School Improvement Plan
Title I - Schoolwide

School Year: 2012 - 2013

School District: Bullock Creek School District

ISD/RESA: Midland County Educational Service Agency

School Name: Floyd School

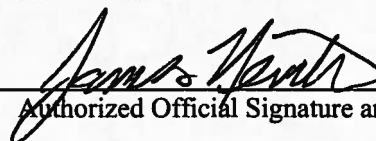Grades Served: K,1,2,3,4,5

Mr. Rodney J. Dishaw

Building Code: 01255

District Approval of Plan:

_____
Authorized Official Signature and Date

Board of Education Approval of Plan:

_____
Authorized Official Signature and Date

School Improvement Plan

Contents

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:	**Floyd School**
District:	**Bullock Creek School District**
Public/Non-Public:	**Public**
Grades:	**K,1,2,3,4,5**
School Code Number:	**01255**
City:	**MIDLAND**
State/Province:	**Michigan**
Country:	**United States**

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 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
Increase of Mathematic Proficiency	Complete	Open
Reading Achievement	Complete	Open
Writing Expression	Complete	Open

Goal 1: Increase of Mathematic Proficiency

Content Area: Math
Development Status: Complete

Student Goal Statement: By the 2013-2014 school year we will see a 25% increase in the number students performing at an 80% accuracy level in Mathematics at each grade level in each Focus Area.

Gap Statement: Mathematics

Kindergarten - Second Grade

Needs:
Based on 2011-2012 MEAP data only 6% of our Third grade student scored 80% or above in the strand of addition/subtraction fluency. Based on this data 77% of our students need to improve their scores to reach the 80% accuracy goal for addition/subtraction fluency. The strand of addition/subtraction fluency accounts for 43% of the overall Mathematics MEAP assessment for third grade.

Based on 2011-2012 MEAP data, only 2% of our third grade students scored 80% or above in the strand of Working with Geometric Shapes. Based on their data 73% of our student need to improve their scores to reach the 80% accuracy goal for Working with Geometric Shapes. The strand of Working with Geometric Shapes accounts for 25% of the overall Mathematics MEAP assessment for third grade.

Third Grade

Needs:

Based on 2011-2012 MEAP data only 11% of our fourth grade student scored 80% or above in the strand of multiplication and division. Based on this data 67% of our students need to improve their scores to reach the 80% accuracy goal for addition/subtraction fluency. The strand of multiplication and division accounts for 22% of the overall Mathematics MEAP assessment for fourth grade.

Based on 2011-2012 MEAP data only 0% of our fourth grade student scored 80% or above in the properties of 2D/3D shapes. Based on this data 70% of our students need to improve their scores to reach the 80% accuracy goal for addition/subtraction fluency. The strand of properties of 2D/3D shapes account for 22% of the overall Mathematics MEAP assessment for fourth grade.

Based on 2011-2012 MEAP data only 7% of our fourth grade student scored 80% or above in the strand of Understanding Area and Perimeter. Based on this data 78% of our students need to improve their scores to reach

the 80% accuracy goal for addition/subtraction fluency. The strand of properties of Understanding Area and Perimeter accounts for 22% of the overall Mathematics MEAP assessment for fourth grade.

Fourth Grade

Needs:
Based upon 2011-2012 5th grade MEAP mathematics, 9% of all student performed at the 80-100% accuracy goal for the Decimals and Fractions strand. Based on the data, 80% of our students need to improve their scores to reach the 80% accuracy for the Decimals and Fractions strand. 37% of all mathematic test items on the MEAP assess the Decimals and Fractions strand.

The 2011-2012 5th grade MEAP mathematics, also shows that only 5% of students performed between 80-100% accuracy goal for the Whole-Number Multiplication strand. based on their data, 70% of our students need to improve their scores to reach the 80% accuracy for the Whole-Number Multiplication strand. 31% of all mathematic test items on the MEAO assess the Whole-Number Multiplication strand.

Fifth Grade

Needs:
Based upon the 2011-2012 6th grade MEAP mathematics, 20% of all student performed at the 80-100% accuracy goal for the Decimals and Fractions strand. Based on the data, 51% of our students need to improve their scores to reach the 80% accuracy for the Decimals and Fractions strand. 15% of all mathematic test items on the MEAP assess the Decimals and Fractions strand.

Based upon the 2011-2012 6th grade MEAP mathematics, also shows that only 0% of students performed between 80-100% accuracy goal for the Whole-Number Division strand. Based on their data, 79% of our students need to improve their scores to reach the 80% accuracy for the Whole-Number Division strand. 37% of all mathematic test items on the MEAP assess the Whole-Number Division strand.

Special Needs Students

Based on the MI-Access assessment the scores per grade level were as follows:

Third Grade: 38% - Surpassed
50% - Attained
12% - Emerging

Fourth Grade: 78% - Surpassed
22% - Attained
0% - Emerging

Fifth Grade: 33% - Surpassed
33% - Attained
33% - Emerging

Demographic Data:

On the math section of the MEAP the following were the scores of proficiency of male:female students - 3rd grade: 21:5, 4th grade: 34:11, 5th grade: 30:10. This data shows that while overall scores are low we do have a

significant gap between our female and male students.

On the math section of the MEAP the following were the scores of proficiency of ED:Non-ED students - 3rd grade: 21:5, 4th grade: 18:32, 5th grade: 13:28. This warrants that we pay special attention to the ED students in this grade level to monitor achievement. with the gap decreasing in 4th and 5th grades.

We have limited State assessment data on special education students due to low numbers, thus that data will not be reflected in this report as in doing so could violate the privacy of students.

Local Assessments

Each grade level administers locally written benchmark assessments. The data for these tests are quite positive, which led the school improvement team to conclude that our tests were not rigorous enough to value the data for this plan.

Cause for Gap: Our school staff has been teaching with a method that could be referred to as "A mile wde and and inch deep." Based upon our review of the data it is clear that more time needs to be given to specific focus areas at each grade level. This inconsistency in our mathematics programming has led to a lack of mastering skills necessary to achieve at least an 80 per cent proficiency in any focus areas. Plans are being made to alter our mathematics delivery model for the upcoming school year.

Multiple measures/sources of data you used to identify this gap in student achievement: The 2011 MEAP/MI-Access test was administered to grades 3-6 and those findings have been used to drive the school improvement plan to show areas of concern that need to be addressed so that our students can achieve success in these areas.

Local Assessments developed within district, were used at the end of each math unit in each grade to assess concepts for areas of concern that need to be addressed and to drive instruction for our students success. The findings were put into a data and information compiled for this use.

The Data Director Riverside Educational Interim Assessment will be administered 3 times a year in grades 1-5 as an indicator of growth and to show areas of concern to be addressed.

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 MEAP/MI-Access test administered in 2011, in grades 3-6, will continue to be used by the school improvement group to show areas of concern that need to be addressed and to monitor the success of our instruction.

DIBELS easyCBM test will continue to be used in grades 1-5, 3 times a year as an indicator of growth and to show areas to be addressed and to monitor the success of our instruction.

Local assessments will continue to be utilized, but they will be revised this year to increase the rigor of the test to replicate the formula used by the NAEP for our students success.

Contact Name: Rod Dishaw

List of Objectives:

Name	Objective
Increased instructional time on Focus Areas	Teachers will increase the amount of instructional time spent on the focus areas identified for their grade level to represent a ratio equivalent to that which is assessed by the state and local evaluations (i.e. third grade will spend 22% of instructional time on the Multiplication and Division strand)as measured and demonstrated by the 9 week outline that is submitted to the building administrator and assessed by the local assessment given after that 9 week period.

1.1. Objective: Increased instructional time on Focus Areas

Measurable Objective Statement to Support Goal: Teachers will increase the amount of instructional time spent on the focus areas identified for their grade level to represent a ratio equivalent to that which is assessed by the state and local evaluations (i.e. third grade will spend 22% of instructional time on the Multiplication and Division strand)as measured and demonstrated by the 9 week outline that is submitted to the building administrator and assessed by the local assessment given after that 9 week period.

List of Strategies:

Name	Strategy
Constructivist Instruction	Teachers will implement constructivist teaching strategies in the identified focus areas for their grade level. The training for this activity will be provided by master educator Kathie Greziak.

1.1.1. Strategy: Constructivist Instruction

Strategy Statement: Teachers will implement constructivist teaching strategies in the identified focus areas for their grade level. The training for this activity will be provided by master educator Kathie Greziak.

Selected Target Areas

2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
3.7 Provides for articulation and alignment between and among all levels of schools
3.8 Implements interventions to help students meet expectations for student learning

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

Poncy, Brian C.; McCallum, Elizabeth; Schmitt, Ara J.; A Comparison of Behavioral and Constructivist Interventions for Increasing Math-Fact Fluency in a Second-Grade Classroom (EJ903129) Psychology in

the Schools, v47 n9 p917-930 Nov 2010

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Collaborative Planning	2012-08-01	2013-06-30	Each grade level teachers, including special education teachers, will meet each nine weeks under the direction of the building administrator to plan the constructivist lessons appropriately.
Data Teams	2012-08-27	2013-06-30	Floyd School Improvement Team
Extended School Year for Identified At Risk Students	2013-06-10	2013-08-23	Building principal
Math Lab	2012-09-04	2013-06-07	Title One Teachers (Judy Lee) At Risk Teacher (Jennifer Moon) Title One paraprofessionals (Dorothy Stone, Pam Foye) Rod Dishaw, Principal
Student Support for Reteaching and Work Completion	2012-09-04	2013-06-07	Title One Paraprofessionals Building Principal

1.1.1.1. Activity: Collaborative Planning

Activity Type: Professional Development

Activity Description: Each nine weeks, grade level cohorts will gather together to plan for the upcoming nine week instructional period. Using training provided on Constructivist mathematic teaching the teachers will develop lessons that center on the focus areas as identified through the Grade Level Content Expectations and as measured by state and local assessments at their grade level.

Planned staff responsible for implementing activity: Each grade level teachers, including special education teachers, will meet each nine weeks under the direction of the building administrator to plan the constructivist lessons appropriately.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-01, End Date - 2013-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Grade Level Collaborative Planning - Every 9 weeks	Title I Part A	6,560.00	
Math Trainer Kathie Gresziak	Title II Part A	6,000.00	

1.1.1.2. Activity: Data Teams

Activity Type: Professional Development

Activity Description: Based upon the work of Douglas Reeves and the 90/90/90 group, and under the direction of Steve Ventura - also of the 90/90/90 group, all school staff will participate in data teams weekly on Wednesday afternoons to analyze data in real-time to make decisions regarding teaching and learning. This will help us to identify gaps that may exist among male/female students, special education, or economically disadvantaged students.

Planned staff responsible for implementing activity: Floyd School Improvement Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-27, End Date - 2013-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Support from Steve Ventura, Educational Consultant on Data Teams	General Funds	200.00	

1.1.1.3. Activity: Extended School Year for Identified At Risk Students

Activity Type: Other

Activity Description: Title one teachers and paraprofessionals will staff an extended school year program (summer and before and after school) to provide specific skill instruction for students in the areas of reading and math.

Planned staff responsible for implementing activity: Building principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2013-06-10, End Date - 2013-08-23

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff for Extended Day Programs	Title I Part A	6,916.00	

1.1.1.4. Activity: Math Lab

Activity Type: Other

Activity Description: Students in grades 2-5 who have been identified to be at risk in the area of Mathematics will be given 30 additional minutes of intense conceptual based instruction on a bi-weekly basis. The growth of each student will be measured weekly with the goal for all students being the proficiency at the expected grade level. This Math Lab will be a combination of resources from Title One and At Risk personnel.

Planned staff responsible for implementing activity: Title One Teachers (Judy Lee)
At Risk Teacher (Jennifer Moon)
Title One paraprofessionals (Dorothy Stone, Pam Foye)
Rod Dishaw, Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
At Risk Math Lab Teacher (Moon.5)	Section 31 a	24,414.00	
Math Lab Title OneParaprofessionals (.5 Stone, .5 Foye, Osborne)	Title I Part A	34,624.00	
Title One Teacher .5 (Lee)	Title I Part A	31,927.00	

1.1.1.5. Activity: Student Support for Reteaching and Work Completion

Activity Type: Other

Activity Description: Based on teacher referral, students may be referred for Student Support Services for the purposes of either reteaching or completing late or missing work. One major factor identified in our data analysis and through the School Data Profile was that a number of students lacked the support at home to accomplish homework or missing work successfully. We will use Title One resources to give

the children time, outside of the core instructional period, to both have concepts retaught if necessary but also to provide guidance for work completion.

Planned staff responsible for implementing activity: Title One Paraprofessionals
Building Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
At Risk Counselor to Address Study Skills for Identified Students	Section 31 a	80,781.00	
Title One Paraprofessionals (Krotzer, Lashuay)	Title I Part A	24,390.00	

Goal 2: Reading Achievement

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: By the 2013-2014 school year we will see a 25% increase in the number students at each grade level performing at an 80% accuracy level in Reading.

Gap Statement: Kindergarten - Second Grade

Needs:
Based on the 2011-2012 MEAP data 18% of our third grade students scored 80% or above in the reading strand of word study. Based on this data 48% of our students need to improve their scores to reach the 80% accuracy goal for word study. The strand of word study accounts for 12% of the overall reading MEAP assessment for third grade.

Based on the 2011-2012 MEAP data only 56% of our third grade students scored 80% or above in the reading strand of narrative text. Based on this data 34% need to improve their scores to reach the 80% accuracy goal for narrative text. The strand of narrative text accounts for 36% of the overall reading MEAP assessment for third grade.

Based on the 2011-2012 MEAP data only 30% of our third grade students scored 80% or above in the reading strand of informational text. Based on this data 49% need to improve their scores to reach the 80% accuracy goal for informational text. The strand of informational text accounts for 6% of the overall reading MEAP assessment for third grade.

Based on the 2011-2012 MEAP data only 28% of our third grade students scored 80% or above in the reading strand of comprehension. Based on this data 53% of our students need to improve their scores to reach the 80% accuracy goal for comprehension. The strand of comprehension accounts for 36% of the overall reading MEAP

assessment for third grade.

Third Grade

Needs:

Based on the 2011-2012 MEAP data 49% of our fourth grade students scored 80% or above in the reading strand of word study. Based on this data 31% of our students need to improve their scores to reach the 80% accuracy goal for word study. The strand of word study accounts for 12% of the overall reading MEAP assessment for fourth grade.

Based on the 2011-2012 MEAP data only 33% of our fourth grade students scored 80% or above in the reading strand of narrative text. Based on this data 42% need to improve their scores to reach the 80% accuracy goal for narrative text. The strand of narrative text accounts for 21% of the overall reading MEAP assessment for fourth grade.

Based on the 2011-2012 MEAP data only 18% of our fourth grade students scored 80% or above in the reading strand of informational text. Based on this data 73% need to improve their scores to reach the 80% accuracy goal for informational text. The strand of informational text accounts for 9% of the overall reading MEAP assessment for fourth grade.

Based on the 2011-2012 MEAP data only 22% of our fourth grade students scored 80% or above in the reading strand of comprehension. Based on this data 65% of our students need to improve their scores to reach the 80% accuracy goal for comprehension. The strand of comprehension accounts for 58% of the overall reading MEAP assessment for fourth grade.

Fourth Grade

Needs:
Based upon 2011-2012 5th Grade MEAP Reading, only 35% of all students performed at the 80-100% accuracy goal for the Word Study strand. Based on this data 57% of our students need to improve their scores to reach 80-100% accuracy for the Word Study strand. 6% of all reading test items on the MEAP assess the Word Study strand.

Based upon 2011-2012 5th Grade MEAP Reading, only 49% of all students performed at the 80-100% accuracy goal for the Narrative Text strand. Based on this data 42% of our students need to improve their scores to reach 80-100% accuracy for the Narrative Text strand. 36% of all reading text items on the MEAP assess Narrative Text strand.

Based upon 2011-2012 5th Grade MEAP Reading, only 56% of all students performed at the 80-100% accuracy goal for the Informational Text strand. Based on this data 18% of our students need to improve their scores to reach 80-100% accuracy for the Informational Text strand. 3% of all reading test items on the MEAP assess the Informational Text strand.

Based upon 2011-2012 5th Grade MEAP Reading, only 23% of all students performed at the 80-100% accuracy for the Comprehension strand. Based on this data, 63% of our students need to improve their scores to reach 80-100% accuracy for the Comprehension strand. 45% of all reading test items on the MEAP assess the Comprehension strand.

Fifth Grade

Needs:
Based upon 2011-2012 6th Grade MEAP Reading, only 16% of all students performed at the 80-100% accuracy goal for the Word Study strand. Based on this data 39% of our students need to improve their scores to reach 80-100% accuracy for the Word Study strand. 12% of all reading test items on the MEAP assess the Word Study strand.

Based upon 2011-2012 6th Grade MEAP Reading, only 24% of all students performed at the 80-100% accuracy goal for the Narrative Text strand. Based on this data 53% of our students need to improve their scores to reach 80-100% accuracy for the Narrative Text strand. 33% of all reading text items on the MEAP assess Narrative Text strand.

Based upon 2011-2012 6th Grade MEAP Reading, only 37% of all students performed at the 80-100% accuracy goal for the Informational Text strand. Based on this data 35% of our students need to improve their scores to reach 80-100% accuracy for the Informational Text strand. 6% of all reading test items on the MEAP assess the Informational Text strand.

Based upon 2011-2012 6th Grade MEAP Reading, only 24% of all students performed at the 80-100% accuracy for the Comprehension strand. Based on this data, 35% of our students need to improve their scores to reach 80-100% accuracy for the Comprehension strand. 48% of all reading test items on the MEAP assess the Comprehension strand.

DIBELS DATA

According to 2011-2012 DIBELS data, the following grade levels ended the school year in the following categories (note - all special populations are included in the data):

Kindergarten - Intensive Support Needed: 16%
Strategic Support: 20%
At Benchmark: 63%

First Grade - Intensive Support Needed: 17%
Strategic Support: 23%
At Benchmark: 60%

Second Grade - Intensive Support Needed: 23%
Strategic Support: 17%
At Benchmark: 60%

Third Grade - Intensive Support Needed: 24%
Strategic Support: 30%
At Benchmark: 46%

Fourth Grade - Intensive Support Needed: 35%
Strategic Support: 9%
At Benchmark: 57%

Fifth Grade - Intensive Support Needed: 21%

Strategic Support: 31%
At Benchmark: 48%

Special Needs Students

On the MI-Access assessment, special education students scored at the following levels:

Third Grade: Surpassed - 68%
Attained - 11%
Emerging - 11%

Fourth Grade: Surpassed - 42%
Attained - 6%
Emerging - 42%

Fifth Grade: Surpassed - 66%
Attained - 0%
Emerging - 33%

Demographic Data:

On the Reading section of the MEAP the following were the scores of proficiency of male:female students - 3rd grade: 41:65, 4th grade: 59:54, 5th grade: 63:52. This data shows that our biggest discrepancy occuring in third grade with the gap decreasing in 4th and 5th grades. While a gap does exist, it does not appear that the range of the gap (with the exception of third grade) is large enough to warrant action at this time. The data needs to be watched carefully, however, to possibly be addressed in the next year if the trend continues or worsens.

On the Reading section of the MEAP the following were the scores of proficiency of ED:Non-ED students - 3rd grade: 53:50, 4th grade: 43:75, 5th grade: 52:64. This data shows that our biggest discrepancy occuring in fourth grade, while the gap is not nearly as wide in the other grade levels. This warrants that we pay special attention to the ED students in this grade level to monitor achievement. with the gap decreasing in 4th and 5th grades.

Cause for Gap: As we transition to the Common Core standards, we have learned through Professional Developement that the rigor of our questions on the common assessments that were compiled by the district staff, need to be increased to more fully represent the types of questions that the students will encounter on state assessments. Using the NAEP test as our guide, we will be including more moderate and extended questions to our assessments thus giving teachers and administrators a better guide as to how our students are achieving throughout the year.

Multiple measures/sources of data you used to identify this gap in student achievement: The DIBELS assessment given in reading 3 times during the school year was used as an indicator of growth and showed areas of concern to be addressed.

The 2011 MEAP/MI-Access test was administered to grades 3-6 and those findings have been used to drive the school improvement plan to show areas of concern that need to be addressed so that our students can achieve success in areas of weakness.

The S.T.A.R. assessment is administered 3 times a year and those findings are also used to drive instruction and to advance learning.

D.R.A. is used as a measuring tool to assess students independent reading levels used by teachers to drive instruction on an individual and whole-class basis.

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? Specifically for the Diagnostic Reading Lab, we commissioned a study by the Legacy Center for Community Success to determine the effectiveness of the Diagnostic Reading Lab. The results of this study are attached to the school improvement plan.

DIBELS will continue to be used in grades K-5, 3 times a year as an indicator of growth and to show areas of concern to be addressed and monitor the success of our instruction.

The MEAP/MI-Access test administered in 2011, in grades 3-6, will continue to be used by the school improvement group to show areas of concern that need to be addressed and monitor success of our instruction.

The S.T.A.R. assessment will continue to be administered 3 times a year and those findings will be used to drive instruction and advance learning for success.

D.R.A. testing will be used in grades 4-5 in place of DIBELS, to assess students independent reading levels to drive instruction and guarantee students continued success.

Contact Name: Rod Dishaw

List of Objectives:

Name	Objective
Increase Instructional Time on Focus Areas	Teachers will increase the amount of instructional time spent on the focus areas identified to represent a ratio equivalent to that which is assessed by the state and local evaluations (i.e. third grade will spend 58% of instructional time on the reading strand of comprehension) as demonstrated by the ELA pacing guides, lesson plans, and administrator observations, and measured by state and local assessments.

2.1. Objective: Increase Instructional Time on Focus Areas

Measurable Objective Statement to Support Goal: Teachers will increase the amount of instructional time spent on the focus areas identified to represent a ratio equivalent to that which is assessed by the state and local evaluations (i.e. third grade will spend 58% of instructional time on the reading strand of comprehension) as demonstrated by the ELA pacing guides, lesson plans, and administrator observations, and measured by state and local assessments.

List of Strategies:

Name	Strategy
Increased Opportunities for High Success	Qualified instructors will provide an additional one-half hour of literacy instruction for students in grades K-1 in the Diagnostic Reading Lab. The students will work in small groups to receive deliberate, specific instruction in the reading strands of word study,

Independent Reading	narrative text, informational text, and comprehension. Teachers of K-5 students will provide additional opportunities for students to engage in high success independent reading.
Research-based Instruction	Teachers of K-5 students will utilize thinking maps and other research-based practices as mandated by the school improvement team and monitored by the building principal to promote higher level thinking skills connected to reading all texts and to provide instruction regarding text structures.

2.1.1. Strategy: Increased Opportunities for High Success Independent Reading

Strategy Statement: Qualified instructors will provide an additional one-half hour of literacy instruction for students in grades K-1 in the Diagnostic Reading Lab. The students will work in small groups to receive deliberate, specific instruction in the reading strands of word study, narrative text, informational text, and comprehension.

Teachers of K-5 students will provide additional opportunities for students to engage in high success independent reading.

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.
II.1.B.5 School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.

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

Schmoker, M. (2010) Focus, Washington, DC: Association of School Curriculum and Development.

Allington, R. (2009) What really matters in response to intervention. Research-based designs. Boston,MA: Allyn & Bacon.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
30 Minutes of Direct Instruction in Specific Literacy Skills	2011-09-01	2012-06-07	Title One staff and K-1 classroom teachers will all be responsible for implementing this activity. Classroom teachers in grades K - 5 will monitor and provide additional opportunities to ensure that students are engaged in high success reading.

2.1.1.1. Activity: 30 Minutes of Direct Instruction in Specific Literacy Skills

Activity Description: Students in Grades K-1 will receive 30 additional minutes of specific literacy instruction daily by qualified instructors in small groups in the Diagnostic Reading Lab.

Students in grades K - 5 will spend additional time engaged in independent reading of various genres.

Planned staff responsible for implementing activity: Title One staff and K-1 classroom teachers will all be responsible for implementing this activity.

Classroom teachers in grades K - 5 will monitor and provide additional opportunities to ensure that students are engaged in high success reading.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, 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
General education teacher participation in the DRL	General Funds	36,000.00	
Title One Staff (Lee .5, Moon .5, Foye .5, Stone, .5)	Title I Part A	78,569.00	

2.1.2. Strategy: Research-based Instruction

Strategy Statement: Teachers of K-5 students will utilize thinking maps and other research-based practices as mandated by the school improvement team and monitored by the building principal to promote higher level thinking skills connected to reading all texts and to provide instruction regarding text structures.

Selected Target Areas

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

Allington, R. (2009). What really matters in response to intervention. Research-based designs. Boston, MA: Allyn & Bacon.

Hyerle, D., & Piercy, T. (2007). Thinking maps: The cognitive bridge to literacy a
visual language for bridging reading text structures to writing prompts.
Berkeley, CA: Thinking Maps, Inc.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data Teams	2012-07-02	2013-06-30	School Improvement Team
Research-Based Instruction	2012-09-01	2013-06-07	District staff will provide professional development regarding Thinking Maps. A consultant in reading instruction will provide training and development for teachers in the Reading Workshop model. School Improvement Committee and building principal

2.1.2.1. Activity: Data Teams

Activity Type: Professional Development

Activity Description: Based upon the work of Douglas Reeves and the 90/90/90 group, and under the direction of Steve Ventura - also of the 90/90/90 group, all school staff will participate in data teams weekly on Wednesday afternoons to analyze data in real-time to make decisions regarding teaching and learning. This will help us to identify gaps that may exist among male/female students, special education, or economically disadvantaged students.

Planned staff responsible for implementing activity: School Improvement Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-07-02, End Date - 2013-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Support from Steve Ventura, Educational Consultant on Data Teams	General Funds	200.00	

2.1.2.2. Activity: Research-Based Instruction

Activity Type: Professional Development

Activity Description: Teachers will participate in professional development regarding research-based

instructional practices, including thinking maps and reading workshop, as recommended by the school improvement committee and monitored by building principal.

Planned staff responsible for implementing activity: District staff will provide professional development regarding Thinking Maps. A consultant in reading instruction will provide training and development for teachers in the Reading Workshop model.

School Improvement Committee and building principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-01, End Date - 2013-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Workshop Training	Title II Part A	5,000.00	
Thinking Maps Training	Title II Part A	4,000.00	

Goal 3: Writing Expression

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: By the 2013-2014 school year we will see a 25% increase in the number students at the 4th grade level who are scoring as "Proficient" or higher on the Michigan Educational Assessment Program test.

Gap Statement: Kindergarten - Third Grade Writing

Needs:

Based upon 2011-2012 4th Grade MEAP Writing, only 0% of all students performed at the 80-100% accuracy goal for the Writing Process strand. Based on this data 77% of our students need to improve their scores to reach 80-100% accuracy for the Writing Process strand. This strand comprises 13% of the Writing MEAP assessment.

Based upon 2011-2012 4th Grade MEAP Writing, only 2% of all students performed at the 80-100% accuracy goal for the Personal Style strand. Based on this data 80% of our students need to improve their scores to reach 80-100% accuracy for the Personal Style strand. This strand comprises 15% of the Writing MEAP assessment.

Based upon 2011-2012 4th Grade MEAP Writing, only 4% of all students performed at the 80-100% accuracy goal for the Grammar and Usage strand. Based on this data 69% of our students need to improve their scores to reach 80-100% accuracy for the Grammar and Usage strand. This strand comprises 18% of the Writing MEAP assessment.

Goals:

By the 2013-2014 school year we will see a 25% increase in the number students at each grade level performing at an 80% accuracy level in Writing.

Fourth - Fifth Grade Writing

Needs:

Based upon 2011-2012 7th Grade MEAP Writing, only 15% of all students performed at the 80-100% accuracy goal for the Writing Process strand. Based on this data 79% of our students need to improve their scores to reach 80-100% accuracy for the Writing Process strand. This strand comprises 25% of the Writing MEAP assessment.

Based upon 2011-2012 7th Grade MEAP Writing, only 30% of all students performed at the 80-100% accuracy goal for the Personal Style strand. Based on this data 47% of our students need to improve their scores to reach 80-100% accuracy for the Personal Style strand. This strand comprises 23% of the Writing MEAP assessment.

Based upon 2011-2012 7th Grade MEAP Writing, only 40% of all students performed at the 80-100% accuracy goal for the Grammar and Usage strand. Based on this data 28% of our students need to improve their scores to reach 80-100% accuracy for the Grammar and Usage strand. This strand comprises 23% of the Writing MEAP assessment.

MLPP Writing

Based on the MLPP writing assessment (Spring, 2011), the following percentages of students in grades K-2 scored in the following categories:

Grade Level 4 Level 3 Level 2 Level 1 (Level 4 is highest, Level 1 is emerging)

K 4% 31% 21% 11%

1st 37% 38% 24% 0%

2nd 25% 41% 19% 1%

Gap in Professional Learning

In a recent teacher survey, 81 percent of teachers said that they benefit from, or would benefit from, instruction and support from a writing coach.

Demographic Information:

Based upon local and state assessments, special demographic populations are doing poorly as well. Any activities and strategies that are designed to address our writing weaknesses will be aimed at these populations as well.

Cause for Gap: Historically the amount of time spent in writing has been low and inconsistent. Resources, instructional strategies and focus areas varied by instructor. We have lacked a cohesive, researched based

approach to the teaching of writing. This has led to fragmentation of skills which has inhibited our students achieving at high levels. Implementation of the MAISD writing units, through professional development provided by Alicia Kubacki, MCESA General Education Consultant, will allow us to be more cohesive and intensify the rigor required for successful writing.

Multiple measures/sources of data you used to identify this gap in student achievement: The 2011 MEAP test was administered to grades 4 and 7 and those findings have been used to drive the school improvement plan to show areas of concern that need to be addressed so that our students can achieve success on state assessments.

MLPP Writing in grades K-2 is done 3 times a year to show areas of concern and to then drive instruction.

Themed Writing in grades 3-5 is done 3 times a year to also show areas of concern and to then drive instruction so that students can perform at a state level. The findings will be input into data director, compiled and distributed back to teachers to assist them with the instruction of lessons.

Local Assessments designed by the district are used to assist in the direction of instruction through the teachings of Lucy Caulkins.

We also used teacher surveys to identify needs in professional development and the need for a teacher coach.

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 2012 MEAP test will be administered to grades 4 and 7 and will continue to be used by the school improvement team to show areas of concern that need to be addressed to monitor the success of our instruction.

MLPP Writing in grades K-2 will continue to be done 3 times a year to show areas of concern that need to be addressed and to monitor our students success.

Themed Writing in grades 3-5 will continue to be done 3 times a year to show areas of concern that need to be addressed and to monitor our students success. The information gathered will also supply data to show we are becoming a more cohesive research-based writing team without so much fragmentation between grade levels and instructors.

Contact Name: Rod Dishaw

List of Objectives:

Name	Objective
Increase Instructional Time on Focus Areas	Teachers will increase the amount of instructional time spent on the focus areas identified for their grade level to represent a ratio equivalent to that which is assessed by the state and local evaluations (ie. K-third grade will spend 13 % of instructional time on the writing process and 4th and 5th will spend 25 % on the writing process) This will be measured and demonstrated through the pacing guides for each grade level.

3.1. Objective: Increase Instructional Time on Focus Areas

Measurable Objective Statement to Support Goal: Teachers will increase the amount of instructional time spent on the focus areas identified for their grade level to represent a ratio equivalent to that which is assessed by the state and local evaluations (ie. K-third grade will spend 13 % of instructional time on the writing process and 4th and 5th will spend 25 % on the writing process) This will be measured and demonstrated through the pacing guides for each grade level.

List of Strategies:

Name	Strategy
Writing Coach	Using a writing coach that has extensive training in the Lucy Calkins Units of Study program, as well as training in other workshop models, will benefit the teachers and staff as we implment the MAISA units to better align our writing to the common core.
Writing Workshop	Teachers will implement writing workshop consistently with particular attention to focus areas within their grade level.

3.1.1. Strategy: Writing Coach

Strategy Statement: Using a writing coach that has extensive training in the Lucy Calkins Units of Study program, as well as training in other workshop models, will benefit the teachers and staff as we implment the MAISA units to better align our writing to the common core.

Selected Target Areas

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

The Elementary School Journal, a peer reviewed journal for education, released the following study in the September, 2010 edition. They found the following:

Long-Term Gains in Student Reading Achievement: A literacy program with a strong coaching component helped increase student literacy learning by 16 percent in its first year, 28 percent in its second year, and 32 percent in the third, according to a study tracking students from kindergarten through second grade in 17 schools. "[T]his study contributes important new evidence of the potential for literacy coaching to yield improvements in student literacy outcomes," the researchers write. --Gina Biancarosa, Anthony S. Bryk, and Emily R. Dexter, "Assessing the Value-Added Effects of Literacy Collaborative Professional Development on Student Learning."

Coaching Benefits New Teachers: High teacher turnover is a problem in many urban school districts and can disrupt professional development efforts. Researchers from the University of Pittsburgh and Carnegie Mellon University investigated the effect of coaching on new teachers in a high-turnover school. The study found that schools with coaching programs saw significant improvement in measures of teacher practices and student outcomes compared to schools without coaching programs. The findings suggest that new teachers benefit from going to work at schools with strong coaching programs in place, and that coaching

programs could have an added benefit in high-turnover urban schools. --Lindsay Clare Matsumura, Helen E. Garnier, Richard Correnti, Brian Junker, and Donna DiPrima Bickel, "Investigating the Effectiveness of a Comprehensive Literacy Coaching Program in Schools with High Teacher Mobility."

Advantages of Coaching over Traditional Professional Development: Susan Neuman and Tanya Wright of the University of Michigan compare the effectiveness of university-based coursework and coaching as means of professional development for early childhood educators. On measures of classroom environment that supports literacy learning, teachers in the study who received coaching outperformed teachers who received coursework. "In sum, coaching appears to improve a number of quality practices in language and development for early childhood educators," the researchers write. "It reaches teachers where they are, demonstrating that quantitative changes in language and literacy development in the short term are possible when professional development is targeted, individualized, and applicable to its audience." --Susan B. Neuman and Tanya S. Wright, "Promoting Language and Literacy Development for Early Childhood Educators: A Mixed-Methods Study of Coursework and Coaching."

What Coaches Do and How Teachers React: A study by researchers from the University of Pittsburgh explores what coaches do, how teachers perceive that work, and how coaching affects student learning. The study found that coaching activities fall into five broad categories: "working with teachers (individually or in groups), planning and organizing that supported the work with teachers, management or administrative tasks, school-related meetings and outreach to parents or community, and working with students in assessment or instruction." Most teachers involved in the study had positive perceptions of coaches' work, the study found. Moreover, in schools where coaches spend more time coaching (as opposed to administrative or planning tasks), a higher percentage of students demonstrate proficiency in reading, the study found. --Rita M. Bean, Jason A. Draper, Virginia Hall, Jill Vandermolen, Naomi Zigmond, "Coaches and Coaching in Reading First Schools: A Reality Check."

What Teachers Value in a Coach: Michelle Vanderburg and Diane Stevens of the University of South Carolina used interviews with 35 teachers who had participated in coaching programs to find out what teachers value about the work of coaches. "Patterns in the data suggest the teachers valued how the coaches created a space for collaboration, provided ongoing support, and taught about research-based instructional strategies," the authors write. "Teachers credited their coach with helping them try new teaching practices, incorporate more authentic assessments, ground their decisions in professional literature, and create curriculum that was more student centered." --Michelle Vanderburg and Diane Stephens, "The Impact of Literacy Coaches: What Teachers Value and How Teachers Change."

Balancing the Relationship with Teachers: Jacy Ippolito from Salem State College investigated the way coaches balance two potentially competing roles as they work with teachers: being responsive and being directive. "Responsive relationships are those in which coaches focus on teacher self-reflection, thereby allowing teachers' and students' needs to guide the coaching process," Ippolito writes. "Directive relationships are those in which coaches assume the role of expert and are assertive about what instructional practices teachers must implement." The research found that coaches flip between the two roles frequently during the course of a single coaching session, often using established protocols to balance the two. --Jacy Ippolito, "Three Ways That Literacy Coaches Balance Responsive and Directive Relationships with Teachers."

Going from Teacher to Coach: Researchers from the University of Missouri and Penn State University followed a group of first-year mathematics coaches to see how they settled into their new roles. The researchers found four components to a new coach's identity: "coach as supporter of teachers, coach as supporter of students, coach as learner, and coach as supporter of the school-at-large." These roles were

shaped not only by the coaches themselves, but also by teachers and principals. --Kathryn B. Chval, Fran Arbaugh, John K. Lannin, Delinda van Garderen, Liza Cummings, Anne T. Estapa, Maryann E. Huey, "The Transition from Experienced Teacher to Mathematics Coach: Establishing a New Identity."

What Coaches Do Right: Researchers from the University of Delaware, University of Virginia, and Georgia Department of Education identify several specific aspects of teacher coaching that have a significant influence on teaching practice. The study could help create a framework to evaluate teacher coaching programs. --Sharon Walpole, Michael C. McKenna, Ximena Uribe-Zarain, and David Lamitina, "The Relationships between Coaching and Instruction in the Primary Grades: Evidence from High-Poverty Schools."

Using this research, among others, we will work to create a best practices model for our writing coach.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing Coach Training and Modeling	2012-08-29	2013-07-01	Writing Coach Building Principal

3.1.1.1. Activity: Writing Coach Training and Modeling

Activity Type: Professional Development

Activity Description: The writing coach will work with teachers and other staff to help them implement a more rigorous writing program, using resourses such as Lucy Calkins, Ralph Fletcher, Don Graves, etc.

Planned staff responsible for implementing activity: Writing Coach
Building Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-29, End Date - 2013-07-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writing Coach (Schroeder)	Title II Part A	41,935.50	

3.1.2. Strategy: Writing Workshop

Strategy Statement: Teachers will implement writing workshop consistently with particular attention to focus areas within their grade level.

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.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

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

Scharer, Patricia L;. Su Pinnel, Gay Guiding K-3 Writers to Independence The New Essentials. Scholastic, 2008. Print.

Calkins, Lucy; Units of Study For Primary Writing (includes K-2); Units of Study for Primary Writing (Includes 3-5), 2003. Print.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data Teams	2012-07-02	2013-06-30	School Improvement Team
Professional Development	2012-07-01	2013-06-30	Teachers from each grade level will participate in the professional development and in developing lessons and activities to improve skills in identified areas.
Staff Implementation of MAISD Writing Units	2012-08-01	2012-08-31	Alicia Kubacki, MCESA Rod Dishaw, Principal
Writing Coach	2012-08-30	2013-07-01	Theresa Schroeder, Writing Coach Rod Dishaw, Principal

3.1.2.1. Activity: Data Teams

Activity Type: Professional Development

Activity Description: Based upon the work of Douglas Reeves and the 90/90/90 group, and under the direction of Steve Ventura - also of the 90/90/90 group, all school staff will participate in data teams weekly on Wednesday afternoons to analyze data in real-time to make decisions regarding teaching and learning. This will help us to identify gaps that may exist among male/female students, special

education, or economically disadvantaged students.

Planned staff responsible for implementing activity: School Improvement Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-07-02, End Date - 2013-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Support from Steve Ventura, Educational Consultant on Data Teams	General Funds	200.00	

3.1.2.2. Activity: Professional Development

Activity Type: Professional Development

Activity Description: Staff will participate in professional development to enhance writing instruction. This will include Alicia Kubacki, a Thinking Map trainer, to overview the types of Thinking Maps available. Staff will then be given time to work with pacing guides to connect thinking maps to writing and other core areas.

Writing coach, Theresa Schroeder, will partner with teachers to enhance implementation with Writing Workshop.

Staff meetings, teachers will review pacing guides and share lessons within their grade level.

Planned staff responsible for implementing activity: Teachers from each grade level will participate in the professional development and in developing lessons and activities to improve skills in identified areas.

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General Education Coordinator from Midland ESA	General Funds	100.00	
Thinking Maps Binder Resources	Other	2,500.00	
Writing Coach (Schroeder)	Title II Part A	6,709.00	

3.1.2.3. Activity: Staff Implementation of MAISD Writing Units

Activity Type: Professional Development

Activity Description: The elementary staff will be provided with copies of, and training in, the implementation of the MAISD writing units - which are aligned to the common core. Mrs. Alicia Kubacki, MCESA representative, will train staff in the implementation and pacing of this writing instruction.

Planned staff responsible for implementing activity: Alicia Kubacki, MCESA
Rod Dishaw, Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-01, End Date - 2012-08-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
MAISD Writing Units	General Funds	300.00	
Staff Development on the MAISD Writing Units for 25 teachers Grades 2-11	Title II Part A	2,900.00	

3.1.2.4. Activity: Writing Coach

Activity Type: Professional Development

Activity Description: The school will make use of a writing coach. The writing coach has recieved extensive training on the use of Lucy Calkin's Units of Study. This training will pair well with the implementation of the MAISA units that we will be using as we incorporate the common core into our writing instruction. The school improvement team, based upon discussion, feels that having professional development and coaching support from a writing coach will benefit teachers as they move toward a more rigorous writing plan.

Planned staff responsible for implementing activity: Theresa Schroeder, Writing Coach
Rod Dishaw, Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-30, End Date - 2013-07-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Resource Profile

Funding Source	Planned Amount	Actual Amount
Other	$2,500.00	$0.00
Title II Part A	$66,544.50	$0.00
General Funds	$37,000.00	$0.00
Title I Part A	$182,986.00	$0.00
Section 31 a	$105,195.00	$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?

    The Comprehensive Needs Assessment was conducted via the following timeline:

    Step 1: Gathered committee of teachers, paraprofessionals, administrators, and parents.

    Step 2: Collected Data

    Step 3: Determined additonal Data needed

    Step 4: As series of meetings were held to go through the specific questions of the CNA, as well as to review our previous CNA to see what needed to be changed.

    Step 5: Using the Advanced Ed website we inputted the data necessary to complete the CNA.

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.

    Results and Conclusions:

    Student Achievement - Progress in the academic areas looked at by the CNA team, as well as the school improvement team, revealed that we are in the greatest need of moving our students along to a proficiency of at least 80% in the focus areas in math, reading, and writing. This will be addressed at length in the school improvement plan.

    School Programs/Process - While good things were occurring in individual classrooms we saw that we needed a more focused effort coordinating things that are working. This was particularly glaring in the area of Mathematics. This is addressed in the goals/objectives/strategies/activities section of the school improvement plan.

    Perception Data - Overall the perception of the parents, staff, students, and community was positive. Additional perception data was collected through the building's use of the Instructional Consultation Team

and the perception data that was yielded from that process.

Demographic - While our population demographics have remained rather static over the past five years we all decided that particular attention needs to be made as to how we assess our special education students and what alternative assignments and tests were given to adequately assess their level of performance.

Schoolwide 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.

   Response to Intervention (RTI)/Instructional Consultation Teams (ICT)

   As described by Bean and Lillenstein (2012) RTI was written into U.S. law in 2004 as a means to provide better instruction for all students and to reduce the number of students being identified for special education services. The RTI model includes the following, "(a) use of multiple tiers of increasingly intense interventions (b) a problem-solving approach to identify and evaluate instructional strategies (c) integrated data collection and assessment system to monitor student progress and guide decisions at every level" (Coleman, Buysse, & Neitzel, 2006, p1).

   There is a direct parallel between the structure of the models for RTI and ICT. The goal of ICT is to "Enhance/Improve/Increase Student and Staff Performance" (Rosenfield and Gravois, 1996). The objectives of ICT are 1. Develop a systematic support network within each building, including a trained Instructional Consultation Team. 2. Enhance teachers' skills in and application of best practices of instructional assessment and delivery. 3. Develop school-wide norms of collaboration and problem solving. 4. Utilize data for classroom and school decisions (Rosenfield and Gravois, 1996).

   The following actions steps are in addition to the action steps stipulated within our overall school improvement plan:
   1. Create common planning time to increase and improve collaboration.
   2. Develop and train staff for implementation of data teams.
   3. Continue staff training for ICT and increase the number of staff using the ICT process.

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

   The district had researched RTI models and the ICT process. Individuals volunteered to become trained to assume leadership roles in the ICT process and develop the RTI model within our school.

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.

Floyd Elementary continually examines its curriculum alignment with the Michigan Department of Education model particularly as we transitioned to the Common Core State Standards in Math and ELA. As a result of this effort, there are no variances with the State's model core curriculum or recommended national standards. We are in the process of updating Math and ELA pacing guides to align with the Common Core State Standards. This will be an on-going process as we implement the Common Core State Standards. This effort will involve the participation of all staff. Floyd Elementary curricular objectives, textbooks, and teaching materials are available for public review at the school.

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 building level, teachers worked in teams to learn about the Common Core State Standards and to update their pacing guides for Math and ELA. A small group of staff volunteers worked as a leadership team to guide that process. Teachers worked periodically throughout the year to develop strategies for Math instruction and to develop assessments for Math and ELA to align with Common Core State Standards.

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.

Floyd Elementary Makes the assurance that all teachers employed by the school meet the requirements to be considered Highly Qualified as defined by the United States Department of Education and the Michigan Department of Education. District personnel files contain the supporting documentation of each teacher's highly qualified status Floyd Elementary makes the assurance that all paraprofessionals employed by the school meet the requirements to be considered Highly Qualified as defined by the United States Department of Education and the Michigan Department of Education. District personnel files contain the supporting documentation of each paraprofessional's highly qualified status.

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

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

All staff in Floyd Elementary School are highly qualified as determined by the State of Michigan. Experience Levels: Less than 4 years - 5 4-20 years - 17 20 + years - 3

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.

The Superintendent shall have the authority to establish a procedure for the recruitment of well-qualified personnel to staff the schools. The Superintendent may request building Principals or other staff members to assist in this effort. Floyd Elementary offers competitive wages, benefits, and educational assistance plans to attract highly qualified teachers. All potential employees of the District shall verify their identity and employment status, including highly qualified status, to the Superintendent. Non-Discrimination The Board

shall not discriminate in its policies and practices with respect to compensation, terms or conditions of employment because of such individual's race, color, religion, sex, national origin, height weight, age, marital status, political belief, disability or handicap which does not impair an individual's ability to perform adequately in that individual's particular position or activity. The Superintendent shall have in place all appropriate procedures relative to the Americas with Disabilities Act. This statement of non-discrimination shall be published and disseminated to all students, parents, guardians, employees, applicants and the general public in a manner determines by the Superintendent. Service Credit Newly employed teachers will be limited to 5 years of service credit on the salary schedule when initially employed. Full educational credit shall be given. In extraordinary circumstances the Superintendent may request the granting of more than five years service credit, but it requires Board of Education approval for such action.

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

   Floyd Elementary, and the Bullock Creek School District as a whole, has almost no turnover of teachers. Our biggest problem at this time is keeping teachers who want to be here but are unfortunately laid off due to budget issues.

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

   Not applicable

High-Quality and Ongoing Professional Development

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

Strategies to Increase Parental Involvement

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

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

   Floyd Elementary Parent Involvement Policy

   "We believe that parents play and integral role in their child's education, whereas, not every teacher is a parent, every parent is a teacher."

   The staff at Floyd Elementary, in partnership with parents and community, promotes learning through the dedicated efforts of many to achieve one's personal best. We believe that schools clearly work best when

parents take an active interest in their children's education and encourage them to do well. Research, such as Joyce Epstein (2004) on parental involvement, has demonstrated that parent involvement is a critical component of the learning process. The evidence has shown that programs with a strong parent involvement, and school that relate well to their communities have students who outperform other schools.

* School View is available via the internet to parents during the school year. This allows parents immediate access to their child's academic progress, which facilitates communication between parents and teachers.

* Floyd Elementary, in collaboration with the West Midland Family Center, provides a summer school program which provides academic support in literacy. It provides a time for students to receive support and encouragement with reading throughout the summer. It also fosters social skills and physical fitness.

* Floyd Elementary works in partnership with Big Brothers Big Sisters, providing students with mentorship and a location for activities. Parents are actively engaged in mentor matching to ensure the best match for their child.

* Floyd Elementary, in collaboration with Midland Shelter House, provide Girls on the Run. This is an adult mentored physical activity program provided for young girls. It fosters good health, community service, and builds self-esteem.

* West Midland Family Center provides a Family Mentor to work with Floyd Students and their parents. This mentor sits in on select student meetings (i.e. Conferences, IST's, IEP's, ect.) assisting parents in the process by providing comfort and direction.

* At the end of every school year, Floyd Elementary provides a school-wide "family" picnic. During this time, several brief meetings are held to inform parents of our summer reading program offered through our Floyd School Library. This reading program supports our school improvement goals at are based on current data. Current data shows our students experience a "Summer Reading Slide". In the hopes of decreasing this slide, the Floyd library will be open for students to check out books and encourage reading throughout the summer. Our library will be open as a convenience for parents who are unable to make the trip to the local town library.

* Parents are informed of the information contained in the School/Parent/Child Compact during Parent-Teacher Conferences.

* Parents are provided an opportunity to complete a computerized Zoomerang Survey. This survey provides us with parent feedback and concerns. These surveys are emailed to parents and also available to take at school during Parent-Teacher Conferences.

* Parents are provided with a weekly classroom and a whole school newsletter every week. This keeps parents informed of what's going on in their child's classroom and school on a regular basis.

* Students also complete a nightly planner. The planner details homework and upcoming weekly events. Parents are expected to sign and return this planner with their child everyday.

* A Kindergarten Literacy Night is provided at the West Midland Family Center, in collaboration with and attendance of Floyd Kindergarten Teachers, to promote literacy in pre-kindergarten/kindergarten children following state standards and GLCE's.

* Floyd Elementary, in collaboration with the Arc of Midland, provides Count Me In. Count Me In is a program designed to teach school age children about physical differences, tolerance, and acceptance.

* Floyd Elementary visits Head Start, a pre-kindergarten program, to talk to parents about school readiness, and other typical kindergarten rituals that their child will encounter in school.

* Floyd Elementary participates in Transition IEP's in cooperation with the Midland ESA. Together, unified action plans are set in place for the success of students entering school.

* Parents are also asked to sign up for volunteer time in the classroom to assist with listening to students read and help with other classroom projects.

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

2a. Design

This past school year parents were invited to attend one of several informational meetings. These meeting addressed our school improvement plan. These meetings informed parents of our current "Summer Reading Slide" that occurs over the summer. During the meetings, parents are provided with information to help decrease this slide over the summer, ask questions, and give recommendations. Parents also sit on the school improvement team and attend the monthly meetings to ensure that we are meeting their needs as well. Parent concerns will be voiced and applied where applicable within the school improvement plan. These will be monitored, like all school improvement issues during the school year. In additon, data from a school-wide survey was used to guide the school improvement plan.

2b. Implementation

Implementation of our school improvement plan and the parental involvement piece will happen through these small group meetings, newsletters announcing opportunities to gather in small groups, surveys and quarterly reviewing of the school improvement plan to monitor its success.

2c. Evaluation

Constant monitoring of parental involvement issues and concerns will be done by means of surveys, PTO involvement, quarterly meetings with random parents to discuss concerns about the existing school improvement plan and how to continue 100% buy-in from our families for the betterment of our students.

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

The school provides individual student academic assessment results in the following ways:

-Review of the MEAP Parent Report at the Parent Teacher Conferences (see Parent Teacher Conference Survey results in the additonal documentation section of the SIP for additional documentation as to the

value of this to parents)

-Reporting of student's literacy abilities as measured by DRA, STARS, and DIBELS on the student report card and Parent Teacher Conference time.

-At the end of the school year, parents are mailed student DIBELS score, based on final yearly assessment. This score will be used as a reference for parents and teachers to measure whether or not a "Summer Reading Slide" has occurred.

-Parent access to all classroom assessment results are available online as well as on reports that are printed out for every parent on a regular interval by classroom teachers.

-Invitation of Family Mentors to all meetings with families that have a mentor through the West Midland Family Center. A sharing of information agreement is signed by each family. The family mentor can assist parents in asking clarifying questions as well as help the parent interpret results with the assistance of the school staff.

4. All Title I schools must have a School-Parent Compact. Describe the role of parents in the development of the School-Parent Compact, including the most recent review and revision of content. Elementary schools must also provide an assurance statement that the compact is discussed at least annually at parent-teacher conferences.

   The Parent/Child/School compact is written and reviewed collaboratively with parents, teachers, and students all having an active role in the process. Meetings are usually held at least once per year to review our current compact, discuss any changes that any member of the group may suggest, and then print the compact for every family in the school. Floyd Elementary School discusses the Parent/Child/School Compact at the first parent teacher conference of each school year.

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

   Using the survey instruments available on advanced ed, we will send out several different evaluations throughout the year. This will allow parents an opportunity to provide feedback and give us information based on our school wide plan.

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

   In response to the survey question "The primary purpose of the school is to improve student learning" 66% of parents strongly agreed, while 34% of parents agreed.

   In response to the survey question "All students are expected to achieve high expectations" 38% responded with Strongly Agree, 55% Agree, and 6% Disagree

   Further data is provided in the School Data Profile.

   The results of the SDP led the school improvement team to determine that joining the NNPS would be the most effective tool to make sure that all stakeholders have a critical role in the decision making at the school.

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".

Preschool Transitions Strategies

The administration and kindergarten teaching staff of Floyd Elementary work together to ensure that all incoming kindergarten students and parents feel welcome and comfortable. Four strategies used to meet this goal:

- Kindergarten Round Up
Every year in March, parents and incoming kindergarteners are invited to attend Kindergarten Round Up. Here, parents are given information about the kindergarten curriculum, introduced to the kindergarten staff, and are able to register their child for the next school year. Local agencies, such as the Health Department, Educational Services Agency, and summer camps also attend. While the parents are walked through the pertinent information, the incoming kindergarteners are taken to the classrooms to familiarize them with the school environment and the staff. Before leaving, families are encouraged to participate in a scavenger hunt around the school.

- Preschoolers and Popsicles
Held in the late spring, a district bus picks up the incoming kindergarteners at their preschools and brings them to Floyd. Here, the students are given another opportunity to play on the playground with current kindergarteners. Popsicles are served to all preschoolers and kindergarteners at the end of the afternoon.

- Kindergarten and Preschool Teacher Meetings
Before the end of the school year, our kindergarten teachers set up meeting times with the local preschool teachers to discuss incoming students. The teachers are given the opportunity to discuss individual needs, behaviors, and possible separations of students. These notes are then used when creating class list for the following year.
One kindergarten teacher attends a day with the local Educational Services Agency staff when a majority of the IEP's for the incoming kindergarteners are held. This teacher is involved in the discussion of the transition for students with special needs.

- Open House

Floyd Elementary holds a formal Open House within the first week of school. Some years, the Open House is before the first day of school, other years it is after the first day. Either way, the kindergarten staff sends a note to the families of the incoming students inviting them to drop by before the first day of school. This gives students the chance to meet their teacher, see their locker, their classroom, and their seat.

Teacher Participation in Making Assessment Decisions

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

Teacher Participation in Making Assessment Decisions

Statement of assurance: Floyd Elementary Staff has an active voice in the decisions made regarding student assessments. We believe in the necessity of utilizing valid assessments (both formative and summative). We understand that it is NOT sufficient to simply administer assessments for the purpose of assigning students' grades. We believe that the assessment results must be analyzed to inform our instruction and reflect on our use of best practice in teaching strategies. We also believe that by collaborating in regards to our assessment analysis, we will be better prepared to identify the strengths and meet the needs of all Floyd students.

? Staff participates in district curriculum teams in the core content areas. These teams work to develop and implement assessments. These teams have been working (and will continue to work) to build and evaluate common assessments to enable school-wide staff to determine if students are learning essential skills.

? Students who benefit from differentiated instruction may or may not qualify for accommodations or modifications on assessments. Staff collaboration is used to help determine and meet those needs for students identified as being "at risk" (standard assessments and classroom assessments).

? Staff meets in small groups at the school level to score some common school-wide assessments (writing practice) and evaluate efficacy of our writing program.

? Staff meets with DIBELS administrators to analyze the results of DIBELS school-wide assessments. Students are identified and scheduled for intervention and progress monitoring through this collaborative effort.

? Staff collaborates to analyze the results of progress monitoring to evaluate student progress from the scheduled intervention. This collaboration leads to decision-making in regards to the need for the continuation of same intervention, or recommendation for alternate intervention(s).
? Staff will attend meetings to analyze MEAP data.
? STAR testing is utilized as one facet of reading assessment. This program offers suggested strategies to assist students who are not meeting an agreed upon benchmark for a particular grade level.

? K-2 staff has participated in training for DIBELS administration and in training for "I've DIBELED Now What?" This training gives instruction regarding possible strategies to utilize in assisting "at risk" students.
? Selected staff members have been trained in the Barton Tutoring system to be utilized as a phonemic awareness or phonic-based intervention.

? Selected staff members have been trained in Orton-Gillingham methods of phonics instruction utilized as one facet of intervention.
? Selected staff members have participated in SDE training regarding RTI and the three tier system of intervention.
? Several staff members have completed formalized instruction in differentiated instruction.
? Many staff members have been trained in MLPP which is utilized as another facet of Reading assessment. Implementation of data teams to review assessments and to drive instructional decision making.

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

   Staff meets in small groups at the school level to score some common school-wide assessments (writing practice) and evaluate efficacy of our writing program.
   · Staff meets with DIBELS administrators to analyze the results of DIBELS school-wide assessments. Students are identified and scheduled for intervention and progress monitoring through this collaborative effort.
   · Staff collaborates to analyze the results of progress monitoring to evaluate student progress from the scheduled intervention. This collaboration leads to decision-making in regards to the need for the continuation of same intervention, or recommendation for alternate intervention(s).
   · Staff will attend meetings to analyze MEAP data.
   · STAR testing is utilized as one facet of reading assessment. This program offers suggested strategies to assist students who are not meeting an agreed upon benchmark for a particular grade level.
   Data Teams will meet weekly to analyze data generated through formal assessments to drive instruction and student achievement.

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.

   Statement of Assurance: Teachers at Floyd Elementary School are involved in the development of accomodated and alternative measures that are used in the classroom as authentic assessments of the pupils' skills, achievements, and competencies.

   Special education teachers are involved in all weekly grade level meetings. At these meetings assessments are discussed and designed and adaptations to the content on the assessment are made. For example, a social studies assessment in third grade may have the multiple choice answers reduced to 2 choices. Special education teachers also provide alternative assessments to get the information that the general education teacher may be assessing. This could involve the use of a Brigance assessment in lieu of a district common assessment. The administration of tests one on one or having questions read by a trained adult in the building are additional strategies used.

Timely and Additional Assistance

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

Our school provides the following interventions for students experiencing difficulty within the general learning environment: -Instructional Consultation Team -Tier Groups led by Title One staff -Morning Tutoring -Coordination with outside resources (West Midland Family Center, etc.) -Barton Tutoring with training from the Literacy Council of Midland

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

Students are identified through teacher academic observations, assessments given, and behaviors observed within school. Once flagged, a number of Title 1 interventions can occur and the IC process can begin if needed. All responsible team members; teacher, parent, Title 1 staff, IC team members and student, meet and converse about strategies that can be used to provide support for the student. These strategies are closely monitored, evaluated and modified as needed to continue providing the correct needs for the student for success.

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 II
At-Risk 31a
General Fund
Grant Funding (ICT)

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

The school uses resources from a multitude of sources to ensure that effective implementation of the school improvement plan occurs. Below is a summary of funding sources and how they are used and integrated toward the achievement of the schoolwide goals.

Title I - All Title One funding is directed at student services for any student not meeting grade level targets. We purchase almost no materials with our Title I funding and instead use the money toward employment of highly qualified personnel at the building level. One example of how this funding is used in support of the school improvement plan is the Diagnostic Reading Lab. Here, students are assessed WEEKLY to gain relevant and timely data on progress in reading. Those not meeting standards are given additional reading instruction by Title One staff. In this manner we can quickly identify weaknesses and work quickly to solve the issues.

Title IIA - Quality professional development is a key to the school improvement plan. One use of these funds calls for grade levels to meet at least four times this year to target the instructional objectives in math directly at the focus areas of our school's curriculum. Moving away from simply using the textbook and instead developing innovative lessons using research based pedagogy is a goal with our title II A funding.

General Fund - The general fund supports the school improvement planning process by paying for teachers to work extra hours in the development of the plan.

Grant Funds - The school has obtained a variety of grant funding and these funds are used in support of our school improvement mission. As a participant in the SPLASH grant teachers are given additional resources to teach nutrition as part of the core curriculum, thus leading to more effective weaving of instruction into the teaching day and maximizing the use of time. The ICT grant, through the Midland Community Foundation, allows one staff member to spend half of her day assisting teachers with developing solid, research based and supported instructional strategies so that changes are made in the classroom rather than removing struggling students from the room for additional support.

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

As described above, Floyd Elementary is committed to using all of our funding - whether state, federal or local dollars - to maximize adult training in effective teaching pedagogy and to identify and assist students and parents that may need additional support. Whether it be Popsicles for Preschoolers, the Capable Kids Parenting program, or parent involvement in the school improvement process our school is committed to make effective use of resources in the mission to reach the aggressive school improvement goals that we have outlined.

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.

1. Comprehensive Needs Assessment: General Fund
Programs Funded: Floyd Elementary School Improvement Team

2. School-wide Reform Strategies: General Fund, Title I A, 31a
Programs Funded: Floyd Elementary School Improvement/School-wide Plan

3. Instruction by Highly Qualified Professional Staff: Title II A, General Fund.
Programs Funded: All staff are currently highly qualified

4. Strategies to Attract Highly Qualified Teachers to High Needs Schools: General Fund, Title II A, PTO, Foundation Grants
Programs Funded: New Teacher Orientation Program, Mentoring, Appreciation Gifts, Lunch for special occasions, Educational Conferences

5. High-Quality and Ongoing Professional Development: Title II A, Michigan Nutrition Network Grant, Title I A, General Fund, Grant Dollars
Programs funded: Lucy Calkins Writing Workshop training Instructional Consultation Team training

DIBELS training SPLASH training TAH training Marzano Vocabulary Development Bi-Monthly School Instructional Improvement Meetings

6. Strategies to Increase Parental Involvement: Title I A, General Fund, Safe and Drug Free School Funds, Grant Dollars
Programs Funded: Capable Kids Program Compass Learning, Study Island, Spelling City, Rainforest Maths School View On-line Grading Girls on the Run Family Mentor Program Preschools, Parents, and Popsicles

7. Preschool Transition Strategies: General Fund, Title I A
Programs Funded: Preschools, Parents, and PopsiclesFamily Fun Night Literacy Night Kindergarten Round-Up Play With a Purpose

8. Teacher Participation in Making Assessment Decisions: General Fund, Title II A
Programs Funded: DIBELS training Writing Test Development Grade Level Meetings

9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards: Title I A, Title II A, IDEA, 31A, General Fund, Grant Dollars
Programs Funded: Pyramid of Interventions(Buffum, et. el., 2009)

10. Coordination and Integration of Federal, State, and Local Programs and Resources: General Fund
Programs Funded: Coordination of funds is completed by the State and Federal Programs Coordinator with staff, administration, and Central Office

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.

Floyd Elementary has been a critical part of a 1.3 million dollar grant through the Midland Community Foundation, as well as the fortunate recipient of a voter approved bond issue to pay for technology. This focus on technology has enabled us to make use of mobile labs, writing programs, science implements (Vernier probes, etc.),multi. ipads, document cameras. All teachers have access to a trained lab manager throughout the school day as well.

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.

A team of highly qualified professionals are assigned to go over state assessments and other indicators (i.e. DIBELS) to reflect and change goals and objectives for the following year. The results from state assessments guide the school improvement team to the point of initialing adequate professional development for staff so that we are providing our students with the most effective researched-based education. The process is helping to minimize the fragmentation between instructors and grade levels so that consistency is key. The data is being readily supplied and explained to staff so that expectations can be met.

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.

The school improvement team examines the data from the state assessment to establish success. Those students who have been the furthest from achieving the standards set forth are flagged. Classroom practices are examined as well as individual students performance. When all information is gathered and assimilated, success is determined or adjustments are made to curriculum, current practices in alignment with the common core.

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

We hold monthly meetings with the school improvement team to ensure we are on target and revise the plan as necessary to meet the success of our studnts. The quarterly meetings with parent groups will also be considered to modify the SIP if necessary.

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

It is important to us to have a wide diversity of parents, students, and staff represented on our committee. This ensures that all members of the school improvement team can communicate with various stakeholders in the community. Students can bring information home to parents, parents can share information regarding the school at games and other events, and teachers communicate through weekly memos as well as parent conferences and open houses.

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 stakeholders attended various school improvement conferences sponsored by the Michigan Department of Education and the Michigan Association of Administrators of State and Federal Programs to help identify significant issues within our data.

We then met several times over the school year to develop goals and to analyze what we wanted to maintain from prior practice.

Using the technique of the "World Cafe" (www.worldcafe.com) to elicit feedback and data from parents and students led the school improvement team toward the development of the goals found within this plan.

Assurances

EdYES!

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

   Response: *Yes*
   Comments:

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:

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:

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:

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:

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:

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:

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:

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: *No*
    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:

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Rodney	Dishaw	Principal	rod.dishaw@bcreek.k12.mi.us
Mrs.	Judy	Lee	Teacher	judy.lee@bcreek.k12.mi.us
Ms.	Erin	Southwell	Teacher	erin.brooks@bcreek.k12.mi.us
Mrs.	Pam	Foye	Paraprofessional	pam.foye@bcreek.k12.mi.us
Mrs.	Theresa	Schroeder	Writing Coach/ICT Facilit	theresa.schroeder@bcreek.k12.mi.us
Mrs.	Sara	Schroeder	Teacher	sara.schroeder@bcreek.k12.mi.us
Mrs.	Tina	Pretzer	Special Education Teacher	christina.pretzer@bcreek.k12.mi.us
Ms.	Sara	Glynn	Parent	sglynn@carrollton.k12.mi.us
Mrs.	Jessica	Reder	Teacher	jessica.reder@bcreek.k12.mi.us
Mrs.	Jessie	Goethels	Parent	rod.dishaw@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 Road
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

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

- School-Parent Involvement Plan (*NOTE:* This attachment was invalid and could not be included.)
- School-Parent Compact (*NOTE:* This attachment was invalid and could not be included.)