

SIP

School Year: 2010

School District: Forest Park School District

Intermediate School District: Dickinson-Iron ISD

School Name: Forest Park School

Grades Served: PK,K,1,2,3,4,5,6,7,8,9,10,11,12

Principal: Ms. Becky Taylor

Building Code: 00847

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

SIP

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Introduction

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

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

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

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

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

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

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

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

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

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

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School Information

School:	Forest Park School
District:	Forest Park School District
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
School Code Number:	00847
City:	CRYSTAL FALLS
State/Province:	Michigan
Country:	United States

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Vision

Vision Statement

The vision of the Forest Park School District is to prepare our students to function effectively as citizens of a diverse world community. Our expectation for all students upon completion of their studies at Forest Park is that they have the tools to begin a lifelong quest for learning.

Mission Statement

Our commitment is to empower students, parents, and community to pursue their potential by creating opportunities to acquire essential skills through exploratory avenues of intellectual, creative, and social growth.

Beliefs Statement

Forest Park strives to empower students to become lifelong learners and responsible citizens. We believe that all students can learn. Individual students will master basic skills at different rates. Learning is an individual task which requires encouragement and support from the school community.

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Goals

Name	Development Status	Progress Status
Reading Fluency	Complete	Inactive
Math Fluency and proficiency	Complete	Open
Inquiry-based learning	Complete	Open
Connecting Past to Present day People and Situations	Complete	Open
Comprehension	Complete	Open
El Reading Fluency	Complete	Open

Goal 1: Reading Fluency

Content Area : English Language Arts

Development Status : Complete

Student Goal Statement : We expect all Forest Park K-12 students to demonstrate increased proficiency in reading fluency.

Gap Statement : DIBELS testing indicates the fifth and fourth grade levels are averaging 22% and 29% students respectfully in the At-Risk category on the fluency portion of the DIBELS testing. The third, second, first, and kindergarten are only at 7%, 4%, 4%, and 8% at the beginning of the school year.

MEAP results from the 08-09 school year indicates there has been an increase of 4.3% of students not at proficiency level in reading. Over the past 4 years, the "not met" category has fluctuated from 19.6% to 13.2% to 15.4% and back to 19.7%. In grade 5, 21.1% of students were not proficient in reading in 08-09. The science content area indicates an increase from 2% non-proficiency level in 06-07 to a 13.2% in 08-09. District wide over 4 years, those students who are not proficient in science has gone from 3.3% to 11.4%, Social Studies from 14.3% to 28.7%. In 08-09, Star Reading test indicates grade 3 scored in the GE reading range of 2.6-3.5. AIMSWEB at winter test time during the 2009-2010 school year indicates an average of 8.6% of middle school students are in the high risk category for reading fluency.

Cause for Gap : A lack of professional development over the years, and unguided reading instruction training is highly probable as the cause of the deficiency. In addition, as parental involvement decreases, many times, reading issues increase. Our parent involvement has decreased. Leadership failed to direct the teaching staff with clear measures in developing concise intervention strategies.

Multiple measures/sources of data you used to identify this gap in student achievement : Data was derived mainly from the the 2008-2009 MEAP assessments, DIBELS and AIMSWEB data system. Data is cross-referenced with classroom assessments, STAR Reading tests, teacher observation, and coursework grades.

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? DIBELS and AIMSWEB is administered three times a year. STAR is administered twice a year. The data from all three assessment tools will be analyzed on our last professional development day in June with direction to develop intervention strategies to assist those students who are in the high risk category. At the middle school level and elementary level, the high risk group is receiving intervention

methods approximately 100-150 minutes a week in addition to their regular language arts instruction. Progress monitoring is occurring every 2-3 weeks with adjustments made accordingly. Success will be measured by a 5% growth in the student's reading fluency scores.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/01/2010	Becky Taylor	Inactive	This goal will be inactive until At Risk funding for the 2010-2011 school year is allocated. The personnel involved have changed job positions as well.
06/16/2010	Becky Taylor	In Progress	Progress Status changed from Open to In Progress

Contact Name : Becky Taylor

List of Objectives:

Name	Objective
Increased Fluency	By June 2010, there will be an increase of 5% on the MEAP, STAR Reading, DIBELS and AIMSWEB measure in reading fluency and comprehension.

1.1. Objective: Increased Fluency

Measurable Objective Statement to Support Goal : By June 2010, there will be an increase of 5% on the MEAP, STAR Reading, DIBELS and AIMSWEB measure in reading fluency and comprehension.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/01/2010	Becky Taylor	Inactive	Progress Status changed from In Progress to Inactive
06/16/2010	Becky Taylor	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

Name	Strategy
Small Group instruction	Students identified as high risk on the DIBELS and AIMSWEB testing and who also scored below grade level on the STAR reading test, will be afforded the opportunity to receive 100-150 minutes of direct instruction using researched based intervention strategies.

1.1.1. Strategy: Small Group instruction

Strategy Statement: Students identified as high risk on the DIBELS and AIMSWEB testing and who also scored below grade level on the STAR reading test, will be afforded the opportunity to receive 100-150 minutes of direct instruction using researched based intervention strategies.

Selected Target Areas

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

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

Other Required Information for Strategy

Research was derived from the MEAP data in 2008-2009 school year, the fall and DIBELS assesment and the winter AIMSWEB assessment data.

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/01/2010	Becky Taylor	Inactive	Progress Status changed from In Progress to Inactive
06/16/2010	Becky Taylor	In Progress	DIBELS and AIMSWEB data indicated an increase in fluency and reading comprehension at the end of the 2009-2010 school year for all 7th grade students involved in the small group instruction. The data revealed the 6th grade students under the reading fluency groups made smaller gains than the 7th grade group overall. The program will continue dependent upon at-risk funding and availability of staff according to contractual language and highly qualified status.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
rescheduling	2010-02-25	2010-06-10	Title I staff at the elementary level will deliver the additional intervention strategy instruction and two At-Risk teachers will implement the instruction at the middle school level.

1.1.1.1. Activity: rescheduling

Activity Description: Allocated staff time and schedules were rearranged to accommodate those students in the high risk category designated in the area of fluency. Students in this category are being pulled out of a special for additional 100-150 minutes of further instruction using research based intervention strategies.

At the middle school level, the groups will be split by grade and gender.

Planned staff responsible for implementing activity: Title I staff at the elementary level will deliver the additional intervention strategy instruction and two At-Risk teachers will implement the instruction at the middle school level.

Actual staff responsible for implementing activity: Scott Gussert, Jennifer Spreen, Chandra Ziegler, and Kay Dedo

Planned Timeline: Begin Date - 2010-02-25, End Date - 2010-06-10

Actual Timeline: Begin Date - 03/01/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Chandra Ziegler	Title I Part A	2,400.00	0.00
Jennifer Spreen	Section 31 a	5,130.00	0.00
Kay Dedo	Title I Part A	2,000.00	0.00
Scott Gussert	Section 31 a	6,750.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
07/01/2010	Becky Taylor	Inactive	Progress Status changed from In Progress to Inactive
06/16/2010	Becky Taylor	In Progress	Progress Status changed from Open to In Progress

Goal 2: Math Fluency and proficiency

Content Area : Math

Development Status : Complete

Student Goal Statement : We expect all students to demonstrate increased proficiency in math.

Gap Statement : Overall student performance on the MEAP tests for the 2006-2010 school years has been generally strong (80% to 86.7%) with district scores consistently exceeding state averages. However the performance of two subgroups (EDD and SWD students) for the same testing period generally lagged behind the aggregate scores. The EDD students lagged behind in the range of 1.7% to 4.1% and the SWD students lagged behind 19.8% to 26.1%. MME scores over the same 3 years have steadily increased from 45% to 64%; which is also above the state average. However, our EDD students have lagged behind and increased from 14.3% to 22.4% who have not met proficiency. There has been no SWD subgroup who has achieved proficiency from 2006-2009. Overall there has been a steady decrease in males scoring in level 1 over the past three testing years from 48% down to 42%. STAR Math results indicate the overall performance of students has increased by the equivalence of one grade level or more. The incoming third grade STAR scores, which will be on its second year of class size reduction, indicate that 58% of our students were above average on the STAR math scores at the end of the 2010 school year, 35% were in the average range, and 7% scored below average. This is an overall increase in average and above average scores from the previous school year.

Cause for Gap : A new math series was purchased 3 years ago and was implemented within the entire elementary creating vocabulary discrepancies, missed specific skill development and non completion of grade level materials. Areas of weakness for all students include basic understanding of fractions and multiplication and division of numbers in general. Math vocabulary is also a school wide weakness. The number of male teachers in our district has decreased.

Multiple measures/sources of data you used to identify this gap in student achievement : Measures/sources of data used were the MEAP tests from the past three years, MME data over a three year period, classroom assessments, teacher input, and the STAR math data.

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? STAR Math is administered twice a year. The data from STAR Math and classroom assessments will be analyzed on our professional development days and monthly staff meetings with direction to develop intervention strategies to assist those students who have not shown growth in the math area. Homework club with a highly qualified teacher is available for any student at the 1-12 grade level. Success will be measured by a 5% growth in the student's math scores on STAR Math test, MME, MEAP and grade level assessments.

Contact Name : Becky Taylor

List of Objectives:

Name	Objective
Increase math proficiency and math fluency	By the end of the 2010-2011 school year, there will be a minimum 5% increase in the aggregate percent proficient scores on the MEAP/MME Math tests, a 5% increase of students above cut scores in STAR Math, and a 5% increase in students achieving a "C" or better

average on Math unit tests for K-12 students.

2.1. Objective: Increase math proficiency and math fluency

Measurable Objective Statement to Support Goal : By the end of the 2010-2011 school year, there will be a minimum 5% increase in the aggregate percent proficient scores on the MEAP/MME Math tests, a 5% increase of students above cut scores in STAR Math, and a 5% increase in students achieving a "C" or better average on Math unit tests for K-12 students.

List of Strategies:

Name	Strategy
Focused class size reduction (federally funded)	Third grade students will receive instruction in a smaller group for math. The group will be no more than 5-8 students that need math to move at a pace conducive to their learning. They will receive remediation in the content area that is identified by the teacher, STAR test results, and classroom assessment. The teacher who delivered instruction to this small group last year for class size reduction will follow this same group of students.
Fractions	Students will be afforded the opportunity to use visual aids and hands-on fraction manipulatives.
Math Facts	Consistently incorporate math facts into daily classroom routine.
Math vocabulary Organizer	Implement a consistent vocabulary graphic organizer for all K-12 students.
Word walls	Math word walls will be developed in each classroom.

2.1.1. Strategy: Focused class size reduction (federally funded)

Strategy Statement: Third grade students will receive instruction in a smaller group for math. The group will be no more than 5-8 students that need math to move at a pace conducive to their learning. They will receive remediation in the content area that is identified by the teacher, STAR test results, and classroom assessment. The teacher who delivered instruction to this small group last year for class size reduction will follow this same group of students.

Selected Target Areas

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

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

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed

around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

Other Required Information for Strategy

Teacher input, classroom assessments, STAR Math data over a 3 year period

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Smaller class size (federally funded)	2010-09-07	2011-06-07	Title II teacher and classroom teacher

2.1.1.1. Activity: Smaller class size (federally funded)

Activity Description: The class size reduction teacher from the 2009-2010 school year will continue to work with a a small group of 5-8 students in the third grade who have been identified as having needs in the math area that require them to move at a slower pace or have challenges in math that need to be instructed in a different way.

Planned staff responsible for implementing activity: Title II teacher and classroom teacher

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Human	Title II Part A	15,080.00	0.00

2.1.2. Strategy: Fractions

Strategy Statement: Students will be afforded the opportunity to use visual aids and hands-on fraction manipulatives.

Selected Target Areas

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
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.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

Other Required Information for Strategy

MME and MEAP data over a 3 year period, Star Math, teacher input, and individual student grades

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data Dissemination	2010-09-07	2011-06-07	School Improvement team, paraprofessionals, K-12 educators, administration

2.1.2.1. Activity: Data Dissemination

Activity Description: Share data to support school improvement direction.

Planned staff responsible for implementing activity: School Improvement team, paraprofessionals, K-12 educators, administration

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Information system	No Funds Required	0.00	0.00

2.1.3. Strategy: Math Facts

Strategy Statement: Consistently incorporate math facts into daily classroom routine.

Selected Target Areas

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.

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

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

Other Required Information for Strategy

MME, Star Math, MEAP assessments, teacher input

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Basic math facts	2010-09-07	2011-06-07	Educational teaching staff, paraprofessionals, administration

2.1.3.1. Activity: Basic math facts

Activity Description: Use time within the classroom to consistently incorporate math facts into the daily classroom routine using a variety of methods.

Planned staff responsible for implementing activity: Educational teaching staff, paraprofessionals, administration

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Time management	No Funds Required	0.00	0.00

2.1.4. Strategy: Math vocabulary Organizer

Strategy Statement: Implement a consistent vocabulary graphic organizer for all K-12 students.

Selected Target Areas

III.1.B.4 Staff members are structured into collaborative teams specifically designed to enhance student achievement. All instructional staff members have the skill to be effective collaborators and value the contribution that collaboration makes to student success.

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

Other Required Information for Strategy

MME and MEAP assessments from the past three years, teacher input and classroom assessments, individual student grades, and STAR Math data

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
vocabulary organizer	2010-09-07	2011-06-07	Classroom teachers, paraprofessionals, administration, technology coordinator

2.1.4.1. Activity: vocabulary organizer

Activity Description: A graphic organizer will be shared with all K-12 staff to be implemented within all classrooms with all students for consistency and organization.

Planned staff responsible for implementing activity: Classroom teachers, paraprofessionals, administration, technology coordinator

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Excel Template	No Funds Required	0.00	0.00

2.1.5. Strategy: Word walls

Strategy Statement: Math word walls will be developed in each classroom.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.
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.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.
I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

Other Required Information for Strategy

MEAP and MME assessments, STAR math and classroom assessments, teacher input

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Vocabulary	2010-09-07	2011-06-03	Classroom paraprofessionals, teaching staff, and administration

2.1.5.1. Activity: Math Vocabulary

Activity Description: Determine consistent and common math vocabulary, terms and concepts.

Planned staff responsible for implementing activity: Classroom paraprofessionals, teaching staff, and administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-03

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum materials and references	No Funds Required	0.00	0.00

Goal 3: Inquiry-based learning

Content Area : Science

Development Status : Complete

Student Goal Statement : We expect all students to demonstrate increased proficiency in the area of inquiry-based learning across the curriculum.

Gap Statement : Overall student performance on the MEAP tests for the 2006-2010 school years has been generally strong (79.5% to 100%) with district scores consistently exceeding state averages. However the performance of two subgroups (EDD and SWD students) for the same testing period generally lagged behind the aggregate scores. The EDD students lagged behind in the range of 1.4% to 6.7% and the SWD students lagged behind 13.4% to 58.6%. MME scores over the same 3 years have steadily increased from 61% to 72%; which is also above the state average. However, our EDD and SWD students have lagged behind an average of 17.7% and 62.9%, respectively.

Cause for Gap : Revamped MI Standards and GLCEs occurred at the 8-12 and K-7 grade levels in 2006 and 2009, respectively. A lack of vertical alignment has resulted in non-completion of grade level material and deficiencies in relevant inquiry-based learning.

Multiple measures/sources of data you used to identify this gap in student achievement : The sources of data included MEAP analysis over the past three years, MME analysis over the past three years, teacher assessments, and individual student grades.

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 data from classroom assessments and teacher observations will be

analyzed on our professional development days and monthly staff meetings with the premise that one new strategy a month will be developed for staff to implement with their students in the areas of inquiry-based learning. Success will be measured by a 5% growth in the student's science scores on the MME, MEAP and grade level assessments.

Contact Name : Becky Taylor

List of Objectives:

Name	Objective
Increase proficiency in the use of inquiry-based learning	By the end of the 2010-2011 school year, there will be a minimum 5% increase in the aggregate percent proficient scores on the MEAP/MME Science tests and a 5% increase in students achieving a C or better average on Science unit tests for K-12 students.

3.1. Objective: Increase proficiency in the use of inquiry-based learning

Measurable Objective Statement to Support Goal : By the end of the 2010-2011 school year, there will be a minimum 5% increase in the aggregate percent proficient scores on the MEAP/MME Science tests and a 5% increase in students achieving a C or better average on Science unit tests for K-12 students.

List of Strategies:

Name	Strategy
Curriculum alignment	Staff will vertically align the science curriculum.
Inquiry-based project	Staff research and develop a cross-curricular inquiry-based project for all K-12 students.

3.1.1. Strategy: Curriculum alignment

Strategy Statement: Staff will vertically align the science curriculum.

Selected Target Areas

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

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

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

Other Required Information for Strategy

MEAP and MME assessments, individual student grades, classroom assessments, and teacher input were used to analyze the need for this strategy.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Mapping	2010-09-07	2011-06-06	K-12 Staff, administration and the technology department will be responsible for the completion of this activity.

3.1.1.1. Activity: Curriculum Mapping

Activity Description: Teachers will each have 1/2 day to revise their science curriculum at their grade level. During Professional development day and/or staff meeting opportunity, the K-12 staff will meet and discuss the necessary changes that have to be made in order for the curriculum to align vertically. The staff will then separate back out into grade level areas and make the changes needed in their curriculum maps.

Planned staff responsible for implementing activity: K-12 Staff, administration and the technology department will be responsible for the completion of this activity.

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Personnel, Technology Department, Computers, Time	General Funds	200.00	0.00

3.1.2. Strategy: Inquiry-based project

Strategy Statement: Staff research and develop a cross-curricular inquiry-based project for all K-12 students.

Selected Target Areas

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.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

II.1.A.4 The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn and the impact of developmental states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.

III.1.B.4 Staff members are structured into collaborative teams specifically designed to enhance student achievement. All instructional staff members have the skill to be effective collaborators and value the contribution that collaboration makes to student success.

Other Required Information for Strategy

The school improvement team researched the last three years of the MEAP strands, MME, and overall school science grades, along with teacher input to determine the need for this strategy.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Alignment	2010-09-07	2011-06-07	Educational staff and administration
Professional Development	2010-09-30	2010-09-30	K-12 educational staff, administration, para-professionals will be responsible for the implementation. The school improvement team will be responsible for the monitoring of this activity.

3.1.2.1. Activity: Curriculum Alignment

Activity Description: Staff will vertically align the science curriculum.

Planned staff responsible for implementing activity: Educational staff and administration

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Human, Rubicon Atlas	No Funds Required	0.00	0.00

3.1.2.2. Activity: Professional Development

Activity Description: The staff will research, develop and design a cross-curricular K-12 inquiry-based learning activity in the core area of science. The project will be implemented during the 2010-2011 school year with progress updates provided at monthly staff meetings and at the professional development days scheduled during the school year.

Planned staff responsible for implementing activity: K-12 educational staff, administration, para-professionals will be responsible for the implementation. The school improvement team will be responsible for the monitoring of this activity.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-30, End Date - 2010-09-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Personnel, Technology	No Funds Required	0.00	0.00

Goal 4: Connecting Past to Present day People and Situations

Content Area : Social Studies
Development Status : Complete

Student Goal Statement : We expect all students to demonstrate increased proficiency in Social Studies.

Gap Statement : Areas of weakness for all students were evidenced by MEAP results in year 08-09 when students fell below the state average at the 6th grade by 13% in Historical Perspectives: using narratives to compare past to present day life. Also the 6th grade was below the state average by 21% in Geographic perspectives: describing contemporary Michigan geography and locating/describing major national culture/communities.

Overall student performance on the MEAP writing portion of the ELA tests for the 2006-2009 school years has been generally stable with district scores consistently hovering around the state average. However the performance of two subgroups (EDD and SWD students) for the same testing period generally lagged behind the aggregate scores. MME test results indicate EDD students significantly lagged behind all students 13% to 30%.

There has been no SWD subgroup who has achieved proficiency in writing from 2006-2009. Teacher observation of student writing indicates an overall inability of students to use examples and supporting details in their written work.

Cause for Gap : A lack of connecting historical figures/events to current every day life experiences within our teaching curriculum.

A lack of consistency in the use of the writing program. A lack of prioritizing g writing as being essential to all curricular areas. The need to teach the progression from sentence writing, to topic sentence and supporting details to individual paragraph writing to the completion of a paper.

Multiple measures/sources of data you used to identify this gap in student achievement : 2006-2010 MEAP and MME tests were analyzed. Classroom data and student achievement was also used as a data source. Teacher input indicated this area to be a source of weakness as well.

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 MME and MEAP results from the 2010-2011 school will be analyzed and adjustments made for the following year will be made. Classroom assessments results and individual student grades in Social Studies will be analyzed quarterly. A 5% increase in MME and MEAP scores will be used as a measure of success.

Contact Name : Becky Taylor

List of Objectives:

Name	Objective
Increase historical and geographical perspectives	By the end of the 2010-2011 school year, there will be a minimum of a 5% change in the gap between the school district and the state average in the comparative analysis on the MEAP test.

4.1. Objective: Increase historical and geographical perspectives

Measurable Objective Statement to Support Goal : By the end of the 2010-2011 school year, there will be a minimum of a 5% change in the gap between the school district and the state average in the comparative analysis on the MEAP test.

List of Strategies:

Name	Strategy
Basic Writing skills (federally funded)	Staff will incorporate the daily writing process, according to developmental appropriateness, from word to sentence to paragraph to topic to main idea to essay writing across the curriculum using the research based writing program that was purchased in the elementary. Staff will develop the class research into an on-going cross-curricular writing process connecting past events and how they relate to present day living.
Cross-curricular	Staff will develop strategies using the internet,community members, and other sources for

writing project comparing past to present	connecting current events to historical topics through guest speakers, virtual field trips, internet communication tools, and other media. The source information will be used to develop and implement a cross-curricular writing project to compare past events to present.
Rubrics and Graphic Organizers	The staff will modify, research and/or develop rubrics for all departmental use. Graphic organizers will be shared from other staff members and/or internet.

4.1.1. Strategy: Basic Writing skills (federally funded)

Strategy Statement: Staff will incorporate the daily writing process, according to developmental appropriateness, from word to sentence to paragraph to topic to main idea to essay writing across the curriculum using the research based writing program that was purchased in the elementary.

Staff will develop the class research into an on-going cross-curricular writing process connecting past events and how they relate to present day living.

Selected Target Areas

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

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

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

Other Required Information for Strategy

MME, MEAP, classroom assessments, teacher input

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing Achievement	2010-09-07	2011-06-07	Title I personnel, classroom teacher, administration

4.1.1.1. Activity: Writing Achievement

Activity Description: Title I personnel will assist the classroom teacher and the students with the writing process using a research based program. The Title I personnel and classroom teacher will determine what students need additional assistance in mastery of the writing process.

Planned staff responsible for implementing activity: Title I personnel, classroom teacher, administration

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Human	Title I Part A	23,883.00	0.00

4.1.2. Strategy: Cross-curricular writing project comparing past to present

Strategy Statement: Staff will develop strategies using the internet, community members, and other sources for connecting current events to historical topics through guest speakers, virtual field trips, internet communication tools, and other media. The source information will be used to develop and implement a cross-curricular writing project to compare past events to present.

Selected Target Areas

III.1.B.4 Staff members are structured into collaborative teams specifically designed to enhance student achievement. All instructional staff members have the skill to be effective collaborators and value the contribution that collaboration makes to student success.
III.1.B.6 All staff is skilled in the use of technology for communication, teaching and learning and information management. They mentor and guide their students in the effective use of technology to meet high standards.
IV.2.A.2 In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.
IV.2.B.2 Students' learning is enhanced through partnerships with educational institutions and other organizations that offer educational programs within and beyond the school walls. Members of these institutions enhance student achievement through their active involvement in the school and community.
IV.2.B.3 Community agencies play a key role in providing services to students and families. They work collaboratively and share resources with the school to strengthen the comprehensive network of support.

Other Required Information for Strategy

MEAP, MME, classroom assessments and teacher input were used to support the strategy and action plan.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Web Research	2010-09-07	2011-06-07	Teachers who are proficient in technology use, Administrators, and Technology Coordinator will implement this activity.

4.1.2.1. Activity: Web Research

Activity Description: Technology Coordinator will assist educators on how to best use technology for research, where to locate best practices lesson plans for this topic, how to store relevant information for future use, and how to locate appropriate field trips from United Streaming and Educator's YouTube.

Planned staff responsible for implementing activity: Teachers who are proficient in technology use, Administrators, and Technology Coordinator will implement this activity.

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Personnel, technology	No Funds Required	0.00	0.00

4.1.3. Strategy: Rubrics and Graphic Organizers

Strategy Statement: The staff will modify, research and/or develop rubrics for all departmental use. Graphic organizers will be shared from other staff members and/or internet.

Selected Target Areas

- I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
- I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
- I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet

its students' diverse and changing needs.

II.1.A.3 School leaders recognize that technology is essential to the school's success. They seek the necessary resources to support the integration and effective use of technology in all aspects of curriculum, instruction and assessment.

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

Other Required Information for Strategy

MME, MEAP, classroom data and teacher input

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Research and DIscuss	2010-09-07	2011-06-07	K-12 Staff, administration, technology technician

4.1.3.1. Activity: Research and DIscuss

Activity Description: The technology coordinator will create a space to store forms created by local staff that can be shared electronically with all staff members.

Planned staff responsible for implementing activity: K-12 Staff, administration, technology technician

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Human	No Funds Required	0.00	0.00

Goal 5: Comprehension

Content Area : English Language Arts

Development Status : Complete

Student Goal Statement : Increase reading comprehension

Gap Statement : Overall student performance on the MEAP tests for the 2006-2010 school years has been generally strong (86.8% to 87.8%) with the 09-10 and 07-08 school years were above the state average. However the performance of two subgroups (EDD and SWD students) for the same testing period generally lagged behind the aggregate scores. The EDD students lagged behind in the range of 4.8% to 9.8% and the SWD students lagged behind 44.8% to 50%. MME scores of 11th grade students over the same time period increased from 06-07 to 07-08 by 5.3% and decreased from 07-08 to 08-09 by 12.3%. However, our EDD students have lagged behind and decreased from 59.1% to 33.3%. STAR reading results indicate that all grade levels increased their grade level equivalence by .8 to 1.7. The lowest increase was due to the high number of special education students and at-risk families.

DIBELS assessment for the second grade students in 2009-2010 year had 37% scoring below benchmark, 29% scoring at benchmark and 33% scoring above benchmark. STAR Reading data for this same group indicated 16% below average, 50% reading in the average category, and 34% in the above average range.

SWIS data results indicated that there was a 40% increase in the number of referrals after lunch and between classroom periods. The largest number of referrals occurred in the month of October and May with a 50% increase during these time periods from the other months.

Cause for Gap : Lack of connecting reading curriculum to personal knowledge and experiences through oral and written response. Inability to analyze global themes, universal truths, and principals within texts which create deeper understandings.

Inattention to the use of the reading comprehension strategies afforded in our reading series and incorporating those strategies into other core areas.

An adjustment from adult attention to peer attention occurs. For the at-risk population, fear of the unknown at the end of the year and vacation times may create more behavior issues.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP and MME assessments over a three year period were analyzed. In addition, STAR READING results, DIBELS, SWIS and AIMS results were analyzed over a two year period for growth as well. Teacher input on classroom assessment and individual student performance was used to help identify the specific area of weakness in student achievement

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? STAR reading is administered twice a year. The data from STAR reading and classroom assessments, Aims and Dibels will be analyzed on our professional development days and monthly staff meetings with direction to develop intervention strategies to assist those students who have not shown growth in the reading area. Homework club with a highly qualified teacher is available for any student at the 1-12 grade level. Success will be measured by a 5% growth in the student's reading scores on the STAR Reading test, MME, MEAP, grade level assessments, DIBELS, and AIMS assessment. SWIS data will reveal a decrease in the number of referrals from the 2009-2010 school year to the 2010-2011 year.

Contact Name : Becky Taylor

List of Objectives:

Name	Objective
Current event topic exploration and connection	By the end of the 2010-2011 school year, there will be a minimum 5% increase in the aggregate percent proficient scores on the MEAP/MME English Language Arts tests, a 5% increase of students above cut scores in STAR Reading, and a f% increase in students achieving a C or better average on Reading unit tests for K-12 students. There will be a minimum 5% decrease in the number of overall discipline referrals in the 2010-2011 referrals as well.
Reading Comprehension Strategies	By the end of the 2010-2011 school year, there will be a minimum 5% increase in the aggregate percent proficient scores on the MEAP/MME English Language Arts tests, a 5% increase of students above cut scores in STAR Reading, and a f% increase in students achieving a C or better average on Reading unit tests for K-12 students.

5.1. Objective: Current event topic exploration and connection

Measurable Objective Statement to Support Goal : By the end of the 2010-2011 school year, there will be a minimum 5% increase in the aggregate percent proficient scores on the MEAP/MME English Language Arts tests, a 5% increase of students above cut scores in STAR Reading, and a f% increase in students achieving a C or better average on Reading unit tests for K-12 students. There will be a minimum 5% decrease in the number of overall discipline referrals in the 2010-2011 referrals as well.

List of Strategies:

Name	Strategy
Discuss and connect	Allow for more group discussion where personal knowledge, connections, and experiences with the topic are explored. Connect literary and historical figures to present day figures and characters. Discuss world news on a regular basis.
Supervision	Increase adult supervision during peak transition times. Develop and implement lesson plans for proper hallway behavior. Bi-monthly K-12 roundtable discussions using research materials to proactively address at-risk children and behaviors.

5.1.1. Strategy: Discuss and connect

Strategy Statement: Allow for more group discussion where personal knowledge, connections, and experiences with the topic are explored. Connect literary and historical figures to present day figures and characters. Discuss world news on a regular basis.

Selected Target Areas

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

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

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

II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

Other Required Information for Strategy

MME, MEAP, DIBELS, AIMS, Classroom assessments, teacher input, individual student grades

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Research	2010-09-07	2011-06-07	The School Improvement Team will share data to support school improvement direction with all educators, parents, and school personnel.

5.1.1.1. Activity: Professional Research

Activity Description: Discuss developmentally appropriate ways to share world news with students of all ages. Vertically align the K-12 English Language Arts curriculum.

Planned staff responsible for implementing activity: The School Improvement Team will share data to support school improvement direction with all educators, parents, and school personnel.

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Human, Technology	No Funds Required	0.00	0.00

5.1.2. Strategy: Supervision

Strategy Statement: Increase adult supervision during peak transition times. Develop and implement lesson plans for proper hallway behavior. Bi-monthly K-12 roundtable discussions using research materials to proactively address at-risk children and behaviors.

Selected Target Areas

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

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

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

II.1.A.6 School leaders accept change as a normal and positive process that leads to continual improvement. They are able to focus the stakeholders on various strategies to reach the school's improvement vision.

II.2.A.1 The staff believes that a safe and orderly environment is an essential component to support learning and enhance efforts to improve student achievement.

III.1.B.3 All staff agrees that behavioral management is a top priority for the school. The entire school community is aware of and understands the school's behavioral management plan that has been developed with extensive input from stakeholders.

Other Required Information for Strategy

SWIS, DIBELS, AIMS data and teacher input was used to support and develop this strategy.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Roundtable Discussions	2010-09-07	2011-06-07	K-12 staff, administration, technology technician

5.1.2.1. Activity: Roundtable Discussions

Activity Description: Share SWIS data at monthly staff meetings and the developed strategies from

roundtable discussions.

Planned staff responsible for implementing activity: K-12 staff, administration, technology technician

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Human, technology	No Funds Required	0.00	0.00

5.2. Objective: Reading Comprehension Strategies

Measurable Objective Statement to Support Goal : By the end of the 2010-2011 school year, there will be a minimum 5% increase in the aggregate percent proficient scores on the MEAP/MME English Language Arts tests, a 5% increase of students above cut scores in STAR Reading, and a f% increase in students achieving a C or better average on Reading unit tests for K-12 students.

List of Strategies:

Name	Strategy
Focused class size reduction (federally funded)	Third grade students will receive instruction in a smaller group for reading. The group will be no more than 10 students that need specific reading strategies taught that will increase reading comprehension t their level of reading. They will receive remediation in the content area that is identified by the teacher, STAR test results, DIBELS assessment and classroom assessment. The teacher who delivered instruction to this small group last year for class size reduction will follow this same group of students.
Phonological Instruction	Classroom teacher will identify the students who have not mastered a particular letters and sounds concept and move them into a small group to work with the Title I teacher on that particular concept. This grouping and regrouping will occur throughout the school year until phonological awareness, phonological segmentation, and nonsense word fluency, are mastered by all students.
Scaffolded Instruction	Teachers provide scaffolded instruction in research-tested strategies (predicting, thinking aloud, attending to text structure, constructing visual representations, generating questions and summarizing). Scaffolded instruction includes explicit explanation and modeling of a strategy, discussion of why and when it is useful, and coaching in how to apply it to other texts.
Subgroup Achievement (federally funded)	Title I personnel will assist the classroom teacher in using research based comprehension activities with those who are not achieving benchmark on DIBELS and those scoring in the below average range on STAR reading result. At the K-2 level, the Title I teacher will pull out individuals or small groups to work on targeted phonemic awareness deficits. The 3-5

student who are below the benchmark level will receive instruction in a smaller group setting with below level readers appropriate vocabulary skill building and comprehension activities developed to meet their needs.

5.2.1. Strategy: Focused class size reduction (federally funded)

Strategy Statement: Third grade students will receive instruction in a smaller group for reading. The group will be no more than 10 students that need specific reading strategies taught that will increase reading comprehension to their level of reading. They will receive remediation in the content area that is identified by the teacher, STAR test results, DIBELS assessment and classroom assessment. The teacher who delivered instruction to this small group last year for class size reduction will follow this same group of students.

Selected Target Areas

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

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

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

II.1.A.4 The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn and the impact of developmental states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.

II.2.B.2 The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.

Other Required Information for Strategy

DIBELS results, STAR Reading data, teacher input

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Class size reduction	2010-09-	2011-06-	Title IIA class-size reduction teacher and the classroom

(federally funded)	07	07	teacher, administration
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5.2.1.1. Activity: Class size reduction (federally funded)

Activity Description: Teacher will deliver instruction in a smaller group setting. Learning will be focused on the needs of the student and their reading abilities. The teacher will research and implement the best practices for teaching specific reading comprehension skills within the curriculum.

Planned staff responsible for implementing activity: Title IIA class-size reduction teacher and the classroom teacher, administration

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Human	Title II Part A	15,080.00	0.00

5.2.2. Strategy: Phonological Instruction

Strategy Statement: Classroom teacher will identify the students who have not mastered a particular letters and sounds concept and move them into a small group to work with the Title I teacher on that particular concept. This grouping and regrouping will occur throughout the school year until phonological awareness, phonological segmentation, and nonsense word fluency, are mastered by all students.

Selected Target Areas

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.
I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

Other Required Information for Strategy

Dibels testing, STAR reading results, classroom assessments and teacher input were used to support the need for this strategy.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
small group	2010-09-07	2011-06-07	Classroom teacher, title I teacher

5.2.2.1. Activity: small group

Activity Description: Title I teacher and Classroom teacher will work together at the K-2 level to analyze the needs of individual students weekly. The identified students will work in a small group to master the deficit concept.

Planned staff responsible for implementing activity: Classroom teacher, title I teacher

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Human	General Funds	0.00	0.00

5.2.3. Strategy: Scaffolded Instruction

Strategy Statement: Teachers provide scaffolded instruction in research-tested strategies (predicting, thinking aloud, attending to text structure, constructing visual representations, generating questions and summarizing). Scaffolded instruction includes explicit explanation and modeling of a strategy, discussion of why and when it is useful, and coaching in how to apply it to other texts.

Selected Target Areas

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

II.3.A.2 School leaders use their fiscal resources to implement, supplement or extend school improvement plan activities that support the teaching and learning goals. A concerted effort is made to supplement existing funds through external sources.

III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

Other Required Information for Strategy

MME, MEAP, DIBELS, AIMS, and STAR reading results were analyzed to support this strategy.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
3-5 reading strategies	2010-09-07	2011-06-07	Title I staff and classroom teachers

5.2.3.1. Activity: 3-5 reading strategies

Activity Description: Researched based leveled readers will be utilized stressing the use of all components diligently- predicting, thinking aloud, attending to text structure, constructing visual representations, generating questions, vocabulary and summarizing.

Planned staff responsible for implementing activity: Title I staff and classroom teachers

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Human	General Funds	0.00	0.00

5.2.4. Strategy: Subgroup Achievement (federally funded)

Strategy Statement: Title I personnel will assist the classroom teacher in using research based

comprehension activities with those who are not achieving benchmark on DIBELS and those scoring in the below average range on STAR reading result. At the K-2 level, the Title I teacher will pull out individuals or small groups to work on targeted phonemic awareness deficits. The 3-5 student who are below the benchmark level will receive instruction in a smaller group setting with below level readers appropriate vocabulary skill building and comprehension activities developed to meet their needs.

Selected Target Areas

- I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
- I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
- I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.
- II.1.A.4 The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn and the impact of developmental states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.
- II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.
- II.2.A.2 All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.
- II.3.A.1 The school's vision, mission and educational goals are focused on student achievement. School leaders allocate human resources accordingly and measure the effectiveness of their allocation decisions based upon data.

Other Required Information for Strategy

DIBELS, AIMS, MME, MEAP assessments, teacher input, individual student grades

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Title I Personnel	2010-09-07	2011-06-07	Title I teacher, classroom teachers, administration

5.2.4.1. Activity: Title I Personnel

Activity Description: Title I personnel will pull out students for reading comprehension at the K-2 level and use a small group model within the classroom for the 3-5 program.

Planned staff responsible for implementing activity: Title I teacher, classroom teachers, administration

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Human	Title I Part A	23,883.00	0.00

Goal 6: EL Reading Fluency

Content Area : English Language Arts

Development Status : Complete

Student Goal Statement : We expect all Forest Park students to demonstrate increased proficiency in reading fluency.

Gap Statement : Overall student performance on the MEAP tests for the 2006-2010 school years has been generally strong (86.8% to 87.8%) with the 90-10 and 07-08 school years above the state average. However the performance of two subgroups (EDD and SWD students) for the same testing period generally lagged behind the aggregate scores. The EDD students lagged behind in the range of 4.8% to 9.8% and the SWD students lagged behind 44.8% to 50%. MME scores of 11th grade students over the same time period increased from 06-07 to 07-08 by 5.3% and decreased from 07-08 to 08-09 by 12.3%. However, our EDD students have lagged behind and decreased from 59.1% to 33.3%. STAR reading results indicate that all grade levels increased their grade level equivalence by .8 to 1.7. The lowest increase was due to the high number of special education students and at-risk families. As a middle school, students in the low risk category increased according to the AIMS data tool, by an average of 8.3%. 16% of the current second grade students scored below average on the STAR reading test at the end of the 2010 school year and 37% of this same group of students did not meet benchmark on the DIBELS assessment.

Cause for Gap : Lack of understanding the use of all components found in the reading series. The lack of professional development over the years or lack of research shared on the importance of teaching a student how to use a graphic organizer to increase comprehension versus just teaching the content. The need to teach vocabulary and then incorporate that vocabulary within the context of everyday living.

Multiple measures/sources of data you used to identify this gap in student achievement : Data was derived from the past 3 years of MEAP and MME test scores. The past two years of data was used from the DIBELS and AIMS assessments. The data is cross-referenced with classroom assessments, teacher observation, and individual student grades.

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? By the end of the 2010-2011 school year, there will be a minimum 5% increase in the aggregate percent proficient scores on the MEAP/MME English Language Arts tests, a 5% increase of students above cut scores in STAR Reading, and a % increase in students achieving a C or better average on Reading unit tests for K-12 students. There will be a 5% increase in STAR reading and DIBELS assessment scores specifically for the third grade class in 2010-2011 school year.

Contact Name : Becky Taylor

List of Objectives:

Name	Objective
Increased Fluency	By the end of the 2010-2011 schol year, there will be an increase of 5% on the MEAP, MME, STAR Readi

6.1. Objective: Increased Fluency

Measurable Objective Statement to Support Goal : By the end of the 2010-2011 schol year, there will be an increase of 5% on the MEAP, MME, STAR Readi

List of Strategies:

Name	Strategy
Focused Clss Size Reduction (federally funded)	The third grade classroom will be reduced in size with one group comprised only of about 8-10 students. The Title II teacher will focus on the direct needs based off of the testing in the English/Language Arts area of these students. The teacher will use a research based fluency program to increase fluency within that subgroup of students.
Subgroup fluency (federally funded)	The classroom teacher and Title I personnel will identify those students according to data from DIBELS, MEAP, STAR Reading who are in need of targeted assistance in reading fluency. The group will be identified an prioritized according to need. The title I teacher will pull out individuals or small groups of students during the day to develop greater fluency using research based programs.

6.1.1. Strategy: Focused Clss Size Reduction (federally funded)

Strategy Statement: The third grade classroom will be reduced in size with one group comprised only of about 8-10 students. The Title II teacher will focus on the direct needs based off of the testing in the English/Language Arts area of these students. The teacher will use a research based fluency program to increase fluency within that subgroup of students.

Selected Target Areas

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

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

I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

II.2.A.2 All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.

II.2.B.2 The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.

II.3.A.1 The school's vision, mission and educational goals are focused on student achievement. School leaders allocate human resources accordingly and measure the effectiveness of their allocation decisions based upon data.

Other Required Information for Strategy

DIBELS, classroom assessments, teacher input, and individual students grades

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Title II intervention-class size reduction	2010-09-07	2011-06-07	Title II teacher, classroom teacher, administration

6.1.1.1. Activity: Title II intervention-class size reduction

Activity Description: Title II teacher will employ researched based reading fluency strategies within the smaller group of students that have been identified for specific English and Language Arts need to reduce the size of the third grade classroom The teacher will provide more individual attention to a population of students who are in greater need in the reading area.

Planned staff responsible for implementing activity: Title II teacher, classroom teacher, administration

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Human	Title II Part A	15,521.00	0.00

6.1.2. Strategy: Subgroup fluency (federally funded)

Strategy Statement: The classroom teacher and Title I personnel will identify those students according to data from DIBELS, MEAP, STAR Reading who are in need of targeted assistance in reading fluency. The group will be identified and prioritized according to need. The title I teacher will pull out individuals or small groups of students during the day to develop greater fluency using research based programs.

Selected Target Areas

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
II.1.A.2 School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.
II.1.B.5 School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.
II.2.A.2 All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.
II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.
II.3.A.1 The school's vision, mission and educational goals are focused on student achievement. School leaders allocate human resources accordingly and measure the effectiveness of their allocation decisions based upon data.
III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

Other Required Information for Strategy

MEAP, DIBELS, AIMS, STAR Reading, teacher input, individual student grades were used to determine support for this strategy.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Title I intervention	2010-09-07	2011-06-07	Title I teachers, elementary classroom teachers, administration

6.1.2.1. Activity: Title I intervention

Activity Description: Teachers will develop fluency within their students with the assistance of the Title I teacher s by using the research based fluency program called Read Naturally and the weekly fluency checks as provided in our Houghton Mifflin Reading Series.

Planned staff responsible for implementing activity: Title I teachers, elementary classroom teachers, administration

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Human	Title I Part A	23,883.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	\$0.00	\$0.00
Section 31 a	\$11,880.00	\$0.00
Title I Part A	\$76,049.00	\$0.00
Title II Part A	\$45,681.00	\$0.00
General Funds	\$200.00	\$0.00

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Title I Required Components

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

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

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Stakeholders

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

Title	First Name	Last Name	Position	E-mail
	Becky	Taylor	K-12 Principal	btaylor@fptrojans.org
	Jill	Chipelewski	Technician/Parent	jchipelewski@fptrojans.org
	Erich	Ziegler	Teacher	eziegler@fptrojans.org
	Chandra	Ziegler	Teacher	cziegler@fptrojans.org
	Alice	Clement	Teacher	aclement@fptrojans.org
	Joni	Horst	Teacher	jhorst@fptrojans.org
	Allison	Soderberg	Teacher	asoderberg@fptrojans.org
	Lisa	Olson	Teacher	lolson@fptrojans.org
	Harold	Payne	Guidance Counselor	hpayne@fptrojans.org

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

Our team met for 2.5 days in June. We had a short review of how to find useful information from Data Director and Data4ss. We also used the OEAA website to gather necessary data in regards to our MEAP and MME scores. The team worked together to find our deficiencies or weaknesses according to the data and teacher input using the sources from MEAP, MME, AIMS, DIBELS, Star math, and STAR reading. We then developed goals, objectives, and strategies, wrote gap statements accordingly, and devised a professional development plan for the upcoming school year. Our team will be addressing our concerns at the beginning of the school year with the entire staff. We will be monitoring our results from classroom assessments, MEAP, MME, STAR, DIBELS, and AIMS as the year progresses and making the necessary adjustments to our teaching and learning process. The team will be developing additional surveys to post on our website according to the information gathered from the original more generic survey.

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

Decisions about our curriculum, instruction and assessment are made through teacher recommendation to the K-12 Principal to the Superintendent and then to the Policy and Curriculum Board Committee. Stakeholders are only involved at the initial stages of development until approval is granted by the board. When given approval, the stakeholders are expected to implement the decisions made by the board with the K-12 Principal overseeing the implementation process.

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

Information will be disseminated through the website, newsletter, board minutes, classroom weekly bulletin, local newspaper, and monthly office bulletins. Progress will be shared through the same venues listed. Each professional development day will include time for the School Improvement Team to update the staff on the progress in attaining our goals.

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Position of Contact:

Thomas Jayne

Address:

801 Forest Parkway Crystal Falls, MI 49920

Telephone Number:

906-875-6761

References

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

Conclusion

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

Our district will need to be involved in Best Practices research for cross-curricular projects, fluency and comprehension research, time management classroom training, leveled reader and anthology training, and writing progression activities.

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

We will be using our professional development days which are paid out of our general funds, Title I and Title II money to support this plan.

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

Our technology coordinator was very much involved in the development of the plan indicating where technology will best fit our needs and progression. Many of the strategies to be implemented will require some kind of internet research or computer based assistance.

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