whom it is appropriate) to increase reading scores and gather additional information for interventions.	
8084	The principal and staff of Stanton Elementary will provide opportunities for two-way	

8084	<p>communication with parents regarding students' reading proficiency throughout the school year.</p> <p>The principal will schedule staff so that the teachers at each grade level can conduct an uninterrupted 90 minute literacy block. An additional 30 minute block will also be scheduled during which a literacy coach and several paraprofessionals will join the classroom teachers in working with the entire grade level of students. Groups will be created based on the strengths and needs of students. Teachers will be able to focus instruction for each child to his or her current literacy level. Throughout that period all students will be challenged to move beyond their current skill levels. Sizes and members of groups will vary fluidly according to need. This should increase reading proficiency in all students, including those who are economically disadvantaged.</p>	
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### 1.1.1. Strategy: Professional Learning Communities

**Strategy Statement:** During the 2010-2011 school year, teachers will implement professional learning communities at least once a month to improve reading proficiency levels in all students; this will also increase proficiency levels in targeted groups (ED) as it will focus on interventions for the students at risk of failing.

#### Selected Target Areas

<p>SPR (90) I.1.B.1 Staff: 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.</p>
<p>SPR (90) I.3.B.2 Informs Curriculum and Instruction: 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.</p>
<p>SPR (90) II.2.A.4 Collaborative Inquiry: 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.</p>
<p>SPR (90) II.3.A.4 Time: 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.</p>

#### Other Required Information for Strategy

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

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
Teachers will meet collaboratively by grade level PLCs with a coach at least once a month to look at student data from formative and summative assessments and make the decisions regarding needed interventions to support learning. During these meetings, teachers will complete a team learning log to document the discussion of assessments, instructional plans, and timelines for what will be done with students to improve reading proficiency. This will be evaluated monthly within the process. When teams meet each time, they will discuss the short-term results of the the plan and work from the previous meeting. The team learning logs will be located in grade level notebooks at each building or on the district server.	09/01/2010	06/01/2011	All teachers will participate in professional learning communities at their grade levels. The principal will be responsible for scheduling teachers to meet. Teachers will maintain records of the research, data, and interventions of each grade level.

**1.1.1.1. Activity: Collaboration Time**

**Activity Description:** Teachers will meet collaboratively by grade level PLCs with a coach at least once a month to look at student data from formative and summative assessments and make the decisions regarding needed interventions to support learning. During these meetings, teachers will complete a team learning log to document the discussion of assessments, instructional plans, and timelines for what will be done with students to improve reading proficiency. This will be evaluated monthly within the process. When teams meet each time, they will discuss the short-term results of the the plan and work from the previous meeting. The team learning logs will be located in grade level notebooks at each building or on the district server.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** All teachers will participate in professional learning communities at their grade levels. 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 - 09/01/2010, End Date - 06/01/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teachers	Title II Part A	4,000.00	0.00
PLC Coach/Trainer	Title II Part A	6,000.00	0.00

**1.1.2. Strategy: Instructional Consultation Team (Instructional Support)**

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

**Selected Target Areas**

SPR (90) I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
SPR (90) I.1.B.2 Students: 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.
SPR (90) I.2.A.2 Developmental Appropriateness: 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.
SPR (90) I.2.B.1 Delivered Curriculum: 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.
SPR (90) II.3.A.1 Human Resources: 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.
SPR (90) II.3.A.2 Fiscal: 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.

**Other Required Information for Strategy**

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

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
<p>A teacher will identify a student struggling in reading and make a written request for assistance from the IC team. The team will determine which member's schedule and expertise would best match with the requesting teacher's need. That person will volunteer to be the case manager. As the case manager this ICT member will assist the teacher throughout the problem solving stages (Contracting, Problem Identification and Analysis, Strategy/Intervention Design, Strategy/Intervention Evaluation, Follow-up/Redesign and Closure) to increase the student's reading proficiency. The teacher will incorporate the interventions learned into regularly used instructional practices which will benefit all reading students including our ED students. The IC Team is available to each IC member for assistance on their cases involving assessment, instruction and intervention practices. The teacher determines the duration of the collaboration. Closure is reached when the goals are met, the teacher is comfortable with results made by the student or the strategy is embedded or faded. The teacher can make requests anytime throughout the school year and can seek help for as many students as desired.</p>	<p>09/01/2010</p>	<p>06/01/2011</p>	<p>The IC team will continue to work with teachers making requests. The Team Member will provide documentation on the SDF (Student Documentation Form). All teachers who bring a case to ICT will be given an online survey for their input on the process delivery system and overall level of implementation.</p>

**1.1.2.1. Activity: Instructional Consultation Process**

**Activity Description:** A teacher will identify a student struggling in reading and make a written request for assistance from the IC team. The team will determine which member's schedule and expertise would best match with the requesting teacher's need. That person will volunteer to be the case manager. As the case manager this ICT member will assist the teacher throughout the problem solving stages (Contracting, Problem Identification and Analysis, Strategy/Intervention Design, Strategy/Intervention Evaluation, Follow-up/Redesign and Closure) to increase the student's reading proficiency. The teacher will incorporate the interventions learned into regularly used instructional practices which will benefit all reading students including our ED students. The IC Team is available to each IC member for assistance on their cases involving assessment, instruction and intervention practices. The teacher determines the duration of the collaboration. Closure is reached when the goals are met, the teacher is comfortable with results made by the student or the strategy is embedded or faded. The teacher can make requests anytime throughout the school year and can seek help for as many students as desired.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** The IC team will continue to work with teachers making requests. The Team Member will provide documentation on the SDF (Student Documentation Form). All teachers who bring a case to ICT will be given an online survey for their input on the process

delivery system and overall level of implementation.

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
money for substitutes	General Funds	500.00	0.00
ICT Buddy	General Funds	10,000.00	0.00

### 1.1.3. Strategy: Technology

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

**Selected Target Areas**

SPR (90) I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
SPR (90) I.2.A.2 Developmental Appropriateness: 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.
SPR (90) I.2.B.1 Delivered Curriculum: 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.
SPR (90) III.1.B.5 Student-Centered: 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.
SPR (90) III.1.B.6 Technology: 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**

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

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."

"Lexia Learning, in affiliation with professional research and design consultants, conducts scientifically-based outcomes studies to measure the efficacy of the Lexia Reading programs in schools across the country. Studies have been published in three peer-reviewed research journals." It is "scientifically-based, peer-reviewed and proven to effectively increase reading proficiency." The key findings from the research are

- \* Lexia Reading Improves Reading Score in grades K ? 3 and Middle School
- \* Lowest Performing Students Benefit the Most from using Lexia Reading
- \* Title I Students Using Lexia Reading Close the Achievement Gap
- \* Benefits of Lexia Reading are Tied to Strong Use Patterns
- \* Teachers Strongly Endorse Lexia Reading"

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
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 to increase reading proficiency including our ED students. Available carts containing classroom sets of laptops will be used beginning in September with additional carts added throughout the school year. Carts will be provided for each grade level as soon as possible. Programs such as Lexia, Reading Counts and Compass Learning will be used. The classroom teacher will monitor the reading level of each student at least three times a year. Intervention success will 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.	09/01/2010	06/01/2011	The district will provide the laptop carts. The technology department will make Compass Learning available for our students to use.

**1.1.3.1. 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 to increase reading proficiency including our ED students. Available carts containing classroom sets of laptops will be used beginning in September with additional carts added throughout the school year. Carts will be provided for each grade level as soon as possible. Programs such as Lexia, Reading Counts and Compass Learning will be used.

The classroom teacher will monitor the reading level of each student at least three times a year. Intervention success will 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.

**Activity Type:** None

**Planned staff responsible for implementing activity:** The district will provide the laptop carts. The technology department will make Compass Learning available for our students to use.

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
laptop carts	No Funds Required	0.00	0.00

**1.1.4. Strategy: Parental Involvement**

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

**Selected Target Areas**

<p>SPR (90) I.3.B.1 Reporting: 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.</p> <p>SPR (90) IV.1.B.3 Decision-Making: 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.</p>
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**Other Required Information for Strategy**

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

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. Spstein and Mavis G. Sanders in the book, School, Family, and Community Partnerships: Your Handbook for Action). "Programs of school, family, and community partnerships must focus on increasing student learning and development. No longer partnerships for partnerships' sake, strong programs of family and community involvement ensure that all communications among partners and all involvement activities are purposeful and productive. Practices to engage parents, community members, and

others need to be linked to important goals for students in order to help improve attendance, achievement, behavior, and other indicators of success in school.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
The 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 and parent/teacher/student compacts will be discussed, and questions by parents will be answered. This two-way communication will increase the reading proficiency of all students including the ED group.	09/01/2010	03/01/2011	All teachers and the principal will communicate with parents regularly throughout the school year about the reading progress and needs of students. Teachers will submit newsletters to the Building School Improvement Team (BSIT) co-chairs. Teachers will also keep a record of which students had parents in attendance at open house, parent/teacher conferences and Title I night. This information will also be given to the BSIT co-chairs to store in the school evidence box for use in future CNA and EDYes reviews.
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).	09/01/2010	06/01/2011	The building principal and the Title teacher will schedule the date of the Parent Night. The teachers and the principal will plan together the agenda and will carry out the training in the area of reading. An evaluation will be done by the parents in attendance. The BSIT group will prepare the evaluation before the Parent Night and compile the results afterwards.

**1.1.4.1. Activity: Two-way Communication**

**Activity Description:** The 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 and parent/teacher/student compacts will be discussed, and questions by parents will be answered. This two-way communication will increase the reading proficiency of all students including the ED group.

**Activity Type:** None

**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 submit newsletters to the Building School Improvement Team (BSIT) co-chairs. Teachers will also keep a record of which students had parents in attendance at open house, parent/teacher conferences and Title I night. This information will also be given to the BSIT co-chairs to store in the

school evidence box for use in future CNA and EDYes reviews.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, End Date - 03/01/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Cost of printing newsletters, core curriculum,etc.	General Funds	100.00	0.00

### 1.1.4.2. 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).

**Activity Type:** None

**Planned staff responsible for implementing activity:** The building principal and the Title teacher will schedule the date of the Parent Night. The teachers and the principal will plan together the agenda and will carry out the training in the area of reading. An evaluation will be done by the parents in attendance. The BSIT group will prepare the evaluation before the Parent Night and compile the results afterwards.

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Parent trainers (stipends for our teachers)	General Funds	300.00	0.00
Materials	General Funds	300.00	0.00

### 1.1.5. Strategy: Grade Level Literacy Blocks

**Strategy Statement:** The principal will schedule staff so that the teachers at each grade level can conduct an uninterrupted 90 minute literacy block. An additional 30 minute block will also be scheduled during which a literacy coach and several paraprofessionals will join the classroom teachers in working with the

entire grade level of students. Groups will be created based on the strengths and needs of students. Teachers will be able to focus instruction for each child to his or her current literacy level. Throughout that period all students will be challenged to move beyond their current skill levels. Sizes and members of groups will vary fluidly according to need. This should increase reading proficiency in all students, including those who are economically disadvantaged.

**Selected Target Areas**

SPR (90) I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
SPR (90) I.2.A.2 Developmental Appropriateness: 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.
SPR (90) I.2.B.1 Delivered Curriculum: 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.
SPR (90) II.3.A.1 Human Resources: 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**

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

The following information was taken from *Intensifying Reading Instruction for Students within a Three-Tier Model: Standard-Protocol and Problem Solving Approaches within a Response-to-Intervention (RTI) System* by Nancy E. Marchand-Martella, Susan F. Ruby, and Ronald C. Martella. "In developing a supportive system for RTI, schools start by implementing a scientifically validated core reading program (Tier 1). Although most students (approximately 70-80%) will meet proficiency with solid Tier 1 instruction, research suggests that a predictable group of students (approximately 15-20%) will require targeted or strategic, small group instruction (Tier 2), and about another 5-10% will require intensive, individualized intervention (Tier 3). Students who are at-risk for school failure are in need of supplemental instruction in addition to the core (Tier 2). Schools generally implement supplemental programs...when, in fact, they may make adequate progress if given additional intensive instruction in the scientifically validated core reading program.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
The principal will schedule staff so that the teachers of each grade level can conduct an uninterrupted 90 minute literacy block. An additional 30 minute block will also be scheduled during which a literacy coach and several paraprofessionals will join the classroom teachers in working with the entire grade level of students. Groups will be created based on the	09/01/2010	06/01/2011	The principal will insure that a workable schedule is in place. The grade level teachers and Title teacher(s) will collaboratively plan the differentiated portion of the literacy block. At least once a month, a portion of the PLC time will be dedicated to planning for

<p>strengths and needs of students. Teachers will be able to focus instruction for each child to his or her current literacy level. Throughout that period all students will be challenged to move beyond their current skill levels. Sizes and members of groups will vary fluidly according to need. This should increase reading proficiency in all students, including those who are economically disadvantaged.</p>			<p>the joint literacy block.</p>
<p>In order to improve the reading proficiency of all students (including ED), the teacher, the Title I teacher, and the paraprofessionals (under the direction of the teachers) will work together to deliver an instructional match for every student on the priority literacy skill for the given day. To make this possible, a team will work during the summer to create a toolbox of interventions to be used during the 30 minute shared literacy block with those students needing different types of Tier 2 support.</p>	<p>09/01/2010</p>	<p>06/01/2011</p>	<p>The summer team will locate the best-researched interventions and create the toolbox during the summer of 2010. During the school year, the title teacher(s) along with grade level teachers will collaboratively deliver differentiated instruction and assist the instruction of the paraprofessionals. The PLC meeting log will provide the documentation of the planning and the outcomes data.</p>

### 1.1.5.1. Activity: Uninterrupted 90 minute Literacy Block Planning

**Activity Description:** The principal will schedule staff so that the teachers of each grade level can conduct an uninterrupted 90 minute literacy block. An additional 30 minute block will also be scheduled during which a literacy coach and several paraprofessionals will join the classroom teachers in working with the entire grade level of students. Groups will be created based on the strengths and needs of students.

Teachers will be able to focus instruction for each child to his or her current literacy level. Throughout that period all students will be challenged to move beyond their current skill levels. Sizes and members of groups will vary fluidly according to need. This should increase reading proficiency in all students, including those who are economically disadvantaged.

**Activity Type:** None

**Planned staff responsible for implementing activity:** The principal will insure that a workable schedule is in place. The grade level teachers and Title teacher(s) will collaboratively plan the differentiated portion of the literacy block. At least once a month, a portion of the PLC time will be dedicated to planning for the joint literacy block.

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title 1 teacher	Title I Part A	92,000.00	0.00
paraprofessionals	Title I Part A	50,000.00	0.00

### 1.1.5.2. Activity: Differentiated and small-group literacy time

**Activity Description:** In order to improve the reading proficiency of all students (including ED), the teacher, the Title I teacher, and the paraprofessionals (under the direction of the teachers) will work together to deliver an instructional match for every student on the priority literacy skill for the given day. To make this possible, a team will work during the summer to create a toolbox of interventions to be used during the 30 minute shared literacy block with those students needing different types of Tier 2 support.

**Activity Type:** None

**Planned staff responsible for implementing activity:** The summer team will locate the best-researched interventions and create the toolbox during the summer of 2010. During the school year, the title teacher(s) along with grade level teachers will collaboratively deliver differentiated instruction and assist the instruction of the paraprofessionals. 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 - 09/01/2010, End Date - 06/01/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title 1 Teacher	Title I Part A	105,000.00	0.00
Paraprofessional Support	Title I Part A	64,000.00	0.00
Treasures (Core Reading Program)	General Funds	65,000.00	0.00
Triumphs (Intervention Program that goes with Core Reading Program)	Title I Part A	10,000.00	0.00

## Goal 2: Math

**Content Area :** Math

**Goal Source :** Continuous Improvement

**Development Status :** Approved

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

**Gap Statement :** Student MEAP math scores were below the state average in the 2007-2008 and 2008-2009 school years with females and males varying by as little as 2% to as much as 9%. This year males were 93% proficient, while only 88% of females reached that goal. At a district level, 89% of our economically disadvantaged students reached proficiency, while 98% of our non-economically disadvantaged students did so. So there is a five-point gap between males and females and a nine-point gap between ED and non-ED students. Students are given quarterly math assessments. In first grade 54% scored 80% or higher on the test for the first marking period, and 75% did so for the second marking period. When this data was disaggregated, 33% of the males and 53% of the females were not proficient on the first marking period test. On the second marking period test this gap disappeared as 24% of both male and female subgroups were not proficient. Disaggregation of the data also showed that 49% of economically disadvantaged students were not proficient on the first quarter math assessment, while that was true for 38% of our non-economically challenged students. The gap narrowed on the second marking period assessment when 27% of economically disadvantaged and 21% of non-economically disadvantaged students were not proficient.

Only 66% of second graders passed the first marking period assessment, and 62% were proficient on the second marking period test. Disaggregation revealed that 27% of males and 38% of females failed to reach 80 on the first assessment. On the second marking period assessment, the gap switched as 38% of males and 32% of females did not pass. The gap is larger between ED and non-ED students. On the first marking period assessment 41% of ED students and 24% of non-ED students were not proficient. The gap narrowed on the second marking period where 41% of ED and 30% of non-ED students failed to pass.

**Cause for Gap :** There is a consistent curriculum, but no common materials. Old manuals for teachers still exist, but there are no consumable materials to accompany them. The teachers know which areas to address each marking period, but have to find resources on their own. Our teachers do this creatively, but teach the curriculum differently. There is a need for our teachers to meet regularly for planning lessons, reflecting on instruction, and constructing interventions for students experiencing difficulties. There is also a need for enough staff to conduct small group and one-to-one interventions with struggling learners. Professional development in differentiated instruction would be beneficial.

**Multiple measures/sources of data you used to identify this gap in student achievement :** The results of the mathematics portion of MEAP were used as well as locally created assessments given at the end of each marking period.

**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 who reached proficient or advanced levels on the MEAP are considered to have reached this goal. Those who scored 80% or higher on the quarterly math assessments are considered successful.

**Contact Name :** John Shick

**List of Objectives:**

ID	Objective
8812	At the end of each quarter, 80% of the students will be able to pass the quarterly math assessments.

## 2.1. Objective: Math

**Measurable Objective Statement to Support Goal :** At the end of each quarter, 80% of the students will be able to pass the quarterly math assessments.

### List of Strategies:

ID	Strategy	Locked By
8812	Teachers will have laptop carts sufficient for the entire class of students, with appropriate programming that can be adapted to increase the proficiency in student math achievement. This will also positively impact our ED sub-group. Computer programs and sites will be worked on by all students for whom it is appropriate to increase math scores and gather additional information for interventions.	
8812	During the 2010-2011 school year, teachers will implement professional learning communities at least once a month to improve math proficiency levels in all students; this will also increase proficiency in our targeted group (ED) as it will focus on interventions for the students at risk of failing.	
8812	The members from the Instructional Consultation Team will work with individual teachers to find 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 team 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 ED students).	
8812	The principal and staff of Stanton Elementary will provide opportunities for two-way communication with parents regarding students' math proficiency throughout the school year.	

### 2.1.1. Strategy: Technology

**Strategy Statement:** Teachers will have laptop carts sufficient for the entire class of students, with appropriate programming that can be adapted to increase the proficiency in student math achievement. This will also positively impact our ED sub-group. Computer programs and sites 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

SPR (90) I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

SPR (90) I.2.A.2 Developmental Appropriateness: 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.

SPR (90) I.2.B.1 Delivered Curriculum: 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.

SPR (90) III.1.B.5 Student-Centered: 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.

SPR (90) III.1.B.6 Technology: 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**

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

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."

The following information was taken from the article "Failing in Math" at <http://www.voxeu.org/index.php?q=node/2722>:

"These findings are consistent with Ragosta, Holland, and Jamison (1982), Banerjee et al. (2007), and Wang, Wang, and Ye (2002) suggesting that computer-aided instruction programs can have a significant impact on student achievement levels in mathematics performance. However, effective policy implementation requires more than suggestive evidentiary support; policymakers must also have some understanding of how and under what circumstances the proposed reform works. When Barrow, Markman, and Rouse (2008) estimate models that include a classroom characteristic of interest, such as the average attendance in the prior year, the class size, or the heterogeneity in mathematics achievement, the data show greater effects for students in large, heterogeneous classes with poor attendance rates. Since these classroom characteristics would normally be disruptive and suggest a potential advantage to more individualised instruction, these findings support the theory that one of the primary benefits of a computer-aided instruction program is an increase in the amount of quality, individual instruction time each student receives." (

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
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. Those students will use computer programs to provide them with a motivating way to learn and practice necessary skills to increase math proficiency; this includes our ED population. Available carts containing classroom sets of laptops will be used beginning in September with additional carts added throughout the school year. Carts will be provided for each grade level as soon as possible. The classroom teachers will monitor the math level of each students quarterly. Intervention success will be determined based on improvements. Changes in technology will be made based on	09/01/2010	06/01/2011	The district will provide the laptop carts. The technology department will make Compass Learning available to students at Stanton Elementary.

assessment results.			
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### 2.1.1.1. 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. Those students will use computer programs to provide them with a motivating way to learn and practice necessary skills to increase math proficiency; this includes our ED population. Available carts containing classroom sets of laptops will be used beginning in September with additional carts added throughout the school year. Carts will be provided for each grade level as soon as possible. The classroom teachers will monitor the math level of each students quarterly. Intervention success will be determined based on improvements. Changes in technology will be made based on assessment results.

**Activity Type:** None

**Planned staff responsible for implementing activity:** The district will provide the laptop carts. The technology department will make Compass Learning available to students at Stanton Elementary.

**Actual staff responsible for implementing activity:**

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

**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 site fee for Rainforest Maths	General Funds	500.00	0.00

### 2.1.2. Strategy: Professional Learning Communities

**Strategy Statement:** During the 2010-2011 school year, teachers will implement professional learning communities at least once a month to improve math proficiency levels in all students; this will also increase proficiency in our targeted group (ED) as it will focus on interventions for the students at risk of failing.

**Selected Target Areas**

SPR (90) I.1.B.1 Staff: 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.

SPR (90) I.3.B.2 Informs Curriculum and Instruction: 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.

SPR (90) II.2.A.4 Collaborative Inquiry: 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.

SPR (90) II.3.A.4 Time: 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**

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

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
Teachers will meet collaboratively by grade level PLCs with a coach at least once a month to look at student data from formative and summative assessments and make the decisions regarding interventions to support learning. During these meetings, teachers will complete a team learning log to document the discussion of assessments, instructional plans, and timelines for what will be done with students to improve math proficiency. This will be evaluated monthly within the process. When teams meet each time, they will discuss the short-term results of the plan and work from the previous meeting. The team learning logs will be located in grade level notebooks at each building or on the district server.	09/01/2010	06/01/2011	All teachers will participate in professional learning communities at their grade levels. The principal will be responsible for scheduling teachers to meet. Teachers will maintain records of the research, data, and interventions of each grade level.

**2.1.2.1. Activity: Collaboration Time**

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

previous meeting. The team learning logs will be located in grade level notebooks at each building or on the district server.

**Activity Type:** Revised

**Planned staff responsible for implementing activity:** All teachers will participate in professional learning communities at their grade levels. 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 - 09/01/2010, End Date - 06/01/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Substitute teachers for common time for teachers to meet	Title II Part A	4,000.00	0.00
Data Coach	Title II Part A	10,000.00	0.00
Title 1 Teacher	Title I Part A	105,000.00	0.00

### 2.1.3. Strategy: Instructional Consultation Team (Instructional Support)

**Strategy Statement:** The members from the Instructional Consultation Team will work with individual teachers to find 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 team 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 ED students).

**Selected Target Areas**

SPR (90) I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
SPR (90) I.1.B.2 Students: 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.
SPR (90) I.2.A.2 Developmental Appropriateness: 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.
SPR (90) I.2.B.1 Delivered Curriculum: 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.
SPR (90) II.3.A.1 Human Resources: 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.  
 SPR (90) II.3.A.2 Fiscal: 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.

**Other Required Information for Strategy**

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

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
A teacher will identify a student struggling in math and make a written request for assistance from the IC team. The team will determine which member's schedule and expertise would best match with the requesting teacher's need. That person will volunteer to be the case manager. As the case manager this ICT member will assist the teacher throughout the problem solving stages (Contracting, Problem Identification and Analysis, Strategy/Intervention Design, Strategy/Intervention Evaluation, Follow-up/Redesign and Closure) to increase the student's math proficiency. The teacher will incorporate the interventions learned into regularly used instructional practice which will benefit all math students including our ED students. The IC Team is available to each IC member for assistance on their cases involving assessment, instruction and intervention practices. The teacher determines the duration of the collaboration. Closure is reached when the goals are met, the teacher is comfortable with results made by the student, or the strategy is embedded or faded. The teacher can make requests anytime throughout the school year and can seek help for as many students as desired.	09/01/2010	06/01/2011	The IC team will continue to work with teachers making requests. The team member will provide documentation on the SDF (Student Documentation Form). All teachers who bring a case to ICT will be given an online survey for their input on the process delivery system and overall level of implementation.

**2.1.3.1. Activity: Instructional Consultation Process**

**Activity Description:** A teacher will identify a student struggling in math and make a written request for

assistance from the IC team. The team will determine which member's schedule and expertise would best match with the requesting teacher's need. That person will volunteer to be the case manager. As the cast manager this ICT member will assist the teacher throughout the problem solving stages (Contracting, Problem Identification and Analysis, Strategy/Intervention Design, Strategy/Intervention Evaluation, Follow-up/Redesign and Closure) to increase the student's math proficiency. The teacher will incorporate the interventions learned into regularly used instructional practice which will benefit all math students including our ED students. The IC Team is available to each IC member for assistance on their cases involving assessment, instruction and intervention practices. The teacher determines the duration of the collaboration. Closure is reached when the goals are met, the teacher is comfortable with results made by the student, or the strategy is embedded or faded. The teacher can make requests anytime throughout the school year and can seek help for as many students as desired.

**Activity Type:** None

**Planned staff responsible for implementing activity:** The IC team will continue to work with teachers making requests. The team member will provide documentation on the SDF (Student Documentation Form). All teachers who bring a case to ICT will be given an online survey for their input on the process delivery system and overall level of implementation.

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Money for substitutes	General Funds	500.00	0.00
ICT Buddy	General Funds	10,000.00	0.00

### 2.1.4. Strategy: Parental Involvement

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

**Selected Target Areas**

SPR (90) I.3.B.1 Reporting: 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.

SPR (90) IV.1.B.3 Decision-Making: 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**

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

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: You Handbook for Action*). "Programs of school, family and community partnerships must focus on increasing student learning and development. No longer partnerships for partnerships' sake, strong programs of family and community involvement ensure that all communications among partners and all involvement activities are purposeful and productive. Practices to engage parents, community members, and others need to be linked to important goals for students in order to help improve attendance, achievement, behavior, and other indicators of success in school.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
The 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 and parent/teacher/student compacts will be discussed, and questions by parents will be answered. This two-way communication will increase the math proficiency of all students including the ED group.	09/01/2010	03/01/2011	All teachers and the principal will communicate with parents regularly throughout the school year about the math progress and needs of students. Teachers will submit newsletters to the Building School Improvement Team (BSIT) co-chairs. Teachers will also keep a record of which students had parents in attendance at open house, parent/teacher conferences, and Title I night. This information will also be given to the BSIT co-chairs to store in the school evidence box for use in future CNA and EDYes reviews.
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 help student grow in math skills).	09/01/2010	06/01/2011	The building principal and the Title teacher will schedule the date of the Parent Night. The teachers and the principal will plan together the agenda and will carry out the training in the area of math. An evaluation will be done by the parents in attendance. The BSIT group will prepare the evaluation before the Parent Night and compile the results afterwards.

**2.1.4.1. Activity: Two-Way Communication**

**Activity Description:** The 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 and parent/teacher/student compacts will be discussed, and questions by parents will be answered. This two-way communication will increase the math proficiency of all students including the ED group.

**Activity Type:** None

**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 submit newsletters to the Building School Improvement Team (BSIT) co-chairs. Teachers will also keep a record of which students had parents in attendance at open house, parent/teacher conferences, and Title I night. This information will also be given to the BSIT co-chairs to store in the school evidence box for use in future CNA and EDYes reviews.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, End Date - 03/01/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Cost of printing newsletters, core curriculum, etc.	General Funds	100.00	0.00

**2.1.4.2. 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 help student grow in math skills).

**Activity Type:** None

**Planned staff responsible for implementing activity:** The building principal and the Title teacher will schedule the date of the Parent Night. The teachers and the principal will plan together the agenda and will carry out the training in the area of math. An evaluation will be done by the parents in attendance. The BSIT group will prepare the evaluation before the Parent Night and compile the results afterwards.

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Parent Trainers (stipends for our teachers)	General Funds	300.00	0.00
Materials	General Funds	300.00	0.00

### Goal 3: Writing

**Content Area :** English Language Arts  
**Goal Source :** Continuous Improvement  
**Development Status :** Approved

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

**Gap Statement :** In previous years our MEAP writing scores were below the state average. Our boys did not score as well as our girls. Our economically disadvantaged students did not score as well as our non-economically disadvantaged students and that disparity was growing. Our local writing assessment showed that none of the kindergartners and only 7% of first-grade and 20% of second-grade students were at a proficient writing level in all four traits on the MLPP rubric in the fall.

**Cause for Gap :** There is a consistent curriculum, and teachers have some common materials. Teachers vary in their presentation and use of those materials due to lack of time to converse about best practices. Currently teachers are struggling to meet regularly for planning lessons, reflecting on instruction, and constructing interventions for students experiencing challenges. Some students may have difficulty getting their ideas down on paper because they don't have extensive writing vocabularies while others may have difficulties because they have trouble organizing their thoughts. The staff resources available are not sufficient to provide enough small group and one-to-one interventions with struggling learners.

**Multiple measures/sources of data you used to identify this gap in student achievement :** In previous years we were able to use the results from the MEAP assessment in writing. For the 2010-2011 school year we will depend on our local writing assessments. There will be two scheduled assessments for writing quality and fluency. Teachers will give monthly writing assignments and grade them using the appropriate rubrics from the core reading program. Students also will be taking a three-minute writing assessment from CBM three times a year.

**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 a four-point scale, students are considered successful if they reach 3 or 4 points on the writing rubric. So, although, expectations increase as students proceed through grade levels, the children need to reach level 3 by the end of the school year in all traits. By the end of the school year, 80% of students will receive a 3 or 4 in all writing traits on the rubric.

Students in all grades will increase the number of words they are able to write on the CBM timed writing assessments given three times a year. The percentage of students considered at high risk according to national standards will decrease by 5% over the course of the year.

**Contact Name :** John Shick

**List of Objectives:**

ID	Objective
8788	By the end of the 2010-2011 school year, 80% of students will receive a 3 or 4 in all writing traits on the appropriate rubric for their grade level. Students in all grades will increase the number of words they are able to write on the CBM timed writing assessments given three times a year. The percentage of students considered at high risk according to national standards will decrease by 5% over the course of the year.

### 3.1. Objective: Writing Proficiency

**Measurable Objective Statement to Support Goal :** By the end of the 2010-2011 school year, 80% of students will receive a 3 or 4 in all writing traits on the appropriate rubric for their grade level.

Students in all grades will increase the number of words they are able to write on the CBM timed writing assessments given three times a year. The percentage of students considered at high risk according to national standards will decrease by 5% over the course of the year.

**List of Strategies:**

ID	Strategy	Locked By
8788	During the 2010-2011 school year, teachers will implement professional learning communities at least once a month to improve proficiency in writing in all students; this will also increase proficiency levels in our targeted group (ED) as it will focus on interventions for the students at risk of failing.	
8788	The members from the Instructional Consultation Team will work with individual teachers to find the correct instructional match for struggling learners. In doing so, the writing proficiency for each student brought to the team with a concern will increase based on goals collaborated between the teacher and the team member. Additionally, the new knowledge the teacher gains in the interactions will be used with other struggling students within the classroom, thus increasing overall writing proficiency (including ED).	
8788	The principal and staff of Stanton Elementary will provide opportunities for two-way communication with parents regarding students' writing proficiency throughout the school year.	

#### 3.1.1. Strategy: Professional Learning Communities

**Strategy Statement:** During the 2010-2011 school year, teachers will implement professional learning communities at least once a month to improve proficiency in writing in all students; this will also increase proficiency levels in our targeted group (ED) as it will focus on interventions for the students at risk of failing.

**Selected Target Areas**

SPR (90) I.1.B.1 Staff: 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.

SPR (90) I.2.A.2 Developmental Appropriateness: 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.

SPR (90) I.3.B.2 Informs Curriculum and Instruction: 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.

SPR (90) II.2.A.4 Collaborative Inquiry: 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.

SPR (90) II.3.A.4 Time: 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**

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

The Michigan Literacy Progress Profile was based on assessments created by Dr. Marie Clay of New Zealand. Dr. Clay's research found that teachers who assessed the knowledge of students and built upon their strengths, rather than their weaknesses, 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
Teachers will meet collaboratively by grade level PLCs with a coach at least once a 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 plans, and timelines for what will be done with students to improve proficiency in writing. This will be evaluated monthly within the process. When teams meet each time, they will discuss the short-term results of the plan and work from the previous meeting. The team learning logs will be located	09/01/2010	06/01/2011	All teachers will participate in professional learning communities at their grade levels. The principal will be responsible for scheduling teachers to meet. Teachers will maintain records of the research, data and interventions of each grade level.

in grade level notebooks at each building or on the district server.			
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**3.1.1.1. Activity: Collaboration Time**

**Activity Description:** Teachers will meet collaboratively by grade level PLCs with a coach at least once a 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 plans, and timelines for what will be done with students to improve proficiency in writing. This will be evaluated monthly within the process. When teams meet each time, they will discuss the short-term results of the plan and work from the previous meeting. The team learning logs will be located in grade level notebooks at each building or on the district server.

**Activity Type:** None

**Planned staff responsible for implementing activity:** All teachers will participate in professional learning communities at their grade levels. 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 - 09/01/2010, End Date - 06/01/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
common time for teachers to meet	Title II Part A	4,000.00	0.00
Data Coach	Title II Part A	10,000.00	0.00
Title I Teacher	Title I Part A	105,000.00	0.00

**3.1.2. Strategy: Instructional Consultation Team (Instructional Support)**

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

**Selected Target Areas**

SPR (90) I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
SPR (90) I.1.B.2 Students: 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.
SPR (90) I.2.A.2 Developmental Appropriateness: 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.
SPR (90) I.2.B.1 Delivered Curriculum: 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.
SPR (90) II.3.A.1 Human Resources: 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.
SPR (90) II.3.A.2 Fiscal: 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.

**Other Required Information for Strategy**

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

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 Instruction 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
A teacher will identify a student struggling in writing and make a written request for assistance from the IC team. The team will determine which member's schedule and expertise would best match with the requesting teacher's need. That person will volunteer to be the case manager. As the case manager, this ICT member will assist the teacher throughout the problem-solving stages (Contracting, Problem Identification and Analysis, Strategy/Intervention Design, Strategy/Intervention Evaluation, Follow-up/Redesign and Closure) to increase the student's writing proficiency. The teacher will incorporate the interventions learned into regularly-used instructional practices which will benefit all writing students including our ED students. The IC Team is available to each IC member for assistance on their cases	09/01/2010	06/01/2011	The IC Team will continue to work with teachers making requests. The team member will provide documentation on the SDF (Student Documentation Form). 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.

<p>involving assessment, instruction, and intervention practices. The teacher determines the duration of the collaboration. The Closure stage is reached when the goals are met, the teacher is comfortable with results made by the student, and/or the strategy is embedded or faded. The teacher can make requests for assistance anytime throughout the school year for as many students as desired.</p>			
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### 3.1.2.1. Activity: Instructional Consultation Process

**Activity Description:** A teacher will identify a student struggling in writing and make a written request for assistance from the IC team. The team will determine which member's schedule and expertise would best match with the requesting teacher's need. That person will volunteer to be the case manager. As the case manager, this ICT member will assist the teacher throughout the problem-solving stages (Contracting, Problem Identification and Analysis, Strategy/Intervention Design, Strategy/Intervention Evaluation, Follow-up/Redesign and Closure) to increase the student's writing proficiency. The teacher will incorporate the interventions learned into regularly-used instructional practices which will benefit all writing students including our ED students. The IC Team is available to each IC member for assistance on their cases involving assessment, instruction, and intervention practices. The teacher determines the duration of the collaboration. The Closure stage is reached when the goals are met, the teacher is comfortable with results made by the student, and/or the strategy is embedded or faded. The teacher can make requests for assistance anytime throughout the school year for as many students as desired.

**Activity Type:** None

**Planned staff responsible for implementing activity:** The IC Team will continue to work with teachers making requests. The team member will provide documentation on the SDF (Student Documentation Form). 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.

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Money for substitute teachers	General Funds	500.00	0.00
ICT Buddy	General Funds	10,000.00	0.00

### 3.1.3. Strategy: Parental Involvement

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

#### Selected Target Areas

SPR (90) I.3.B.1 Reporting: 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.

SPR (90) IV.1.B.3 Decision-Making: 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

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

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 the research of Joyce L. Epstein and Mavis G. Sanders in the book, *School, Family, and Community Partnerships: Your Handbook for Action*). "Programs of school, family, and community partnerships must focus on increasing student learning and development. No longer partnerships for partnerships' sake, strong programs of family and community involvement ensure that all communications among partners and all involvement activities are purposeful and productive. Practices to engage parents, community members, and others need to be linked to important goals for students in order to help improve attendance, achievement, behavior, and other indicators of success in school.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The 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 and parent/teacher/student compacts will be discussed, and questions from parents will be answered. This two way communication will increase the writing proficiency of all students including the ED group.	09/01/2010	03/01/2011	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 in newsletters to the Building School Improvement Team (BSIT) co-chairs. Teachers will also keep a record of which students had parents in attendance at open house, parent-teacher conferences and Title I night. This information will also be given to the BSIT co-chairs to store in the school evidence box for use in future CNA and EDYEs reviews.

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 help student grow in writing skills).	09/01/2010	06/01/2011	The building principal and the Title teacher will schedule the date of the Parent Night. The teachers and the principal will plan together the agenda and will carry out the training in the area of writing. An evaluation will be done by the parents in attendance. The BSIT group will prepare the evaluation before the Parent Night and compile the results afterwards.
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### 3.1.3.1. Activity: Two-Way Communication

**Activity Description:** The 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 and parent/teacher/student compacts will be discussed, and questions from parents will be answered. This two way communication will increase the writing proficiency of all students including the ED group.

**Activity Type:** None

**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 in newsletters to the Building School Improvement Team (BSIT) co-chairs. Teachers will also keep a record of which students had parents in attendance at open house, parent-teacher conferences and Title I night. This information will also be given to the BSIT co-chairs to store in the school evidence box for use in future CNA and EDYes reviews.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/01/2010, End Date - 03/01/2011

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Cost of printing newsletters, core curriculum, etc.	General Funds	100.00	0.00

### 3.1.3.2. 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 help

student grow in writing skills).

**Activity Type:** None

**Planned staff responsible for implementing activity:** The building principal and the Title teacher will schedule the date of the Parent Night. The teachers and the principal will plan together the agenda and will carry out the training in the area of writing. An evaluation will be done by the parents in attendance. The BSIT group will prepare the evaluation before the Parent Night and compile the results afterwards.

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Parent Trainers (stipends for our teachers)	General Funds	300.00	0.00
Materials	General Funds	300.00	0.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$99,100.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title I Part A	\$531,000.00	\$0.00
Title II Part A	\$38,000.00	\$0.00

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## Title I Required Components

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

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

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## 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.	Jill	Babbitt	Kindergarten Teacher	jbabbitt@cms.maisd.com
Mrs.	Peggy	Eggleston	Kindergarten Teacher	peggleston@cms.maisd.com
Mrs.	Krista	King	Young Fives Teacher	kking@cms.maisd.com
Mrs.	Jill	Tobey	First Grade Teacher	jtobey@cms.maisd.com
Mrs.	Karen	Hilt	Kindergarten Teacher	khilt@cms.maisd.com
Mrs.	Michelle	Rockafellow	Second Grade Teacher	mrockafellow@cms.maisd.com
Mrs.	Kathy	Shick	Title I Teacher	kshick@cms.maisd.com
Mrs.	Ginger	Gurecki	Second Grade Teacher	ggurecki@cms.maisd.com
Mrs.	Nancy	Jenks	First Grade Teacher	njenks@cms.maisd.com
Mr.	John	Shick	Principal	jshick@cms.maisd.com
Mrs.	Wilberta	Wittkopp	Counselor	wwittkopp@cms.maisd.com
Mrs.	Nancy	Anna	First Grade Teacher	nanna@cms.maisd.com
Mrs.	Renee	Johnson	paraprofessional	rjohnson@cms.masid.com
Mrs.	Janelle	Morgan	parent	janelle@elitefund.com
Mrs.	Nancy	Pierson	Second Grade Teacher	npierson@cms.maisd.com
Mrs.	Rhonda	Buchholz	First Grade Teacher	rbuchholz@cms.maisd.com

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

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 to obtain their input. The entire team worked on developing school improvement plans to be implemented in the 2010-2011 school year. Teachers will be emailed monthly reminders as to what needs to be accomplished. Evaluation will be ongoing.

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

***all stakeholders are involved in the process.***

Teachers are involved in the development of curriculum, professional development and assessment planning by serving on district teams. All educators serve on the Building School Improvement Team while two teachers and the principal are members of the District School Improvement Team.

Last year all teachers worked on grade levels teams to determine power standards, write "I Can" statements, and create lotus diagrams for each part of the curriculum. This will continue in the 2010-2011 school year.

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

Parent and student surveys, the results of the Education Yes report, and assessment scores are disaggregated and analyzed by staff. School Improvement decisions are made based on this data regarding curriculum, instruction and assessment.

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# Statement of Non-Discrimination

## Federal Office for Civil Rights

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

## Contact Information

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

Position of Contact:

Principal

Address:

710 N. State St.

Telephone Number:

989-831-2400

## References

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

## Conclusion

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

Regular Professional Learning Community meetings are planned to allow teachers at each grade level to confer on the strengths and needs of all students in reading, writing, and mathematics. Best practices will be discussed. In addition, data gathering, disaggregation, and use will be addressed.

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

District and Title one funds will be expended to allow teachers time to meet in teams to address issues related to curriculum, instruction and assessment. Funds have also been allotted to provide food, materials, and personnel for family math, reading, and writing nights.

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

Many computer assisted opportunities exist around the core curriculum. Websites are used by each teacher via their school web page. Classroom sets of computers will be available at each grade level. Network software Lexia and Reading Counts are used extensively throughout the building. Compass Learning and Rainforest Maths will be added.

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