

School Improvement Plan

Title I - Schoolwide

School Year: 2011 - 2012

School District: Central Montcalm Public Schools

ISD/RESA: Montcalm Area ISD

School Name: Central Montcalm Upper Elem. School

Grades Served: 3,4,5

Principal: Mrs. Susan Koster

Building Code: 08888

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

School Information

School:	Central Montcalm Upper Elem. School
District:	Central Montcalm Public Schools
Public/Non-Public:	Public
Grades:	3,4,5
School Code Number:	08888
City:	Stanton
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Every CMUE student will be a productive citizen and a dynamic learner.

Mission Statement

Quality Education in an Enriching Environment

Beliefs Statement

We will offer a safe place for learning, free from harm physically, socially and emotionally. We will offer basic skills foundation to all students addressing their intelligence strengths; reading for comprehension, mathematical comprehension, literate communication, scientific investigations. We will offer special play; recess and leadership opportunities. We will strive for global awareness; service to the school community, service to the community, exposure to cultures, arts and careers

Goals

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

Goal 1: Math

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will achieve proficiency in math.

Gap Statement: There is a gap between our economically disadvantaged students and our non economically disadvantaged students for each grade level at CMUE. We have seen this gap closing. 2009-2010 scores for 3rd grade show a gap of 9 points, 4th grade a gap of 9 points, and 5th grade a gap of 12 points.

There is also a gap between the Special Education students and Non-Special Education students. The gap in third grade is 10 points, the gap in 4th grade is 11 points, the gap in 5th grade 36 points.

There is also a small gap between genders. This seems to change each year.

Cause for Gap: Curriculum that is coordinated across the districts which includes common assessments across grade levels will increase student achievement for all student groups. Through our implementation of Professional Learning Communities, we are addressing these needs with common curriculum content and common assessments.

Multiple measures/sources of data you used to identify this gap in student achievement: The multiple measures used to identify this gap in student achievement are:

- Michigan MEAP Mathematics Results
- Central Montcalm Mathematics Assessment
- MEAP data found in IGOR
- Math Progress Monitoring.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students need to score a 1 or 2 on the MEAP math test. We will measure progress for all students to achieve 5% gain. We will also monitor gap reduction by sub groups reducing their gaps 5%.

All student will obtain a 75% score on the district math assessment per grade level. We will measure progress for all students in their achievement of a 5% gain.

Contact Name: Susan Koster

List of Objectives:

Name	Objective
All student MEAP math scores will increase	Student MEAP Math scores and district common math assessments will show an increase of 5% by spring 2012.
Gap between Reg ed and Special Education student scores will decrease	The gap of math proficiency between non-special education students and students in special education will decrease by 5% as measured by the MEAP and by the district's quarterly math assessment.
Gaps between SES and nonSES student scores will decrease	The gap in math MEAP scores between the SES sub group and the Non SES sub group will decrease by 5% as measured by the MEAP.

1.1. Objective: All student MEAP math scores will increase

Measurable Objective Statement to Support Goal: Student MEAP Math scores and district common math assessments will show an increase of 5% by spring 2012.

List of Strategies:

Name	Strategy
Additional Learning Opportunities to increase Student Success	Teachers will offer opportunities for Math instruction with a certified teacher as an intervention to increase math proficiency.
Best Practices for Teaching and Learning	Teachers will use best practices as outlined in the resources listed.
Collaboration	1. Teachers will collaborate monthly in developing and implementing the math curriculum map. They will plan for the inclusion of technology, standardization for report cards and improve common math assessments. 2. Teachers will be working in Professional Learning Communities to study assessment results. They will be working collaboratively on creating interventions to improve achievement for all students. The collaboration of all staff: Title, Special Education, counseling and general education will choose best teaching practices and RTI identified interventions to provide extra instruction. The following best practices have been implemented at CMUE: thinking maps, school-wide discipline plan, academic behavior plans, and Marzano's nine best classroom strategies.
Parent Participation	Teachers will offer parents a variety of evenings during the school year to participate in their child's learning.
Schoolwide Discipline Plan	Effective schools have a schoolwide discipline plan that has clear behavior expectations and consequences spelled out for consistency.
Student Interventions	2. Teachers will collaborate on interventions based from the common assessment results.
Technology	Technology will be used to assist all students in their math achievement.

1.1.1. Strategy: Additional Learning Opportunities to increase Student Success

Strategy Statement: Teachers will offer opportunities for Math instruction with a certified teacher as an intervention to increase math proficiency.

Selected Target Areas

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Other Required Information for Strategy

Caine, R. (1991). Making Connections, Teaching and the Human Brain. Wheaton, MD. ASCD.

Gordon, G. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Gurian, M. (2001) Boys and Girls Learn Differently! San Francisco, CA: Jossey-Bass

Hyerle, D. (1993) Thinking Maps as Tools for Multiple Modes of Understanding. Doctoral dissertation, University of California at Berkeley, Berkeley, CA.

Hyerle, D. (2004) Student successes with Thinking Maps. Thousand Oaks, CA: Corwin Press.

Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD.

Payne, R. (1996) a framework for Understanding Poverty. Highlands, TX: aha! Process.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
After School Math Club	2011-09-05	2012-06-05	Susan Kearney
Certified teacher for additional math learning opportunities during the day	2011-09-05	2012-06-05	Susan Kearney
Title Math Para will offer additional assistance to qualified students	2011-09-01	2012-06-01	Sue Kearney

1.1.1.1. Activity: After School Math Club

Activity Description: Certified Teacher will offer opportunity to failing students and give direct instruction as well as monitor progress with gen ed teachers.

Planned staff responsible for implementing activity: Susan Kearney

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Salary and benefits for certified teacher	Title I Part A	12,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
01/25/2011	Susan Koster	In Progress	The Title teacher has opted not to use the Larsen Math program after school. However she has an after school math program where students come four nights a week, where they practice math computation and receive extra instruction in benchmarks and standards. There is a referral and exit outcome.

1.1.1.2. Activity: Certified teacher for additional math learning opportunities during the day

Activity Description: A certified teacher will provide Title 1 math as a tier 2 intervention during the day to qualified students.

Planned staff responsible for implementing activity: Susan Kearney

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.1.3. Activity: Title Math Para will offer additional assistance to qualified students

Activity Description: The Title 1 Para educator will get direction for instruction from the Title Math Teacher and will work to improve student math success as measured by district assessments.

Planned staff responsible for implementing activity: Sue Kearney

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Salary of Title Teacher, Title Para	Title I Part A	120,000.00	

1.1.2. Strategy: Best Practices for Teaching and Learning

Strategy Statement: Teachers will use best practices as outlined in the resources listed.

Selected Target Areas

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Other Required Information for Strategy

Research for Best Practice

Caine, R. (1991). Making Connections, Teaching and the Human Brain. Wheaton, MD. ASCD.

Gordon, G. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Gurian, M. (2001) Boys and Girls Learn Differently! San Francisco, CA: Jossey-Bass

Hyerle, D. (1993) Thinking Maps as Tools for Multiple Modes of Understanding. Doctoral dissertation,

University of California at Berkeley, Berkeley, CA.

Hyerele, D. (2004) Student successes with Thinking Maps. Thousand Oaks, CA: Corwin Press.

Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD.

Payne, R. (1996) a framework for Understanding Poverty. Highlands, TX: aha! Process.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will use best practices	2011-09-01	2012-06-01	All teachers

1.1.2.1. Activity: Staff will use best practices

Activity Description: Principal Walk Through reports and teacher reports during collaboration will show increased used of the following best practices:

"I Can" statements will be used as a teaching point and an assessment point.

Teachers will have students summarize story problems to increase understanding.

Teachers and students will use thinking maps as a non-linguistic organizer to model arithmetic procedures.

Teachers will ask student to compare and contrast in all content areas.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
None	Title I Part A	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
01/25/2011	Susan Koster	In Progress	Math is still the topic for monthly PLC. Teachers are posting "I can" statements and principal is documenting this in evals and walk throughs. Principal is documenting Thinking maps in classroom walkthroughs.

1.1.3. Strategy: Collaboration

Strategy Statement: 1. Teachers will collaborate monthly in developing and implementing the math curriculum map. They will plan for the inclusion of technology, standardization for report cards and improve common math assessments.

2. Teachers will be working in Professional Learning Communities to study assessment results. They will be working collaboratively on creating interventions to improve achievement for all students. The collaboration of all staff: Title, Special Education, counseling and general education will choose best teaching practices and RTI identified interventions to provide extra instruction. The following best practices have been implemented at CMUE: thinking maps, school-wide discipline plan, academic behavior plans, and Marzano's nine best classroom strategies.

Selected Target Areas

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Other Required Information for Strategy

Conzemius, A and O'Neill, J. (2001) Building Shared Responsibility for Student Learning. Alexandria, VA: ASCD.

Gordon, G. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Schmoker, M. (2006) Results Now. Alexandria, VA: ASCD.

Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Learning Communities	2011-09-07	2012-06-10	The district will provide a Teaching coach. This year it is Julie Schafer. The principal and BSIT will be responsible for making days available for collaboration.

1.1.3.1. Activity: Professional Learning Communities

Activity Description: Grade levels will meet at Professional Development days to work on the curriculum maps. They will collaborate with each other at least once a month to address gaps seen from teacher assignments and the district assessments.

They will begin the work of standardizing the math objectives and assessment statements for the CMUE report card.

Planned staff responsible for implementing activity: The district will provide a Teaching coach. This year it is Julie Schafer. The principal and BSIT will be responsible for making days available for collaboration.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute teachers	Title I Part A	6,300.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
01/25/2011	Susan Koster	In Progress	Each grade level has met once a month for two hours with Julie Schafer on the topic of math. Quarterly math tests are analyzed and some formative assessments have been created which are common across the grade level.

1.1.4. Strategy: Parent Participation

Strategy Statement: Teachers will offer parents a variety of evenings during the school year to participate in their child's learning.

Selected Target Areas

III.1.B.6 All staff is skilled in the use of technology for communication, teaching and learning and information management. They mentor and guide their students in the effective use of technology to meet high standards.
IV.1.B.1 The school believes that an important aspect of maintaining purposeful, active, positive

relationships with families is through opportunities to volunteer. The school utilizes volunteers in a variety of capacities and pays particular attention to recruiting volunteers from underrepresented groups.

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

Other Required Information for Strategy

Gordon, G. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Davis, S. (2005) Schools Where Everyone Belongs. Champaign, IL: Research Press.

Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD.

Canter, L. and M. (2001) Parents on Your Side. Bloomington, IN: Solution Tree.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Family Math Nights	2011-09-05	2012-04-28	Susan Koster and Sue Kearney

1.1.4.1. Activity: Family Math Nights

Activity Description: Family Math Night will offer families a variety of math games and activities based on grade level curriculum. Students and parents can learn games to foster math fact knowledge and take the games home. Dinner will be provided.

Planned staff responsible for implementing activity: Susan Koster and Sue Kearney

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-04-28

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Food	Title I Part A	1,500.00	
Materials of games and prizes	Title I Part A	900.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
01/25/2011	Susan Koster	Completed	All evenings were held. Science night had 68 family members attend, dinner was served, and surveys collected.

1.1.5. Strategy: Schoolwide Discipline Plan

Strategy Statement: Effective schools have a schoolwide discipline plan that has clear behavior expectations and consequences spelled out for consistency.

Selected Target Areas

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Other Required Information for Strategy

Davis, S. (2005) Schools Where Everyone Belongs. Champaign, IL: Research Press.

Ford, E.(1997) Discipline for Home and School Book One. Scottsdale, AZ: Brandt Publishing

Payne, R. (1996) a framework for Understanding Poverty. Highlands, TX: aha! Process.

Caine, R. (1991). Making Connetions, Teaching and th Human Brain. Wheaton, MD. ASCD.

Gordon, G. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Gurian, M. (2001) Boys and Girls Learn Differently! San Francisco, CA: Jossey-Bass

Hyerle, D. (1993) Thinking Maps as Tools for Multiple Modes of Understanding. Doctoral dissertation, University of California at Berkeley, Berkeley,CA.

Hyerle, D. (2004) Student successes with Thinking Maps. Thousand Oaks, CA: Corwin Press.

Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD.

Payne, R. (1996) a framework for Understanding Poverty. Highlands, TX: aha! Process.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will promote good character and use the UE discipline rubric	2011-09-05	2012-06-08	Principal BSIT members All staff members

1.1.5.1. Activity: Staff will promote good character and use the UE discipline rubric

Activity Description: We will focus on good character traits and continue to educate on ways to foil a bully. We will bring in an inspirational speaker.

Planned staff responsible for implementing activity: Principal
BSIT members
All staff members

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Presenter for Character Traits	Title I Part A	1,500.00	

1.1.6. Strategy: Student Interventions

Strategy Statement: 2. Teachers will collaborate on interventions based from the common assessment results.

Selected Target Areas

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

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

Other Required Information for Strategy

Conzemius, A and O'Neill, J. (2001) Building Shared Responsibility for Student Learning. Alexandria, VA: ASCD.

Gordon, G. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Schmoker, M. (2006) Results Now. Alexandria, VA: ASCD.

Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
At-Risk program	2010-09-01	2011-06-10	Lynne James, At Risk Teacher Susan Koster, Principal

1.1.6.1. Activity: At-Risk program

Activity Description: An At-Risk teacher will be on staff to provide a homework center, before school corrective class and teach organization classes.

Planned staff responsible for implementing activity: Lynne James, At Risk Teacher
Susan Koster, Principal

Actual staff responsible for implementing activity: Lynne James
Susan Koster

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

Actual Timeline: Begin Date - 09/01/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
salary	Section 31 a	27,000.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
01/25/2011	Susan Koster	In Progress	The At-Risk teacher is presently employed for 4.5 hours every day and works with students who are failing certain objectives. There is a referral system and an exit system.

1.1.7. Strategy: Technology

Strategy Statement: Technology will be used to assist all students in their math achievement.

Selected Target Areas

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Other Required Information for Strategy

- 21st Century Standards
- 21st Century Assessments
- 21st Century Curriculum and Instruction
- 21st Century Learning Environments
- Framework for 21st Century Learning

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Technology in the math class	2011-09-05	2012-06-05	All general ed. teachers

1.1.7.1. Activity: Technology in the math class

Activity Description: Teachers will instruct and have students use technology to:

1. Use digital communication tools or presentation tools to make a podcast or presentation on grade level math objective (ex. "how to" do long division or double digit multiplication or find GCF or find LCM)
2. Devise student collection of data for use in pie charts, line charts and bar charts to be entered into Excel and teach how to make charts.

Planned staff responsible for implementing activity: All general ed. teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
projector and computer for each teacher	Title I Part A	10,000.00	

1.2. Objective: Gap between Reg ed and Special Education student scores will decrease

Measurable Objective Statement to Support Goal: The gap of math proficiency between non-special education students and students in special education will decrease by 5% as measured by the MEAP and by the district's quarterly math assessment.

List of Strategies:

Name	Strategy
Inclusion Teaching	Our special education teacher will be in the reg ed class for math instruction and will pull out students for additional small group instruction at another time during the day.

1.2.1. Strategy: Inclusion Teaching

Strategy Statement: Our special education teacher will be in the reg ed class for math instruction and will pull out students for additional small group instruction at another time during the day.

Selected Target Areas

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Other Required Information for Strategy

Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD
 International Center for Leadership in Education: Strategies for k-8 Students with Disabilities in the General Education Curriculum

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math inclusion teaching	2011-09-05	2012-06-05	Jamie McKeown

1.2.1.1. Activity: Math inclusion teaching

Activity Description: The Special Education teacher will come into the reg ed classrooms during math instruction to give additional instructional support.

Planned staff responsible for implementing activity: Jamie McKeown

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.3. Objective: Gaps between SES and nonSES student scores will decrease

Measurable Objective Statement to Support Goal: The gap in math MEAP scores between the SES sub group and the Non SES sub group will decrease by 5% as measured by the MEAP.

List of Strategies:

Name	Strategy
Certified Teacher	Teacher will meet with At-Risk students during the day for additional math support.

1.3.1. Strategy: Certified Teacher

Strategy Statement: Teacher will meet with At-Risk students during the day for additional math support.

Selected Target Areas

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Other Required Information for Strategy

Caine, R. (1991). Making Connetions, Teaching and th Human Brain. Wheaton, MD. ASCD.
 Gordon, G. (2006) Building Engaged Schools. New York, NY: Gallup Press.
 Gurian, M. (2001) Boys and Girls Learn Differently! San Francisco, CA: Jossey-Bass
 Hyerle, D. (1993) Thinking Maps as Tools for Multiple Modes of Understanding. Doctoral dissertation, University of California at Berkeley, Berkeley,CA.
 Hyerele, D. (2004) Student successes with Thinking Maps. Thousand Oaks, CA: Corwin Press. Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD. Payne, R. (1996) a framework for Understanding

Poverty. Highlands, TX: aha! Process.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Breakfast Club	2011-09-05	2012-09-05	Lynn James
Lunch Club	2011-09-05	2012-06-05	Lynn James Susan Koster
Pull out program	2011-09-05	2012-06-05	Lynn James

1.3.1.1. Activity: Breakfast Club

Activity Description: Certified teacher will meet with qualified students for work on math concepts. This will take place on the computer with online service of Compass Learning. There is an entrance and exit process in place.

Planned staff responsible for implementing activity: Lynn James

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-09-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.3.1.2. Activity: Lunch Club

Activity Description: Qualified students will receive additional report for getting homework completed and for additional instruction during lunch and lunch recess times. There is an entrance and exit process in place.

Planned staff responsible for implementing activity: Lynn James
Susan Koster

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.3.1.3. Activity: Pull out program

Activity Description: Certified teacher pulls out At-Risk kids for additional instruction in math, organizing, and self monitoring. There is process for entering and exiting the program.

Planned staff responsible for implementing activity: Lynn James

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students achieve proficiency in Reading comprehension.

Gap Statement: MEAP reading scores have consistently shown a reduction of gaps between the achievement of our economically disadvantaged students and non-economically disadvantaged students. The gap in third grade measured 2 points, in fourth grade measured 9 points, and in fifth grade measured 10 points.

Gaps between Special education and general education students still exist. In third grade the gap is 38 points, in fourth grade the gap is 44 points, and in fifth grade 43 points.

Cause for Gap: The gap exists because the kids are eligible for special education due to a learning disability in reading.

Multiple measures/sources of data you used to identify this gap in student achievement: We will use the MEAP Reading scores, SRI scores, DIBELS scores and classroom assessments and district assessments. We will be assessing low students with DRA and all students with a reading unit summary test from the reading series Treasures.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor

progress and success of this goal? The gap in scores on assessments will close by 5% with the lowest group demonstrating an increase.

Contact Name: Susan Koster

List of Objectives:

Name	Objective
All students will achieve proficiency in Reading.	All students will increase MEAP reading scores by 5% by Spring 2011.
Gap between Reg ed and Special Education student scores will decrease	The gap seen in Reading MEAP scores between regular education students and those in special education will decrease by 5% by 2012.
The gap in MEAP Reading scores will decrease between SES and NonSES subgrou	The gap between SES and nonSES students will decrease by 5% on MEAP Reading test.

2.1. Objective: All students will achieve proficiency in Reading.

Measurable Objective Statement to Support Goal: All students will increase MEAP reading scores by 5% by Spring 2011.

List of Strategies:

Name	Strategy
Additional Learning Opportunities to increase Student Success	A certified teacher will support and give reading instruction to qualified students. Qualifications are written and based on DIBELS, SRI, and MEAP scores. This teacher will pull kids out to work on specified needs in reading fluency and comprehension after first best instruction in their classrooms.
Best Practices for teaching and learning.	Teachers will use best practices and first best instruction to ensure student achievement in reading.
Parent involvement	We will offer a family reading night. Families will have the opportunity to receive strategies on reading comprehension and review websites on laptops. A dinner will be served.
Schoolwide Discipline Plan	Staff will promote good character traits and continue to use the schoolwide discipline plan with rubric for consequences and expected behaviors.
Teachers will collaborate to improve reading scores.	General education, special education, and Title I teachers will meet in PLC groups to discuss student needs and develop plans for interventions to increase reading proficiency for struggling students.
Teachers will teach how to read and comprehend informational text.	Teachers will use Battle Creek Science Kits to teach Science Objectives and teach reading informational texts. Teachers will write and use I CAN statements for social studies.
Technology	Technology will be used to assist all students in their Reading achievement.

2.1.1. Strategy: Additional Learning Opportunities to increase Student Success

Strategy Statement: A certified teacher will support and give reading instruction to qualified students. Qualifications are written and based on DIBELS, SRI, and MEAP scores. This teacher will pull kids out to work on specified needs in reading fluency and comprehension after first best instruction in their classrooms.

Selected Target Areas

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Other Required Information for Strategy

Research for Collaboration

Conzemius, A and O'Neill, J. (2001) Building Shared Responsibility for Student Learning. Alexandria, VA: ASCD.

Gordon, G. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Schmoker, M. (2006) Results Now. Alexandria, VA: ASCD.

Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD.

Research for Building Assessments

Chappius, S., Stiggins, R., Arter, J., and Chappius, J. (2005) Assessment for Learning. Portland, OR: Assessment Training Institute

Fisher, D. and Frey, N. (2007) Checking for Understanding: Formative Assessment Techniques for Your Classroom. Alexandria, VA: ASCD.

Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD.

Research for Best Practice

Caine, R. (1991). Making Connections, Teaching and the Human Brain. Wheaton, MD. ASCD.

Gordon, G. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Gurian, M. (2001) Boys and Girls Learn Differently! San Francisco, CA: Jossey-Bass

Hyerle, D. (1993) Thinking Maps as Tools for Multiple Modes of Understanding. Doctoral dissertation,

University of California at Berkeley, Berkeley, CA.

Hyerele, D. (2004) Student successes with Thinking Maps. Thousand Oaks, CA: Corwin Press.

Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD.

Payne, R. (1996) a framework for Understanding Poverty. Highlands, TX: aha! Process.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Certified teacher for additional reading instruction	2011-09-05	2012-06-05	Deb Kuczynski Susan Koster
Title Para to assist qualified students in their reading fluency	2011-09-05	2012-06-05	Deb Kuczynski Deb Whisman Marissa Shick

2.1.1.1. Activity: Certified teacher for additional reading instruction

Activity Description: Title Reading teacher will teach and monitor progress of qualified students in their reading.

Planned staff responsible for implementing activity: Deb Kuczynski
Susan Koster

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Salary of Title Teacher, Title Para, DIBELS	Title I Part A	120,000.00	

2.1.1.2. Activity: Title Para to assist qualified students in their reading fluency

Activity Description: Under direction of the Title Reading teacher, the para educator will pull out students to work on fluency, spelling, and/or comprehension.

Planned staff responsible for implementing activity: Deb Kuczynski

Deb Whisman
Marissa Shick

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.2. Strategy: Best Practices for teaching and learning.

Strategy Statement: Teachers will use best practices and first best instruction to ensure student achievement in reading.

Selected Target Areas

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Other Required Information for Strategy

Research for Best Practice

Caine, R. (1991). Making Connections, Teaching and the Human Brain. Wheaton, MD. ASCD.

Gordon, G. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Gurian, M. (2001) Boys and Girls Learn Differently! San Francisco, CA: Jossey-Bass

Hyerle, D. (1993) Thinking Maps as Tools for Multiple Modes of Understanding. Doctoral dissertation, University of California at Berkeley, Berkeley, CA.

Hyerle, D. (2004) Student successes with Thinking Maps. Thousand Oaks, CA: Corwin Press.

Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD.

Payne, R. (1996) a framework for Understanding Poverty. Highlands, TX: aha! Process.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Compare and contrast	2011-09-06	2012-06-05	All teachers Principal
Guided reading	2011-09-06	2012-06-05	All teachers
I can statements	2011-09-05	2012-06-05	Regular Education Teachers Special Education Teachers Title Teachers
Thinking maps	2011-09-06	2012-06-05	All teachers

2.1.2.1. Activity: Compare and contrast

Activity Description: Teachers will teach Compare/Contrast and Summarizing as a strategy to help students organize what they have read.

Planned staff responsible for implementing activity: All teachers
Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.2.2. Activity: Guided reading

Activity Description: Teachers will use guided reading groups as a strategy to teach reading comprehension. PLC will meet to determine small group instruction strategies.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-05

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 I Part A	500.00	

2.1.2.3. Activity: I can statements

Activity Description: Teachers will post learning objectives in the form of "I can" statements before each lesson. Students will use them as a learning point and assessment point for their own learning.

Planned staff responsible for implementing activity: Regular Education Teachers
 Special Education Teachers
 Title Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
01/25/2011	Susan Koster	Completed	Teachers are using "I can" statements and principal is collecting data from classroom walk throughs. The reading series has "summary" skills as a reading strategy. Compare and contrast is also a skill taught in the new reading series.

2.1.2.4. Activity: Thinking maps

Activity Description: Teachers will use Thinking Maps or other organizers to teach visualization and processing in reading comprehension.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.3. Strategy: Parent involvement

Strategy Statement: We will offer a family reading night. Families will have the opportunity to receive strategies on reading comprehension and review websites on laptops. A dinner will be served.

Selected Target Areas

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Other Required Information for Strategy

Gordon, G. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Davis, S. (2005) Schools Where Everyone Belongs. Champaign, IL: Research Press.

Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD.

Canter, L. and M. (2001) Parents on Your Side. Bloomington, IN: Solution Tree.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Reading night	2011-09-06	2012-06-05	Deb Kuczynski

2.1.3.1. Activity: Reading night

Activity Description: Families will have the opportunity to learn about reading comprehension strategies and use laptops to visit websites.

Planned staff responsible for implementing activity: Deb Kuczynski

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
dinner	Title I Part A	1,500.00	

2.1.4. Strategy: Schoolwide Discipline Plan

Strategy Statement: Staff will promote good character traits and continue to use the schoolwide discipline plan with rubric for consequences and expected behaviors.

Selected Target Areas

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Other Required Information for Strategy

Davis, S. (2005) Schools Where Everyone Belongs. Champaign, IL: Research Press.

Ford, E.(1997) Discipline for Home and School Book One. Scottsdale, AZ: Brandt Publishing

Payne, R. (1996) a framework for Understanding Poverty. Highlands, TX: aha! Process.

Caine, R. (1991). Making Connetions, Teaching and th Human Brain. Wheaton, MD. ASCD.

Gordon, G. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Gurian, M. (2001) Boys and Girls Learn Differently! San Francisco, CA: Jossey-Bass

Hyerle, D. (1993) Thinking Maps as Tools for Multiple Modes of Understanding. Doctoral dissertation, University of California at Berkeley, Berkeley,CA.

Hyerle, D. (2004) Student successes with Thinking Maps. Thousand Oaks, CA: Corwin Press.

Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD.

Payne, R. (1996) a framework for Understanding Poverty. Highlands, TX: aha! Process.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Schoolwide Discipline Plan	2011-09-05	2012-06-05	principal BSIT members all staff

2.1.4.1. Activity: Schoolwide Discipline Plan

Activity Description: Bring in speaker to combat bullying behaviors and use the discipline consistently at the UE.

Planned staff responsible for implementing activity: principal
BSIT members
all staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.5. Strategy: Teachers will collaborate to improve reading scores.

Strategy Statement: General education, special education, and Title I teachers will meet in PLC groups to discuss student needs and develop plans for interventions to increase reading proficiency for struggling students.

Selected Target Areas

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Other Required Information for Strategy

Conzemius, A and O'Neill, J. (2001) Building Shared Responsibility for Student Learning. Alexandria, VA: ASCD.

Gordon, G. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Schmoker, M. (2006) Results Now. Alexandria, VA: ASCD.

Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD.

Chappius, S., Stiggins, R., Arter, J., and Chappius, J. (2005) Assessment for Learning. Portland, OR: Assessment Training Institute

Fisher, D. and Frey, N. (2007) Checking for Understanding: Formative Assessment Techniques for Your Classroom. Alexandria, VA: ASCD.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Determine common assessment for BCSK	2011-09-01	2012-06-10	All general education teachers.
Determine reading benchmarks for report card	2011-09-05	2012-06-05	All teaching staff principal curriculum director
Use of Reading Series' Assessments	2011-09-05	2012-06-05	All teaching staff

2.1.5.1. Activity: Determine common assessment for BCSK

Activity Description: Students will have better science scores as they know how to read informational texts and how to read and take science tests. Teachers will determine common assessments from the Battle Creek Science Kits and will teach and assess this material.

Planned staff responsible for implementing activity: All general education teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PD in BCSK	Title II Part A	500.00	

2.1.5.2. Activity: Determine reading benchmarks for report card

Activity Description: Grade levels will determine what reading benchmarks will be listed on the report card and how each will be measured and given to parents.

Planned staff responsible for implementing activity: All teaching staff
principal
curriculum director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
sustitutes teachers	Title I Part A	1,200.00	

2.1.5.3. Activity: Use of Reading Series' Assessments

Activity Description: Each grade level will decide which (how many) Weekly Assessments will be used from the Reading Series and also which Unit Assessments will be used.

Planned staff responsible for implementing activity: All teaching staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-05

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 I Part A	400.00	

2.1.6. Strategy: Teachers will teach how to read and comprehend informational text.

Strategy Statement: Teachers will use Battle Creek Science Kits to teach Science Objectives and teach reading informational texts. Teachers will write and use I CAN statements for social studies.

Selected Target Areas

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Other Required Information for Strategy

High Performance in High Poverty Schools: 90/90/90 and Beyond by Douglas Reeves
 Mike Schmoker, Results Now: How We Can Achieve Unprecedented Improvements in Teacher and Learning. Alexandria, Va.: Association for Supervision and Curriculum Development, 2006, pp. 106-108.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will write I Can statements.	2011-09-01	2012-06-01	All Teachers
Teachers will write I Can statements.	2011-09-01	2012-06-01	All Teachers

2.1.6.1. Activity: Teachers will write I Can statements.

Activity Description: Teachers will work in grade levels writing I Can statements for their science curriculum.

Planned staff responsible for implementing activity: All Teachers

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teachers	Title I Part A	1,200.00	

2.1.6.2. Activity: Teachers will write I Can statements.

Activity Description: Teachers will meet in grade levels to create I Can statements for the social studies curriculum.

Planned staff responsible for implementing activity: All Teachers

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teachers	Early Reading First	1,200.00	

2.1.7. Strategy: Technology

Strategy Statement: Technology will be used to assist all students in their Reading achievement.

Selected Target Areas

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Other Required Information for Strategy

- 21st Century Standards
- 21st Century Assessments
- 21st Century Curriculum and Instruction
- 21st Century Learning Environments
- Framework for 21st Century Learning

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Technology Activity Planning Time	2011-09-01	2012-06-01	All Regular Education Teachers
Technology in the Reading Classroom	2011-09-01	2012-06-01	All Regular Education Teachers

2.1.7.1. Activity: Technology Activity Planning Time

Activity Description: Teachers will gather as Grade Level Groups to plan and organize an activity using the Technology standards in Reading.

Planned staff responsible for implementing activity: All Regular Education Teachers

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teachers	Title I Part A	1,200.00	

2.1.7.2. Activity: Technology in the Reading Classroom

Activity Description: Teachers will instruct and have students use technology to:

1. Create an activity to research and locate information fluently from the internet and a variety of websites.
2. Use digital resources to find, evaluate, and organize information.

Planned staff responsible for implementing activity: All Regular Education Teachers

Actual staff responsible for implementing activity: All regular education teachers

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.2. Objective: Gap between Reg ed and Special Education student scores will decrease

Measurable Objective Statement to Support Goal: The gap seen in Reading MEAP scores between regular education students and those in special education will decrease by 5% by 2012.

List of Strategies:

Name	Strategy
Inclusion Teaching	The special education teacher will join the first best instruction within the regular education class and will offer additional support for reading. Students will also be pulled out for support in reading at another time during the day.

2.2.1. Strategy: Inclusion Teaching

Strategy Statement: The special education teacher will join the first best instruction within the regular education class and will offer additional support for reading. Students will also be pulled out for support in reading at another time during the day.

Selected Target Areas

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Other Required Information for Strategy

Strategies for K-8 Students with Disabilities in the General Education Curriculum. International Center for Leadership in Education.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Resource Room teacher will join reg ed class for reading class	2011-09-05	2012-06-05	Jamie McKeown

2.2.1.1. Activity: Resource Room teacher will join reg ed class for reading class

Activity Description: The special education students will receive support from the Resource teacher within the gen ed setting during first best instruction in reading then will pull into small groups for individual goals.

Planned staff responsible for implementing activity: Jamie McKeown

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.3. Objective: The gap in MEAP Reading scores will decrease between SES and NonSES subgrou

Measurable Objective Statement to Support Goal: The gap between SES and nonSES students will decrease by 5% on MEAP Reading test.

List of Strategies:

Name	Strategy
At-Risk Programming	A Certified Teacher will give additional reading instruction and practice to identified students before school, in pull-outs throughout the morning, and during students' lunch.

2.3.1. Strategy: At-Risk Programming

Strategy Statement: A Certified Teacher will give additional reading instruction and practice to identified students before school, in pull-outs throughout the morning, and during students' lunch.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

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

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

Other Required Information for Strategy

Caine, R. (1991). Making Connections, Teaching and th Human Brain. Wheaton, MD. ASCD.

Gordon, G. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Gurian, M. (2001) Boys and Girls Learn Differently! San Francisco, CA: Jossey-Bass

Hyerle, D. (1993) Thinking Maps as Tools for Multiple Modes of Understanding. Doctoral dissertation, University of California at Berkeley, Berkeley,CA.

Hyerele, D. (2004) Student successes with Thinking Maps. Thousand Oaks, CA: Corwin Press.

Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD.

Payne, R. (1996) a framework for Understanding Poverty. Highlands, TX: aha! Process.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Before School Program	2011-09-01	2012-06-01	At risk teacher Principal General education teachers
Classroom Pull-out	2011-09-01	2012-06-01	Lynn James Susan Koster Regular Education Teachers
Lunch Program	2011-09-01	2012-06-01	Lynn James Susan Koster All Regular Education Teachers

2.3.1.1. Activity: Before School Program

Activity Description: In this program, identified students are given an opportunity to gain extra reading instruction and practice from the teacher and additional learning through Compass Learning Online in their area(s) of weakness.

Planned staff responsible for implementing activity: At risk teacher
Principal
General education teachers

Actual staff responsible for implementing activity: Susan Koster
Lynn James

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
At-Risk Teacher	Section 31 a	7,200.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
01/25/2011	Susan Koster	In Progress	There is a referral for lunch time and before school hours. The teacher works with students who need additional instruction to gain achievement of benchmarks and standards. Teacher uses the Compass Learning Program on the Computer as a leveled instructional tool.

2.3.1.2. Activity: Classroom Pull-out

Activity Description: Throughout the morning, identified students are pulled from the classroom to gain extra instruction from the teacher and additional learning through Compass Learning Online in their area(s) of weakness.

Planned staff responsible for implementing activity: Lynn James
Susan Koster
Regular Education Teachers

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.3.1.3. Activity: Lunch Program

Activity Description: During Student Lunch students are given the opportunity to gain extra instruction and practice with the teacher in their area(s) of weakness.

Planned staff responsible for implementing activity: Lynn James
Susan Koster
All Regular Education Teachers

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Goal 3: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will move toward proficiency in writing.

Gap Statement: We see a gap in our student writing between the Special education and general education students in classroom assignments, Rebecca Sitton spelling assessment scores, and all school writing assignments. Scores from the State MEAP test have been non-existent the last two years, however we know the gap exists and we strive to get all kids to write more effectively.

Cause for Gap: Curriculum that is coordinated across the district, which includes common assessments across grade levels will increase student achievement for all student groups. Through our implementation of Professional Learning Communities, we are addressing these needs. We think the inconsistencies we currently have may be the cause for the gap. However, these students do have learning disabilities and are two to three years behind in the achievement of writing expectations.

Multiple measures/sources of data you used to identify this gap in student achievement: We have all special education students measured with district assessments; Rebecca Sitton spelling achievement tests, all school writing project, and the MEAP writing assessments if they ever come back.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We need to see special education students score at least a 2 on the All School Writing assignments and receive at least level 2 on MEAP.

Contact Name: Susan Koster

List of Objectives:

Name	Objective
All students will move towards proficiency in writing.	All students will improve by 5% on the MEAP writing portion of the test.
Close the gap between SES students and non-SES students.	The gap in MEAP writing scores between our SES students and non-SES students will decrease by 5%.
Gap between Reg ed and Special Education student scores will decrease	The gap in writing MEAP scores between students in regular education and students in special education will decrease as measured by the MEAP and district assessments.

3.1. Objective: All students will move towards proficiency in writing.

Measurable Objective Statement to Support Goal: All students will improve by 5% on the MEAP writing portion of the test.

List of Strategies:

Name	Strategy
Additional Learning Opportunities to increase Student Success	The Upper Elementary teachers will offer additional times before and during the school day to assist in the formation of good penmanship and in presentation of quality work to qualified students.
Collaboration	Each grade level will design a common writing assessment and common writing goals that are based on the Michigan GLCEs for each quarter.
Parent involvement	Teachers will provide a Young Author Night that will allow parents to visit the grade level writing curriculum and also see the writing of their own child and those in grades 3-5. Technology and other resources will be available.
Schoolwide Discipline Plan	Staff will promote good character traits and will maintain discipline by using the school discipline plan and rubric that clearly outline behavior expectations and consequences. We will bring in a speaker to re invigorate the staff and students.
Technology	Technology will be used to assist all students in their Writing achievement.
Use Best Teaching Strategies	Teachers will implement best teaching practices which include; 1. Share teaching objectives (I Can Statements) 2. Teach and model how Thinking Maps are used to organize thoughts and ideas 3. Give opportunities to write summaries, compare/contrast papers, and Persuasive essays.

3.1.1. Strategy: Additional Learning Opportunities to increase Student Success

Strategy Statement: The Upper Elementary teachers will offer additional times before and during the school day to assist in the formation of good penmanship and in presentation of quality work to qualified students.

Selected Target Areas

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Other Required Information for Strategy

Caine, R. (1991). Making Connections, Teaching and the Human Brain. Wheaton, MD. ASCD.

Gordon, G. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Gurian, M. (2001) Boys and Girls Learn Differently! San Francisco, CA: Jossey-Bass

Hyerle, D. (1993) Thinking Maps as Tools for Multiple Modes of Understanding. Doctoral dissertation, University of California at Berkeley, Berkeley, CA.

Hyerle, D. (2004) Student successes with Thinking Maps. Thousand Oaks, CA: Corwin Press.

Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD.

Payne, R. (1996) a framework for Understanding Poverty. Highlands, TX: aha! Process.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Before School Penmanship class	2011-09-01	2012-06-05	Susan Koster

3.1.1.1. Activity: Before School Penmanship class

Activity Description: A certified para will assist qualified students to make legible letters and teach how to create quality work in the realm of presentation. Fine motor activities will be offered to needs of the students.

Planned staff responsible for implementing activity: Susan Koster

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
penmanship supplies	Title I Part A	900.00	
Salary of Penmanship Para	General Funds	1,000.00	

3.1.2. Strategy: Collaboration

Strategy Statement: Each grade level will design a common writing assessment and common writing goals that are based on the Michigan GLCEs for each quarter.

Selected Target Areas

II.1.B.5 School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.
II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

Other Required Information for Strategy

Conzemius, A and O'Neill, J. (2001) Building Shared Responsibility for Student Learning. Alexandria, VA: ASCD.

Gordon, G. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Schmoker, M. (2006) Results Now. Alexandria, VA: ASCD.

Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Design grade level writing assignments	2011-09-01	2012-06-05	All teachers Susan Koster PLC coach
Grade level writing goals	2011-09-07	2012-06-10	Susan Koster, Deb Kuczynski, Alan Dawe All teachers
Professional Learning Communities	2011-09-01	2012-06-05	All teachers PLC coach Susan Koster

3.1.2.1. Activity: Design grade level writing assignments

Activity Description: Grade level teachers will determine at least four common writing prompts or assignment based on the GLCE's and develop or use a common rubric for assessment. Teachers will collaborate in scoring student work individually and in PLCs for best results and growth.

Planned staff responsible for implementing activity: All teachers
Susan Koster
PLC coach

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute teachers	Early Reading First	1,200.00	

3.1.2.2. Activity: Grade level writing goals

Activity Description: Grade level teachers will teach writing GLCEs from the materials of Write Steps, Rebecca Sitton, and Treasures Reading Program to achieve results desired.

Planned staff responsible for implementing activity: Susan Koster, Deb Kuczynski, Alan Dawe
All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
substitute teachers	Title I Schoolwide	1,200.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
01/25/2011	Susan Koster	In Progress	The staff continues use of the Write Steps program for instruction. Three assessments are scheduled to be given and scored by teachers individually. One assessment was given in November. The two remaining assessments are to be given in February and April.

3.1.2.3. Activity: Professional Learning Communities

Activity Description: Professional Learning communities will meet monthly to plan, implement, and assess the writing program at the Upper Elementary School. They will determine what units of Treasures will be used for grammar and writing, what parts of WriteSteps will be used for peer editing and paragraph writing, and what lessons will be used to teach Compare/Contrast, Summaries, and Persuasive texts.

Planned staff responsible for implementing activity: All teachers

PLC coach
Susan Koster

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-05

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	1,200.00	

3.1.3. Strategy: Parent involvement

Strategy Statement: Teachers will provide a Young Author Night that will allow parents to visit the grade level writing curriculum and also see the writing of their own child and those in grades 3-5. Technology and other resources will be available.

Selected Target Areas

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Other Required Information for Strategy

Research for Best Practice

Caine, R. (1991). Making Connections, Teaching and th Human Brain. Wheaton, MD. ASCD.

Gordon, G. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Gurian, M. (2001) Boys and Girls Learn Differently! San Francisco, CA: Jossey-Bass

Hyerle, D. (1993) Thinking Maps as Tools for Multiple Modes of Understanding. Doctoral dissertation, University of California at Berkeley, Berkeley,CA.

Hyerle, D. (2004) Student successes with Thinking Maps. Thousand Oaks, CA: Corwin Press.

Payne, R. (1996) a framework for Understanding Poverty. Highlands, TX: aha! Process.

Davis, S. (2005) Schools Where Everyone Belongs. Champaign, IL: Research Press.

Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD.

Canter, L. and M. (2001) Parents on Your Side. Bloomington, IN: Solution Tree.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parent Night	2011-09-06	2012-06-05	All teachers Principal

3.1.3.1. Activity: Parent Night

Activity Description: A "Young Author's Night" will be planned for spring. Students will display a written project. The curriculum, technology resources and best teaching practices will be shared with parents. Dinner will be served..

Planned staff responsible for implementing activity: All teachers
Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Dinner	Title I Part A	500.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
01/25/2011	Susan Koster	In Progress	A Young Author's night is planned for April as a showcase for student writing. An author of childrens' books will be present to talk with parents about the writing process.

3.1.4. Strategy: Schoolwide Discipline Plan

Strategy Statement: Staff will promote good character traits and will maintain discipline by using the school discipline plan and rubric that clearly outline behavior expectations and consequences. We will bring in a speaker to re invigorate the staff and students.

Selected Target Areas

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Other Required Information for Strategy

Davis, S. (2005) Schools Where Everyone Belongs. Champaign, IL: Research Press.

Ford, E.(1997) Discipline for Home and School Book One. Scottsdale, AZ: Brandt Publishing

Payne, R. (1996) a framework for Understanding Poverty. Highlands, TX: aha! Process.

Caine, R. (1991). Making Connetions, Teaching and th Human Brain. Wheaton, MD. ASCD.

Gordon, G. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Gurian, M. (2001) Boys and Girls Learn Differently! San Francisco, CA: Jossey-Bass

Hyerle, D. (1993) Thinking Maps as Tools for Multiple Modes of Understanding. Doctoral dissertation, University of California at Berkeley, Berkeley,CA.

Hyerle, D. (2004) Student successes with Thinking Maps. Thousand Oaks, CA: Corwin Press.

Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD.

Payne, R. (1996) a framework for Understanding Poverty. Highlands, TX: aha! Process.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Schoolwide Discipline Plan	2011-09-05	2012-06-05	principal BSIT members all staff

3.1.4.1. Activity: Schoolwide Discipline Plan

Activity Description: Speaker to work with staff and students for improving school wide discipline plan and character trait review.

Planned staff responsible for implementing activity: principal
BSIT members
all staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.1.5. Strategy: Technology

Strategy Statement: Technology will be used to assist all students in their Writing achievement.

Selected Target Areas

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Other Required Information for Strategy

- 21st Century Standards
- 21st Century Assessments
- 21st Century Curriculum and Instruction
- 21st Century Learning Environments
- Framework for 21st Century Learning

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Technology Activity Planning Time	2011-09-01	2012-06-01	All Teachers
Technology in the Writing Classroom	2011-09-01	2012-06-01	All Teachers

3.1.5.1. Activity: Technology Activity Planning Time

Activity Description: Teachers will gather as Grade Level Groups to plan and organize an activity using the Technology standards in Writing.

Planned staff responsible for implementing activity: All Teachers

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teachers	Title I Part A	500.00	

3.1.5.2. Activity: Technology in the Writing Classroom

Activity Description: Teachers will instruct with and have students use technology (word processors, power points, etc.) to learn, create, and convey original ideas or illustrate concepts in their writing.

Teachers will create an activity that will produce a media-rich digital project (fable, folk tale, mystery, tall tale, historical fiction) which gives students the opportunity to utilize available technology to further advance their writing.

Planned staff responsible for implementing activity: All Teachers

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
World Book Encyclopedia	General Funds		

3.1.6. Strategy: Use Best Teaching Strategies

Strategy Statement: Teachers will implement best teaching practices which include;

1. Share teaching objectives (I Can Statements)
2. Teach and model how Thinking Maps are used to organize thoughts and ideas
3. Give opportunities to write summaries, compare/contrast papers, and Persuasive essays.

Selected Target Areas

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Other Required Information for Strategy

Caine, R. (1991). Making Connections, Teaching and the Human Brain. Wheaton, MD. ASCD.

Gordon, G. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Gurian, M. (2001) Boys and Girls Learn Differently! San Francisco, CA: Jossey-Bass

Hyerle, D. (1993) Thinking Maps as Tools for Multiple Modes of Understanding. Doctoral dissertation, University of California at Berkeley, Berkeley, CA.

Hyerle, D. (2004) Student successes with Thinking Maps. Thousand Oaks, CA: Corwin Press.

Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD.

Payne, R. (1996) a framework for Understanding Poverty. Highlands, TX: aha! Process.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
I Can Statements	2010-09-01	2011-06-10	Alan Dawe Deb Kuczynski Susan Koster All Teachers
Summaries, Persuasive texts, and Compare/Contrast texts	2010-09-07	2011-06-10	Deb Kuczynski Alan Dawe Susan Koster All teachers
Thinking Maps	2011-09-06	2012-06-05	All teachers

3.1.6.1. Activity: I Can Statements

Activity Description: Teachers will use "I can" statements to inform students of learning objective.

Planned staff responsible for implementing activity: Alan Dawe

Deb Kuczynski

Susan Koster

All Teachers

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Time for teachers to write statements	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
01/25/2011	Susan Koster	In Progress	Teachers are posting and referring to the learning objectives for each content area. The principal is collecting data from classroom walk throughs.

3.1.6.2. Activity: Summaries, Persuasive texts, and Compare/Contrast texts

Activity Description: Teachers teach the basics of these best practice writing types and have students practice their writing in the topics of social studies and science classes. Students and teachers assess their value with a common rubric tool decided upon in grade level PLCs.

Planned staff responsible for implementing activity: Deb Kuczynski

Alan Dawe
Susan Koster
All teachers

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
substitute teachers	Title I Part A	1,200.00	

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
01/25/2011	Susan Koster	Completed	Teachers are using the Write Steps writing program that shows student work and peer editing. Students practice on their own writing after practicing with the Write Steps student material.

3.1.6.3. Activity: Thinking Maps

Activity Description: All teachers will plan and use thinking maps and other organizers to assist in writing thoughts into narrative, persuasive, compare and contrast writing assignments.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.2. Objective: Close the gap between SES students and non-SES students.

Measurable Objective Statement to Support Goal: The gap in MEAP writing scores between our SES students and non-SES students will decrease by 5%.

List of Strategies:

Name	Strategy
Certified teacher for additional writing assistance	A certified teacher will offer assistance in writing to qualified students who need assistance in getting thoughts onto paper.

3.2.1. Strategy: Certified teacher for additional writing assistance

Strategy Statement: A certified teacher will offer assistance in writing to qualified students who need assistance in getting thoughts onto paper.

Selected Target Areas

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Other Required Information for Strategy

Caine, R. (1991). Making Connections, Teaching and the Human Brain. Wheaton, MD. ASCD.

Gordon, G. (2006) Building Engaged Schools. New York, NY: Gallup Press.

Gurian, M. (2001) Boys and Girls Learn Differently! San Francisco, CA: Jossey-Bass

Hyerle, D. (1993) Thinking Maps as Tools for Multiple Modes of Understanding. Doctoral dissertation, University of California at Berkeley, Berkeley, CA.

Hyerle, D. (2004) Student successes with Thinking Maps. Thousand Oaks, CA: Corwin Press.

Marzano, R. (2003) What Works in Schools. Alexandria, VA: ASCD.

Payne, R. (1996) a framework for Understanding Poverty. Highlands, TX: aha! Process.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Breakfast Club	2011-09-01	2012-06-01	Lynn James
Pull out program	2011-09-01	2012-06-05	Lynn James

3.2.1.1. Activity: Breakfast Club

Activity Description: Qualified students will be assisted in learning how to get their thoughts onto paper with a variety of best practice tools with a certified teacher.

Planned staff responsible for implementing activity: Lynn James

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Salary of AtRisk Teacher	Section 31 a	40,000.00	

3.2.1.2. Activity: Pull out program

Activity Description: A certified teacher will pull out qualified students for assistance in their writing skills.

Planned staff responsible for implementing activity: Lynn James

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.3. Objective: Gap between Reg ed and Special Education student scores will decrease

Measurable Objective Statement to Support Goal: The gap in writing MEAP scores between students in regular education and students in special education will decrease as measured by the MEAP and district assessments.

List of Strategies:

Name	Strategy
Inclusion Teaching	A certified teacher will support first best teaching in the gen ed classroom before pulling out students to work on their individual needs.

3.3.1. Strategy: Inclusion Teaching

Strategy Statement: A certified teacher will support first best teaching in the gen ed classroom before pulling out students to work on their individual needs.

Selected Target Areas

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Other Required Information for Strategy

Strategies for the K-8 Students with Disabilities in the General Education Curriculum by International Center for Leadership in Education

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Inclusion Teaching	2011-09-05	2012-06-05	Jamie McKeown

3.3.1.1. Activity: Inclusion Teaching

Activity Description: Special Education students will receive additional writing support from the Resource teacher in the regular education classroom. The special education students will also be pulled out for individual support and teaching.

Planned staff responsible for implementing activity: Jamie McKeown

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Schoolwide	\$1,200.00	\$0.00
Section 31 a	\$74,200.00	\$0.00
Title II Part A	\$1,700.00	\$0.00
General Funds	\$1,000.00	\$0.00
Title I Part A	\$281,300.00	\$0.00
No Funds Required	\$0.00	\$0.00
Early Reading First	\$2,400.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

After BSIT met and looked over the assessment, the team took it to the staff on a PD day and each small group of staff members completed 2 of the 5 performance standards. The BSITeam then compiled their answers and perceptions into the assessment for reporting.

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

CNA show us that we have implemented most of the benchmarks but can improve on four that we currently have only partial implementation. The first three revolve around collaborative inquiry within our staff. The first is weekly meetings in PLCs. This will be difficult to achieve, but we are working on it. The second is one of monitoring continuous improvement all year long. The third is staff input for professional learning development based on student achievement. The fourth area for improvement is found under school and community relations. We need to find ways to include our parents as we make decisions for this institution.

Schoowide Reform Model

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

Central Montcalm Upper Elementary has made AYP each year. We have identified, through our needs assessment, a gap between our economically disadvantaged students, as well as our special education students. Through special education programs, Title I math and reading programs, and hiring an at-risk teacher we have been closing this gap a little more each year. We offer separate math and reading programs for Title I, with highly qualified teachers in each academic area. We offer before school and lunch homework centers for failing students, as well as pull out and push in services from a highly qualified at risk teacher.

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

Input is gathered from stakeholders during staff meetings and parent meetings. Surveys were sent out to parents and community members which were returned and tabulated. SIT studied this perception data for this coming years' school climate and programming. Title 1 parents and students and staff were surveyed on the effectiveness of each program. Grade level teams study data from district assessments and build lessons for better learning.

Curriculum Alignment that Corresponds to the Goals

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

Our central office of instruction and assessment follow the district timeline for curriculum alignment, review, and revision. Curriculum direction meets with cycled groups K-5 and 6-12 to review best practice, core curriculum, and materials.

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

At the district level, the DSIT team is composed of two representatives from each school, board members and parent, and administrators. Monthly meetings focus on curricular decisions, curriculum committee decisions, professional development. This team works as a professional learning community.

At this school building, school improvement discussions occur at the weekly staff meetings. Grade levels meet monthly with a teaching leader, looking at data from district assessments. School Improvement plans are reviewed monthly at a district meeting. Annual growth at the building level is shared and reviewed.

Instruction by Highly Qualified Professional Staff

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

One hundred percent of the teaching staff and instructional paraprofessionals are highly qualified at Central Montcalm Upper Elementary School. Evidence supporting this statement is available upon request at the CM board office and is a result of the Mi-tap audit completed during the 2007-2008 school year. Paraprofessionals who instruct children have to have an Associates degree or pass the Work Keys Assessment in reading, writing, and math. Instructional paraprofessionals are given professional development that deals with instruction or their particular job.

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

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

Thirteen of our twenty-seven teachers at the UE have been teaching at CM for more than 15 years. Four teachers have been teaching 9-15 years, five teachers have been teaching 4-8 years, and five teachers have been teaching 3 years or less. The new teachers were hired to replace teachers who retired, this would be our only turnover. The school has been open for 9 years and 75% have taught together as a staff.

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

At Central Montcalm each new teacher participates in a one day orientation with all district new teachers. They are given a tour of the district, given an overview of the school district curriculum and visit with the school principal. They are assigned a mentor for the duration of their probationary status. All teachers are given a personal laptop computer that can be taken back and forth from school and home; the computers are serviced by the CM technology team. CM has online grading. All buildings have wireless capabilities with the UE having six laptop computer carts for student use and a computer lab.

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

The teacher turnover rate for Central Montcalm Upper Elementary is very low. The movement of teachers we have seen in the past two years is due to realigning buildings and the need to move staff to accommodate class sizes.

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

We do not have a high teacher turnover rate at this school.

High-Quality and Ongoing Professional Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives, Strategies and Schoolwide Reform Model. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

Strategies to Increase Parental Involvement

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

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

At Central Montcalm Upper Elementary the staff works with the parents to develop and implement

appropriate strategies for helping their child achieve curriculum objectives. To this end, staff collaborates with parents to discuss appropriate strategies for helping their child achieve. Examples of this would include Title I meetings, parent-teacher conferences, phone calls and emails. To foster a partnership between home and school the Upper Elementary uses a parent portal that allows access to their child's current achievement. Teacher email addresses and phone numbers are readily available on the school website and in newsletters. The school newsletter contains helpful information regarding health, exercise, nutrition, and study habits to help maintain a consistent learning environment at home and school. Behavior expectations are shared with families through the student handbook, behavior rubrics, newsletters and on the school website. Problem behaviors are addressed with input from home and school. Second language learning homes are provided with a translator and/or translated materials at their request.

Central Montcalm Upper Elementary offers one annual parent meeting to discuss programming, growth and achievement as well as curricular meetings 3 times throughout the school year. These meetings provide suggestions for and illustrations for good parenting practices. This would also lead to opportunities for parents to collaborate with both the school and other parents. Individual meetings between the parent, the classroom teacher and the Title teacher take place throughout the school year to discuss the curriculum, assessments, and proficiency levels expected for their child. Title I parents are surveyed annually in order to plan and improve the Title I program.

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

2a. Design

Parents are clearly involved in the design of the schoolwide plan. During the summer of 2009 parents were involved in building the school wide plan and the development of the Student/Parent/Teacher Compact, and will be involved in the implementation and evaluation of the plan in the 2010-2011 school year. Parents were a part of the summer session for Schoolwide Title I transitioning, revising the positive behavior rubric in November and February, participation in surveys of Title I in May, surveys of curricular issues in February and parent representation at School Improvement Meetings in September, December, February, and June. The June School Improvement meeting will evaluate Parent Involvement for the year.

2b. Implementation

- 1. The Upper Elementary sends home the state content standards parent guide at the open house prior to school starting and at parent teacher conferences. Teachers answer any questions parents have regarding these standards. We offer training on how to use the parent portal and interpret the report card.*
- 2. Classroom teachers send home packets or assignments weekly to offer review of concepts taught in class. Additional materials and training are provided to parents when needed.*
- 3. Central Montcalm Upper Elementary has had video training using the "Parent's On Your Side" program from Marygrove College. Staff will continue to review videos and information they present.*
- 4. Central Montcalm Upper Elementary collaborates with our community library to support our Reading Counts program and their summer reading program. Our PTO offers many social activities for families of*

our students at various times throughout the year. Community Education offers enrichment activities for our families.

5. Central Montcalm Upper Elementary provides information in a format easily understood by parents. We have a Parent/Student/Teacher compact, a Student journal, classroom websites and newsletters, SchoolNotes webpages, a School newsletter, monthly PTO meetings, Title I reports, quarterly Progress Reports, and quarterly report cards, Parent Portal for daily assignment checks, Parent/Teacher conferences, Staff email and classroom phones.

6. Every effort is made to support parents who need extra help interpreting and using materials sent home. Teachers provide materials upon request to parents when needed. Parents will be given the opportunity each week to come into the UE computer lab to work with their student on any school related work; teacher SchoolNotes, writing blogs, Reading Counts tests, research papers, and/or check parent portal. Meals will be provided for families who attend educational evening events. Teachers are easily accessible with technology.

f. Interpreters and classroom communications in their native language are provided upon request for parents with limited English proficiency. Disabled parents are given individual support in accordance with their difficulty. Migratory students and parents are offered support from the ISD Migrant Consultant.

2c. Evaluation

The schoolwide plan will be evaluated throughout the year and at building school improvement meetings. Surveys will be sent to parents in the spring. Results of these surveys will be shared with parents on the school web site and the following fall at open house. Results will be used by staff to improve the parent involvement activities and communication in the following year.

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

Central Montcalm Upper Elementary sends home quarterly report cards, mid-term progress reports, MEAP results, and district assessment results. Parents have access to parent portal for grades, which they can customize for their own needs.

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

The student-parent compact is included in the student handbook, which is given out annually at the beginning of the school year. This is reviewed at open house and parent-teacher conferences. The school-parent compact is reviewed annually in a building school improvement team meeting and revised as needed with input from staff and parents each year.

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

The school tabulates parent involvement at open house, parent teacher conferences, Title nights, PTO

meetings and events, and surveys.

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

Parents filled out a parent perception survey. Results were tabulated and used to determine the effectiveness of the school improvement plan. Additions and deletions were made to the plan.

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

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation) and the training that is provided to preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level transitions that occur, if appropriate. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

This Upper Elementary School services students in grades 3 through 5 and does not need to address Preschool transition strategies however, the incoming students receive an orientation with their teachers from the lower elementaries before school ends in the spring. Parents receive a letter from the principal welcoming the new students and are invited to an Open House before school begins with all staff present. This summer due to the new grade level transition, the UE offered two summer opportunities for students and their parents to tour the building and have a free lunch. All fifth grade students will have a tour of the Middle School. Students are offered opportunities to visit the Middle School as they bring their projects for the Educational Showcase, sports through Community Ed, and visit the MS for plays and musical performances. The students moving up into the MS also receive a visit from the Middle School Yellow Ribbon students. The focus is getting to know other students, accepting others, and reaching outside of their normal circle of friends. All fifth grade students received a welcoming postcard from a Middle School student and the MS counselor visited each fifth and sixth grade classroom with MS expectations, exploratory class options and answered student questions about the Middle School.

Teacher Participation in Making Assessment Decisions

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

Teachers at the Upper Elementary School develop, adopt, and review all local assessments and take an active part in planning and using formative assessments. Teachers at the UE review the school improvement plan, the goals and the strategies each spring. Based on the MEAP and school assessments, strategies are updated or revised during staff meetings. The school improvement team (with parent representation)

carefully studies the data of common assessments at the school level and the MEAP, analyze and make recommendations to the staff. The staff break into grade level groups, collaborate within small groups, and determine which assessments students need to let staff know what they are learning and what instructional needs are not being met. Revisions that are made, often need further professional development and this training is made available during the next school year and is part of the PD calendar. Science and Social studies assessments are given during the teaching. The assessments are a combination of teacher made and textbook assessments.

The following common assessments are given at the UE:

Fall Mid Year End of Year

Pre-test Math Post-Test Math Pre-Post Math

SRInventory SRInventory

DIBELS DIBELS DIBELS

R/S Spelling R/S Spelling R/S Spelling

All/School Write All/School Write All-/School Write

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

Teachers and principal review daily assignments, unit assessments and quarterly assessments on a regular basis. Teachers refer and re-teach big ideas in the programs of before school learning center, lunch learning center, and after school learning centers. Title Teachers, principal, school counselor and classroom teachers review data and monitor student progress, create academic behavior plans when needed, and offer services mentioned above to parents of failing students.

Alternative Measures of Assessment

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

Each grade level meets in Professional Learning Community groups. During their meeting times the groups look at curriculum and develop common assessments for each subject. Assessments are given and results are analyzed to help determine which teaching strategies work best with different groups of students. This school also uses Rebecca Sitton spelling series, which has common assessments given three times each year. We use Scholastic Reading Inventory to determine lexile scores in reading comprehension. DIBELS is given three times each year to all students. this year we are adding the unit reading tests in our reading series. These assessments help to determine which students need interventions.

Timely and Additional Assistance

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

Classroom Level Differentiated Instruction

The UE School Improvement Plan specifies the use of best practice; differentiation. This Plan states that classroom teachers will post learning objectives, teach and use thinking maps, and teach similarities and differences. Professional Learning Communities at each grade level write, administer, and score common assessments to identify students that need reteaching.

Process to Identify Students Needing Academic Assistance

The Upper Elementary School has a process to identify students experiencing difficulty mastering the State's academic standards. Each student that is not proficient on the State MEAP is identified by the Title I teacher who consults with the teacher of the student to determine if additional assistance is needed.

Timely and Additional Assistance

If the teacher notices a need for additional assistance, the student is scheduled to work with the Title I staff. At the UE, we have two Title I teachers, two Title I paras and a Homework Center. A student with academic needs could use all three opportunities dependent upon the input of the parent, the teacher, and in some cases, the team of professionals concerned with a particular student. Support is given during the day, during lunch recess and after school. Pull out and Inclusion practices are both practiced at the UE depending upon the need of the student. Effectiveness is demonstrated by student self evaluation, classroom teacher input, Title I teacher assessments, and parent and student surveys at the end of each year.

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

Classroom Level Differentiated Instruction

The Upper Elementary School has a process to identify students experiencing difficulty mastering the State's academic standards. Each student that is not proficient on the State MEAP is identified by the Title I teacher who consults with the teacher of the student to determine if additional assistance is needed.

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

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

-Title I

-At-risk / 31a

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

The programs at [school], as depicted in the chart below, are intended to provide staff, parents, and students with the skills and resources necessary to be successful in the educational process. These programs receive funding from Title I, Title II A, Title II D, Section 31-a, Parent Teacher Organization funds, and district general funds.

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

1. Comprehensive Needs Assessment

- *General Fund*
- *Title I, Part A*
- *Title I, ARRA*
- *Schoolwide Transition Process*

2. Schoolwide Reform Strategies

- *General Fund*
- *Title II A*
- *Title I, Part A*
- *Title I, ARRA*
- *School Improvement/Schoolwide Plan*

3. Instruction by Highly Qualified Professional Staff

- *Title II A first then General Fund*
- *All staff (teachers and paraprofessionals) are currently highly qualified*

4. Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools

- *General Fund*
- *Title II A*

New Teacher Orientation Program

- *District Professional Development*
- *Conferences to support continual learning*
- *Money for Classroom use*

5. High-Quality and Ongoing Professional Development

- *Title II A*
- *Title II D (District Level)*
- *General Fund*
- *Title I, Part A*
- *Title I, ARRA*
- *Rick Stiggins Assessment for Learning*
- *IGOR - data warehouse*
- *Common Assessments*
- *Lexia Software*
- *Dr. Mike Schmoker Results Now*

6. Strategies to Increase Parental Involvement

- *Title I, Part A*
- *Title I, ARRA*
- *GSRP*
- *Parent Involvement Family Night(s)*

7. Preschool Transition Strategies

- *General Fund*
- *Kindergarten Round-Up*
- *Open Houses*

8. *Teacher Participation in Making Assessment Decisions*

- *General Fund*
- *Title II A*
- *Curriculum Meetings*
- *Grade Level Meetings*
- *IGOR Data Warehouse training*
- *Professional Development*

. *Timely and Additional Assistance to Students Having Difficulty Mastering the Standards*

- *Title I, Part A*
- *Title I, ARRA*
- *Title IIA*
- *Section 31a (at-risk funds)*
- *General Fund*
- *Lexia Reading*
- *Summer School*
- *Paraprofessionals*

10. *Coordination and Integration of Federal, State, and Local Programs and Resources*

- *General Fund*

The Special Project Coordinator completes coordination of funds with staff, administration, and Central Office

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

Beyond the federal, state, local and coordination listed in the above chart, this district also coordinates the following programs to meet the needs of the schoolwide reform for ALL students:

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

Effective Use of Technology

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

The need for technology is driven by the strategies found in this improvement plan. Each grade level will have a full set of lap top computers on a cart. A cart of lap tops is also available for the special education and Title teachers/students. It is a goal that all regular education teachers will have a projectors connected to their computer that allows for each teacher allows the most up to date information for students. The district and staff use the IGOR assessment data warehouse for present level testing data to use for assessing student interventions.

This year the school improvement plan has included grade level choices for teaching and learning technology goals within their curriculum of reading, math, and writing.

Evaluation of the School Improvement Plan

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

MEAP scores are analyzed. We look for trends in subgroups, as well as how closely we are closing achievement gaps. School wide assessment scores are analyzed for similar trends.

2. Describe how the school improvement team determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards.

MEAP scores are analyzed. The team looks at the subgroups to determine if gaps are closing. The team also looks at assessment data collected quarterly, as well as test data from the Title I teachers.

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

The team meets to review the plan in the spring. We look at goals and objectives, determine which are still concerns, revise if necessary and make additions.

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

CMPS progress and CMUE progress will be shared with all stakeholders in a variety of means. An annual report will be shared at public school meetings and will be available on the district website. Student progress is shared with parents at parent teacher meetings, conferences, and IEPs. Building data is shared at staff meetings, building school improvement meetings, and Parent Teacher Organization meetings and Parent Title Meetings.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

The role of this team of stakeholders is to make a school wide improvement plan that will make a positive change (a difference) in student success at Central Montcalm Upper Elementary (CMUE) School. This team will consult with all stakeholders to develop and implement strategies to this end.

Assurances

EdYES!

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

Response: *N/A (our school does not have grades 1-5)*

Comments: *We are a 3-5 school building. Grades 3-5 ARE tested annually in literacy and math*

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

Response: *Yes*

Comments: *www.central-montcalm.org*

Educational Development Plan (EDP)

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

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

Comments:

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

Response: *No*

Comments: *Our school building does not have grade 8*

Health and Safety (HSAT)

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

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

Response: *No Written Policy*

Comments:

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

Response: *Yes*

Comments: *All teachers and paras at CMUE have been trained in CPI (crisis prevention intervention) to create calm, orderly classrooms.*

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

Response: *Yes*

Comments: *Our parent handbooks outline our health and safety policies, but we could improve.*

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

Response: *Yes*

Comments: *This year we gave a perception survey to random students at CMUE asking them about their learning and relationships with adults in the building.*

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

Response: *Adopted policy, but not fully implemented*

Comments: *We use the Michigan Model for our Health Education, including AIDS, Tobacco and Drug use. Our District has a parent advisory group that meets each year to determine and update the Sex Education Curriculum.*

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: *Our District has a parent and community advisory group that reviews and determines Reproductive Health Curriculum, and our materials for teaching Health are displayed and parent/teacher conferences. A letter sent to parents allow them the choice to have their students partake in the Reproductive Health Curriculum or not.*

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

Response: *No action taken*

Comments:

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

Response: *No*

Comments:

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

Response: *Other curriculum*

Comments:

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

Response: *Yes*

Comments: *Our Community Ed Director designs programs for Adults and Children to be physically fit, and advertises in our school newsletter.*

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

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

Comments:

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

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

Comments:

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Written policy, fully implemented*

Comments: *Title Compact*

31. Our school has a parent education program.

Response: *No*

Comments:

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

Response: *Yes*

Comments: *A random survey was sent home to parents and the community.*

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

Response: *Access to no indoor facilities*

Comments:

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mrs.	Susan	Koster	Principal	skoster@central-montcalm.org
Mrs.	Debra	Kuczynski	Title 1 Teacher	dkuczynski@central-montcalm.org
Mrs.	Ann	McClintic	3rd grade teacher	amccclintic@central-montcalm.org
Mr.	Alan	Dawe	4th grade teacher	adawe@central-montcalm.org
Ms.	Marissa	Shick	Title Para professional	mshick@central-montcalm.org
Mrs.	Jane	Hemenway	teacher	jhemeway@central-montcalm.org
Mrs.	Jamie	McKeown	Resource Room teacher	jammckeown@central-montcalm.org
Mrs.	Missy	Stewart	parent	meme2funnyz@yahoo.com

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Name/Position:	Community Ed Director
Address:	1480 S. Sheridan Stanton, MI 48888
Telephone Number:	989-831-2000

References

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

Supporting Documentation

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

- School-Parent Involvement Plan
- School-Parent Compact

2261.01 - PARENT PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

The Superintendent shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

- A. the District expects the parents to be involved in the program, including their participation in the development of the plan;
- B. meetings will be conducted with parents including provision for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. parents will be involved in the planning, review, and improvement of the Title I program;
- F. information concerning school performance profiles and their child's individual performance will be communicated to parents;
- G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;
- H. timely responses will be given to parental questions, concerns, and recommendations;
- I. the District will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement;
- J. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;
- K. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;
- L. other activities will be conducted as appropriate to the plan and State or Federal requirements.

The Superintendent shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:

- A. convenes an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the parents' rights to be involved and the schools' obligations to develop an involvement plan;
- B. will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;

- C. will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;
- D. will provide participating students' parents with:
 - 1. timely information about the Title I programs;
 - 2. an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;
 - 3. regular meetings, upon request, to make suggestions and receive response regarding their student's education;
- E. develops jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including:
 - 1. the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;
 - 2. parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;
 - 3. the importance of parent teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

20 U.S.C. 6318 et seq., Elementary and Secondary Education Act of 1965
34 C.F.R. Part 200 et seq.

Revised 6/27/96
Revised 2/17/03

CMUE STUDENT / PARENT / TEACHER COMPACT

The following expectations are placed on the students, parents and teachers of **Central Montcalm Upper Elementary School (CMUE)**. CMUE will accept nothing less than **their** best! These general expectations regarding student behavior and academics are in place and enforced to provide the best possible educational experience for "all" of CMUE's students and teachers. CMUE is in the business of "Teaching & Learning." Anything that distracts and/or interferes with the students' right to learn and the teacher's right to teach will not be tolerated.

STUDENT EXPECTATIONS:

It is important that I work to the best of my ability. I will strive to follow the ABC's of success:

- I will Attend school every day.
- I will finish my work and participate in classroom activities. I will do my homework. (Be prepared)
- I will come to school ready to learn. (Choose to learn)
- I will practice good character in the hallway, on the playground, in the lunchroom, and in my classroom.

Student Signature: _____ Date: _____

PARENT EXPECTATIONS:

I want my child to achieve. Therefore I will:

- Make sure my child is on time and attends school each day.
- Contact the teacher regularly and attend Parent/Teacher Conferences.
- Be aware of my child's learning by talking with him/her about their school work, asking and looking for papers to come home, and reading teacher and school newsletters.
- Support school procedures and character codes of dress, language, and work standards. (see Student/Parent Handbook)

Parent Signature(s): _____ Date: _____

STAFF AGREEMENT:

It is important for all children to learn and achieve the curriculum taught each year. Therefore I will to do the following:

- Provide a safe, nurturing classroom that accommodates the learning styles and unique affective needs of students.
- Make efficient use of academic learning time.
- Provide teaching and instruction that allows all students to excel academically.
- Encourage students and parents by providing information on student progress at least eight times a year.
- Hold students accountable for good character at all times.

Teacher Signature: _____ Date: _____

