

# School Improvement Plan

School Year: 2011 - 2012

School District: Bullock Creek School District

ISD/RESA: Midland County Educational Service Agency

School Name: Bullock Creek Elementary School

Grades Served: PK,K,1,2

Building Code: 00444

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# 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:	<b>Bullock Creek Elementary School</b>
District:	<b>Bullock Creek School District</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>PK,K,1,2</b>
School Code Number:	<b>00444</b>
City:	<b>MIDLAND</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

## Vision Statement

You BELONG at Bullock Creek!

## Mission Statement

Together with our students, families and community, the Bullock Creek School District ensures a safe and positive environment. We promote creativity and excellence in teaching and learning that challenges our students to achieve to their full potential.

## Beliefs Statement

Collaboration is achieved through communication and cooperation.

Accountability for...

- Providing a physically and emotionally safe environment by being aware of potential safety issues, as well as planning and implementing safety procedures.
- Ethical Practices that promote the staff's ability to educate and the students' ability to learn.
- Student Achievement that meets or exceeds the current standards.

Respect for...

- Diversity that promotes understanding, values individuality, and encourages trust, compassion, fairness and dignity.
- Tradition that reflects on our past, while building a foundation for our future.

Excellence in...

- Teaching in a caring and creative environment. Staff members will be knowledgeable and self disciplined and will make every effort to be flexible and adaptable as they help students reach the desired goals.
- Innovative Programs that build creative thinking, support curriculum, capture interest, and broaden perspectives.
- Learning that places responsibility on the students, staff and families.

# Goals

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

## Goal 1: Math

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All students kindergarten through second grade will demonstrate proficiency at an increase of 6% per year per grade level as measured by the MEAP and district assessments. Additionally, each grade level will analyze one Focus Area strand based on matching the data with the Career and College Readiness benchmarks. In that focus area, students should see a 25% increase by the 2013 school year.

**Gap Statement:** At the third grade level, fall of 2010 saw 99% students proficient on the MEAP assessment. While Math continues to be an area of high student proficiency, if the new cut scores for College and Career Readiness were used, the number of students proficient on the 3rd Grade MEAP would drop significantly.

**Cause for Gap:** While it appears that students are meeting the proficiency scores set by the MEAP for 2010, they are not mastering the content enough to meet the new cut scores.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP data, and district assessments.

**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 criteria for success would be an overall proficiency improvement of 6% on the 3rd grade MEAP. In addition, the school should see a 25% increase in the area of addition and subtraction fluency by 2013

**Contact Name:** Vicki Mikusko

### List of Objectives:

Name	Objective
Increase Proficiency of Math MEAP Scores	The overall percent of students proficient will increase 6% per year over the next three years.

## 1.1. Objective: Increase Proficiency of Math MEAP Scores

**Measurable Objective Statement to Support Goal:** The overall percent of students proficient will increase 6% per year over the next three years.

**List of Strategies:**

Name	Strategy
Explicit Teaching of Vocabulary	Each grade level teacher will identify and intentionally teach to mastery level critical vocabulary for the area of Mathematics using the strategies identified by Marzano (2007) and Beck (2009).

### 1.1.1. Strategy: Explicit Teaching of Vocabulary

**Strategy Statement:** Each grade level teacher will identify and intentionally teach to mastery level critical vocabulary for the area of Mathematics using the strategies identified by Marzano (2007) and Beck (2009).

**Selected Target Areas**

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

**Other Required Information for Strategy**

Will and Posamentier "What Successful Math Teachers Do" and Marzano and Pickering "Building Academic Vocabulary."

"The influence of academic background knowledge on academic achievement is fully and firmly documented in research. It stands to reason, then, that enhancing students' background knowledge would be one sure, strong way to improve students' academic performance and narrow the achievement gap."

Both books present research regarding the essential role that vocabulary plays in increasing student achievement.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Implementation of Vocabulary Strategies	2011-10-04	2012-06-11	Principal, trainer, and teachers
Professional Development in Vocabulary Development	2010-02-12	2012-06-11	Trainer, Principal and teachers

### 1.1.1.1. Activity: Implementation of Vocabulary Strategies

**Activity Type:** Professional Development

**Activity Description:** Teachers will implement strategies from "Building Academic Vocabulary" when teaching academic vocabulary in the area of mathematics. Staff will participate in a building wide training through our local ESA on academic vocabulary and what that means with the new Common Core.

**Planned staff responsible for implementing activity:** Principal, trainer, and teachers

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

**Planned Timeline:** Begin Date - 2011-10-04, End Date - 2012-06-11

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Teacher materials	Title II Part A	400.00	0.00
Trainer	Title II Part A	1,000.00	0.00

### 1.1.1.2. Activity: Professional Development in Vocabulary Development

**Activity Type:** Professional Development

**Activity Description:** Working with our local ESA, trainer will present information to teaching staff on different strategies of teaching academic vocabulary. The training will occur in fall of 2011.

**Planned staff responsible for implementing activity:** Trainer, Principal and teachers

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

**Planned Timeline:** Begin Date - 2010-02-12, End Date - 2012-06-11

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Trainer,	Title II Part A	1,000.00	0.00



## Goal 2: Reading

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** Students at Bullock Creek Elementary School will increase proficiency levels to the state and/or national benchmark on the Dibbles and/or MEAP by 25% by the 2013 school year.

**Gap Statement:** Although all students at third grade scored at 90% proficiency in Reading on the MEAP in the fall of 2010, this is still below the goal of 100% proficient in Reading by 2014.

Students with disabilities scored at 63% proficiency in Reading. While there are only 16 students with disabilities, we remain concerned about this group. There is a large gap between how our students with disabilities are performing when compared to their non-disabled peers.

**Cause for Gap:** There is a gap in district curriculum instruction and assessment that all students are receiving. It would appear that there is a gap in what is taught in the regular education classroom compared with what is taught in the special education classroom.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP data, MI Tracker data, DIBELS, and District and Classroom Assessments, IEP goal attainment

**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?** At the third grade level, students with disabilities will see a 6% increase on the reading MEAP by 2012

All students will continue to score at a high level of proficiency to obtain the No Child Left Behind goal of 100% proficiency on the MEAP Reading by 2014.

**Contact Name:** Vicki Mikusko

### List of Objectives:

Name	Objective
Increase Proficiency of Reading MEAP Scores	The percent of students with disabilities proficient on the Reading MEAP at the 3rd grade level will increase by 6% by the fall of 2012.

## 2.1. Objective: Increase Proficiency of Reading MEAP Scores

**Measurable Objective Statement to Support Goal:** The percent of students with disabilities proficient on the Reading MEAP at the 3rd grade level will increase by 6% by the fall of 2012.

**List of Strategies:**

Name	Strategy
Explicit Vocabulary Instruction in Reading	Teachers will implement explicit vocabulary instruction using the strategies from Marzano's "Building Academic Vocabulary".
Principal development in reading Instruction Leadership	The building principal will attend professional development on monitoring and implementing research based teaching practices in the area of reading.

### 2.1.1. Strategy: Explicit Vocabulary Instruction in Reading

**Strategy Statement:** Teachers will implement explicit vocabulary instruction using the strategies from Marzano's "Building Academic Vocabulary".

**Selected Target Areas**

- I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
- I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
- I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
- I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

**Other Required Information for Strategy**

The implementation of explicit strategy instruction by teachers has been shown to increase student achievement in writing for all populations.

The Effectiveness of a Highly Explicit, Teacher-Directed Strategy Instruction Routine  
<http://ldx.sagepub.com/cgi/content/abstract/35/4/290>

The Power of Strategy Instruction  
<http://www.nichcy.org/Research/EvidenceForEducation/pages/PowerOfStrategyInstruction.aspx>

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Explicit Vocabulary Instruction in Reading	2011-10-04	2013-06-10	Trainer, Principal, Teachers

**2.1.1.1. Activity: Explicit Vocabulary Instruction in Reading**

**Activity Type:** Professional Development

**Activity Description:** A trainer will present information to teaching staff on different strategies of teaching academic vocabulary. We will work with our local ESA on continuing to incorporate the strategies in each grade level's curriculum plan.

**Planned staff responsible for implementing activity:** Trainer, Principal, Teachers

**Actual staff responsible for implementing activity:** Teacher

**Planned Timeline:** Begin Date - 2011-10-04, End Date - 2013-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Trainer, Building Academic Vocabulary	Title II Part A	1,000.00	0.00

**2.1.2. Strategy: Principal development in reading Instruction Leadership**

**Strategy Statement:** The building principal will attend professional development on monitoring and implementing research based teaching practices in the area of reading.

**Selected Target Areas**

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
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.

**Other Required Information for Strategy**

Waters, J.T., Marzano, R.J., & McNutty, B.A. (2003) *Balanced Leadership: What 30 years of research tells us about effective leadership on students achievement.* Aurora, CO: Mid - Continent Research for Education and Learning.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Principal Professional Development	2011-08-31	2012-06-11	Guided Reading Teacher, Classroom Teachers, and Principal
Principal Professional Development	2011-08-31	2012-06-07	Building Principal, other district Principals, trainer

**2.1.2.1. Activity: Principal Professional Development**

**Activity Type:** Professional Development

**Activity Description:** Principal will attend targeted professional development to improve her supervision of curriculum and assessment, with emphasis on the common core. In addition, the building principal will attend planned training dates for the roll out of the Common Core with the building curriculum team

**Planned staff responsible for implementing activity:** Guided Reading Teacher, Classroom Teachers, and Principal

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-31, End Date - 2012-06-11

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Guided Reading Teacher, books, substitutes	Title II Part A	50,000.00	0.00

**2.1.2.2. Activity: Principal Professional Development**

**Activity Type:** Professional Development

**Activity Description:** Principal will attend targeted professional development to improve her supervision of curriculum and assessment, with emphasis on the common core. In addition, the building principal will attend planned training dates for the roll out of the Common Core with the building curriculum team.

**Planned staff responsible for implementing activity:** Building Principal, other district Principals, trainer

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

**Planned Timeline:** Begin Date - 2011-08-31, End Date - 2012-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Principal, trainer	Title II Part A	1,000.00	0.00

### Goal 3: Writing

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** Students at Bullock Creek Elementary School will become proficient writers. Students will increase their performance on district writing assessments by 6% by 2012.

**Gap Statement:** Our building is a feeder school for Pine River Elementary and we look to their 4th grade scores for our data as well as our own district assessments. There needs statement is as follows:

Based on 2010-2011 MEAP data only 39% of our fourth grade students scored 80% or above in the Grammar Usage strand. Based on this data 41% of our students need to improve their scores to reach the 80% accuracy level in grammar usage. The grammar usage strand accounts for 18% of the overall writing MEAP assessment for fourth grade

For third grade students, Pine River Elementary had 60% of the students proficient in 2005, 67% proficient in 2006, 66% proficient in 2007 and 56% proficient in 2008.

In 2007, 54% of males were proficient in writing as compared to 77% of females. In 2008, 57% of males and 55% of females were proficient. However, with economically disadvantaged students, 37% were proficient compared to 66% proficiency of non-economically disadvantaged students.

**Cause for Gap:** There is a gap in our district curriculum instruction and assessment. Staff is getting comfortable with new writing workshop strategies that have been planned in their pacing guides. Staff still needs more coaching in the implementation of this program.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Students should see increase in performance on the following assessments that are used kindergarten through second grade:

- MLPP Writing Assessments
- Theme Writing Assessments

All assessments are graded through a rubric.

**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?** At grades K-2, students will demonstrate a writing proficiency level of 2 or higher on the MLPP writing assessment.

**Contact Name:** Vicki Mikusko Principal

**List of Objectives:**

Name	Objective
Training and Coaching of Teachers	Students will increase their proficiency in writing to a satisfactory level determined by the state rubric by 25%.

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### 3.1. Objective: Training and Coaching of Teachers

**Measurable Objective Statement to Support Goal:** Students will increase their proficiency in writing to a satisfactory level determined by the state rubric by 25%.

**List of Strategies:**

Name	Strategy
Training and Coaching of Teachers	The district writing coach will work with building staff to do " live" training of the Lucy Calkins Units of Study program.

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#### 3.1.1. Strategy: Training and Coaching of Teachers

**Strategy Statement:** The district writing coach will work with building staff to do " live" training of the Lucy Calkins Units of Study program.

**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.  
 III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

**Other Required Information for Strategy**

Research on the Lucy Calkins Units of Study program (available through the Columbia Teachers College and the National Writing Project) was reviewed. Based upon this research, it was determined as a district to implement the Units of Study Program.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Implementation of Explicit Strategy Instruction	2009-08-25	2010-06-10	Teachers, Writing Coach and Principal
Training and Coaching of Teachers	2011-08-31	2012-06-07	Principal and Writing Coach

**3.1.1.1. Activity: Implementation of Explicit Strategy Instruction**

**Activity Description:** Teachers will implement explicit strategy instruction in their classroom by using the components of the Calkins' Units of Study for writing. Teachers will work collaboratively with the Writing Coach when implementing these strategies.

**Planned staff responsible for implementing activity:** Teachers, Writing Coach and Principal

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2009-08-25, End Date - 2010-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Writing Coach, substitutes, Unit of Study materials	Title II Part A	50,000.00	0.00

**3.1.1.2. Activity: Training and Coaching of Teachers**

**Activity Type:** Professional Development

**Activity Description:** . Through the use of the Writing Coach, staff will be trained with the Lucy Calkins' Unit of Study materials. Staff will be trained in both "live" class instruction and modeling and by training at iservices.

**Planned staff responsible for implementing activity:** Principal and Writing Coach

**Actual staff responsible for implementing activity:** Principal, Writing Coach

**Planned Timeline:** Begin Date - 2011-08-31, End Date - 2012-06-07

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Writing Coach, Unit of Study materials, substitutes	Section 31 a	40,000.00	0.00



## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
Title II Part A	\$104,400.00	\$0.00
Section 31 a	\$40,000.00	\$0.00

## Additional Requirements

### Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

*A school improvement team was assembled to review data, strategies and plans to identify strengths and weaknesses in the curriculum. The team reviewed data from various sources: MEAP, district assessments, ICT, RAP Team data, and past school improvement plans. The team also took this information and presented it to the entire teaching staff to make sure input was gathered from all stakeholders.*

### 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.

*Curriculum maps have been created for each subject area. A process has been put in place for review of student data to determine changes in instruction. These process are reviewed by school improvement teams, grade level teams and curriculum teams. The building meets as a staff once a month to review student data. Grade level meetings take place fivetimes a year to discuss any changes in instructional needs, review assessments, and make adjustments to the curriculum maps. School improvement teams then meet six times a year to discuss what if any professional development needs should be in place and review the progress towards the building's achievement goals. In addition to this planning, Bullock Creek Elementary will be joining Floyd Elementary in creating grade level math teams that will meet each trimester to review the Common Core and make changes to assessments and instructional strategies to meet these new expectations.*

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

*Decisions regarding curriculum, instruction and assessment are made through a collaborative process between the curriculum leaders of the district, building principals and teaching staff.*

*With the Grade Level Content Expectations, curriculum is very well defined. Discussions regarding the instruction of the curriculum occur during staff meetings and grade level team meetings. Assessments have*

*been designed by district teaching staff and are used throughout the district.*

### **Staff Development**

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

### **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.

*Staff review common assessments yearly. Each review includes a analysis of students achievement data and is adjusted to meet student instructional needs and changes in curriculum. This review takes place during the five planed grade level meetings through the year. In addition, each building staff review their own results and discuss student achievement and skills based on the data.*

### **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 district has used Data for Student Success to help analyze its data in the development of the school improvement plan. This data helped identify gaps in our data to help improve instruction. In addition, staff continue their training on Data Director and how to use the information to help guide instruction.*

### **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.

*The plan is reviewed by the building school improvement team at the beginning of each year. This group makes a plan for monitoring how the SIP will be carried out. This plan is then taken to the entire staff so they have a clear understanding of not only the plan, but how it will implemented and monitored.*

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

*Information regarding student progress is shared with teaching staff through staff meetings, school improvement meetings and district wide meetings. This information is also shared with parents via the Annual Report, at parent teacher conferences, informational meetings, and newsletters home to parents.*

**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 attending that school, 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.

*Members of the School Improvement team analyze the data from student assessments to determine the goals of the School Improvement Team. The principal monitors the implementation of the goals and provides professional development in the areas of need. In addition, the principal meets with teachers to ensure the fidelity of the implementation of goals. The School Improvement Team gathers information from staff observations and assessment data in order to analyze the effectiveness of the program.*

## Assurances

### EdYES!

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

Response: *Yes*

Comments: *Common assessments have been created in K-2 in reading, writing and math. In addition,*

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: *[http://www.bcreek.k12.mi.us/forms/BCEL\\_Annual\\_Report\\_2010-2011.pdf](http://www.bcreek.k12.mi.us/forms/BCEL_Annual_Report_2010-2011.pdf)*

### 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: *Yes*

Comments: *N/A*

### Health and Safety (HSAT)

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

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments: *Teachers have been trained CPI techniques which includes lessons on how to approach various situations. They receive an update yearly.*

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: *School safety is explained in the parent handbook. Students and staff practice different safety procedures throughout the year. We have a staff committee that has developed as well as student safety policies that are taught to students and displayed throughout the building.*

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments: *Current health educator recently update his certificate.*

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: *No*

Comments: *The program calls for this to happen more than it is. We are lacking in the parent involvement and community piece. While some does occur, it is not enough to be consider good.*

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Exemplary Physical Education Curriculum (EPEC)*

Comments:

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

Response: *Yes*

Comments: *Our older kids can participate in Girl's on the run, Our local Girl scout troop offers programs after school for families*

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

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

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *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: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Access to all indoor facilities*

Comments: *Groups do need to sign up to use the facilities. Our grounds also include a nice outdoor walking track that can be used by anyone, anytime.*

## 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.	Vicki	Mikusko	Principal	vmikusko@bcreek.k12.mi.us
Mrs.	Magen	Lombard	Teacher	magen.lombard@bcreek.k12.mi.us
Mrs.	Georgia	Pelli	Parent	e-mail
Mrs.	Shelley	Gledhill	Teacher	shelley.gledhill@bcreek.k12.mi.us
Mrs.	Jennifer	Hedlund	Teacher	jennifer.hedlund@bcreek.k12.mi.us
Mrs.	Dawn	Chartier	Teacher	dawn.chartier@bcreek.k12.mi.us

# 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:	Director of Instructional Services
Address:	1420 S. Badour, Midland, MI
Telephone Number:	989-631-9022

## 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

*No documentation was attached.*