

School Improvement Plan

School Year: 2010

School District: Bronson Community School District

Intermediate School District: Branch ISD

School Name: Chicago Street School

Grades Served: 5,6

Principal: Mr. Mark Heifner

Building Code: 00409

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction	3
School Information	5
Vision	6
Goals	7
Goal 1: Reading Proficiency Improvement	7
Goal 2: Writing Proficiency Improvement	10
Goal 3: Social Studies Proficiency Improvement	14
Goal 4: Science Proficiency Improvement	17
Goal 5: Continuing Math Proficiency Improvement	20
Resource Profile	23
Title I Required Components	24
Stakeholders	25
Statement of Non-Discrimination	26
Conclusion	27

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

School Information

School:	Chicago Street School
District:	Bronson Community School District
Public/Non-Public:	Public
Grades:	5,6
School Code Number:	00409
City:	BRONSON
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

Chicago Street School will be an innovative learning community, committed to continuous improvement, where excellence in all aspects of learning is valued and pursued. The school will design and deliver learning experiences that promote the academic, creative, social, physical and moral development of all students. Through a variety of activities, Chicago Street School will build a caring, safe and productive learning environment where students and staff can communicate effectively, think critically, solve problems, and develop 21st Century skills. By committing ourselves to continuous learning, a challenging curriculum, mastery learning and a collaborative learning environment, Chicago Street School will distinguish itself as a leader in preparing students to meet the challenges of a secondary education that prepares them the work place in 21st Century.

Chicago Street School is further committed to dedicating all available resources to developing our students' capacities as lifelong learners and productive contributors to society.

Mission Statement

The Chicago Street School family is responsible for educating all students in academic, physical, and social skills. We recognize individual student attributes and differences. We will provide a variety of learning activities to maximize student potential incorporating the six pillars of character, which are: respect, caring, trustworthiness, fairness, citizenship, and responsibility. Our challenge is to ensure that each student continues lifelong learning.

Beliefs Statement

1. Respect promotes structure and mutual understanding so learning and instruction can take place.
2. A caring environment provides an atmosphere where students can take risks to learn.
3. Trustworthiness supports successful collaboration with our school family.
4. The teachers, support staff members, parents, students, and community patrons are the Chicago Street School family.
5. Every person should be treated with fairness and justice.
6. Promoting good citizenship is important for each individual.
7. Parents, teachers, and students are responsible partners in learning.
8. Students will learn individually and collectively.
9. Students learn at different rates and in different ways.
10. Instruction at our school uses prior knowledge, new knowledge, reinforcement and check for understanding.
11. Every person's learning can be accelerated with positive self-esteem.

Goals

ID	Name	Development Status	Progress Status
9912	Reading Proficiency Improvement	Approved	Open
19440	Writing Proficiency Improvement	Approved	Open
19441	Social Studies Proficiency Improvement	Approved	Open
19442	Science Proficiency Improvement	Approved	Open
19443	Continuing Math Proficiency Improvement	Approved	Open

Goal 1: Reading Proficiency Improvement

Content Area : English Language Arts

Goal Source : cna

Development Status : Approved

Student Goal Statement : 95% of students will be proficient by the year 2015 according to the Reading MEAP proficiency levels.

Gap Statement : Most grade levels have students proficient at 82% so there is a gap of 13% points of more.

Cause for Gap : Some students are ESL.

Lower socio economic students come from homes that lack literature rich environment.

A weak insruciton practice in the Core time or Tier I reading instruction in which reading insruciton is done in whole group or mainly whole group.

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

NWEA BMAP

MEAP

DRA

Odyssey

Datadirector

Classroom Running Records

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Students at bench mark in DIBELS in Oral Reading Fluency for 5th grade at or above: Fall at 104 WCPM (words correct per minute), Winter at 115 WCPM, Spring 124 WCPM. For the sixth grade the benchmarks targets at or above are: Fall at 109 WCPM, 120 WCPM, and 125 WCPM.

Students at or abouve the 35%tile in Reading on the BMAP or NWEA at 5th or 6th grade.

Students at or above DRA independent level 60 by end of 5th grade.

Students at or above DRA independent level 70 by end of 6th grade.

Students acheiving 75% or better on Odyssey Reading Activities.

Students demonstrating growth in running records

Contact Name : Mark Heifner

List of Objectives:

ID	Objective
9714	The school will implement a structured uninterrupted 90 minute reading block that contains about 30 minutes of whole group direct instruction and 60 minutes of guided reading.

SPR (90) Challenges : None

1.1. Objective: Improve Core Reading Instruction

Measurable Objective Statement to Support Goal : The school will implement a structured uninterrupted 90 minute reading block that contains about 30 minutes of whole group direct instruction and 60 minutes of guided reading.

List of Strategies:

ID	Strategy	Locked By
9714	A new 90 minute reading block will be designed that use a 1/3 time for whole group instruction followed by a 2/3 time for guided reading in which the teachers are meeting in small groups guiding reading. The reading curriculum will be revisited to align GLCE and standards to the reading block that is used daily in each reading classroom. The teachers will be supported by a literacy coach and other pd supports.	

1.1.1. Strategy: Daily Use of Guided Reading and Best Practices

Strategy Statement: A new 90 minute reading block will be designed that use a 1/3 time for whole group instruction followed by a 2/3 time for guided reading in which the teachers are meeting in small groups guiding reading. The reading curriculum will be revisited to align GLCE and standards to the reading block that is used daily in each reading classroom. The teachers will be supported by a literacy coach and other pd supports.

Selected Target Areas

SPR (90) I.1.A.3 Articulated Design: The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

SPR (90) I.1.A.4 Curriculum Review: 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.

SPR (90) I.1.B.2 Students: The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

SPR (90) I.1.B.3 Parents: Parents have a clear understanding of the curricular expectations for their child. A

variety of opportunities are made available to them to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

SPR (90) II.1.B.2 Coaching and Facilitating: School leaders model the behaviors and strategies that reflect best practices in teaching and learning. They organize their school around professional learning communities and serve as facilitators within these communities. They serve as a skilled coach to staff members requiring additional assistance in implementing best practices.

SPR (90) III.1.B.1 Content Knowledge: Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

SPR (90) III.1.B.2 Communication: All staff members communicate effectively and regularly both orally and in written form with parents, students and each other. Accurate and direct communication is a high priority of the school.

Other Required Information for Strategy

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

Guided Reading Program - Informed by Scientifically Based Research

http://teacher.scholastic.com/products/guidedreading/pdfs/GR_nclb_alignment.pdf

Improving Student Reading Skills through the Use of Guided Reading

<http://www.eric.ed.gov/PDFS/ED471575.pdf>

Models of Response to Intervention in the Northwest Region States. Issues & Answers. REL 2009--No. 079

<http://www.eric.ed.gov/ERICWebPortal/detail?accno=ED506348>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will be provided professional development by the literacy coach and principal of guided reading processes and strategies at professional development days and grade level team meetings. The literacy coach will work with the teachers in developing guided reading practices in the classroom.	08/31/2010	05/31/2011	Mark A. Heifner, Principal Leslee Ziegler, BCS Literacy Coach Peggy Stewart, CISD Literacy Consultant

1.1.1.1. Activity: Guided Reading Support

Activity Description: Teachers will be provided professional development by the literacy coach and principal of guided reading processes and strategies at professional development days and grade level team meetings. The literacy coach will work with the teachers in developing guided reading practices in the classroom.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Mark A. Heifner, Principal

Leslee Ziegler, BCS Literacy Coach

Peggy Stewart, CISD Literacy Consultant

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 05/31/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Literacy Coach	Title II Part A	45,000.00	0.00

Goal 2: Writing Proficiency Improvement

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : 85% of 7th grade students, in all AYP subgroups, will be proficient in writing as measured on the MEAP by 2012-13.

Gap Statement : In 7th our students scored slightly below state averages in writing. The writing portion of the MEAP will be inserted into the Fall 4th and 7th grade writing MEAP starting in 2010. We currently had a gap of over 10% at this time.

Cause for Gap : Students are not taught the writing process.

students have difficulty with reading and higher levels thinking strategies that are needed for critical comprehension.

Students are not taught how to edit and improve their writings accordingly to an established rubric that is aligned to the MEAP rubrics.

The quantity and quality of writing done in classes at Chicago Street School lags what is necessary to adequately prepare students to be proficient writers. Students lack skills in writing crafts for various content areas.

Multiple measures/sources of data you used to identify this gap in student achievement : Writing MEAP

scores from previous years in sixth and seventh grades.

6th Grade: 65%, 79%, and then 72% from 2006-2008.

7th Grade: 58%, 72%, and then 77% from 2006-2008.

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? A rubric will be designed for each type of writing and used through out the school. The rubric will be used to score students' writing. Students scoring 85% or more of the rubric score should be successful. The multiple assessing can occur by individual teacher scoring, grade level teacher scoring, and

peer to peer scoring, and by individual student scoring their own writing.

Contact Name : Mark Heifner

List of Objectives:

ID	Objective
22618	Students will improve on seasonal writing assessments by using common school writing rubric throughout the school year. A base line is set in a unit of instruction and then after instruction a post writing score should show improvment with all students.
23163	All general education teachers will be trained on how to use Odyssey Writer. An aligned school rubr

2.1. Objective: Student Improvement in School Writing Rubric

Measurable Objective Statement to Support Goal : Students will improve on seasonal writing assessments by using common school writing rubric throughout the school year. A base line is set in a unit of instruction and then after instruction a post writing score should show improvment with all students.

List of Strategies:

ID	Strategy	Locked By
22618	Teachers and support personeel will be trained on how to use Odyssey Writer to critique and improve writing samples. Teachers and students will learn how to use the tool as it is projected during writing instruction sessions and then how students can use the tool to improve organize and improve their own writings.	

2.1.1. Strategy: Odyessey Writer Use and Rubric Development

Strategy Statement: Teachers and support personeel will be trained on how to use Odyssey Writer to critique and improve writing samples.

Teachers and students will learn how to use the tool as it is projected during writing instruction sessions and then how students can use the tool to improve organize and improve their own writings.

Selected Target Areas

SPR (90) I.2.B.2 Best Practice: 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.

SPR (90) I.3.A.1 Alignment/Content Validity: 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.)

SPR (90) I.3.A.2 Consistency/Reliability: Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.

SPR (90) I.3.A.3 Multiple Measures: 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.

SPR (90) I.3.B.2 Informs Curriculum and Instruction: Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

Other Required Information for Strategy

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

Fletcher, R. 1993. What a Writer Needs. Portsmouth, NH: Heinemann.

Graves, D. 1983. Writing: Teachers and Children at Work. Portsmouth, NH: Heinemann.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will meet regularly with literacy coach and /or the principal to discuss and evaluate implementation of the units of study and the use of Odyssey Writer to help model and critique writing.	08/31/2010	05/31/2011	Literacy Coach, Principal, and Technology Teacher leaders.

2.1.1.1. Activity: PLC / PD meeting regularly with Literacy Coach

Activity Description: Teachers will meet regularly with literacy coach and /or the principal to discuss and evaluate implementation of the units of study and the use of Odyssey Writer to help model and critique writing.

Activity Type: None

Planned staff responsible for implementing activity: Literacy Coach, Principal, and Technology Teacher leaders.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 05/31/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Literacy Coach	Title II Part A	45,000.00	0.00

2.2. Objective: Train Educators on Use of Odyssey Writer

Measurable Objective Statement to Support Goal : All general education teachers will be trained on how to use Odyssey Writer. An aligned school rubric

List of Strategies:

ID	Strategy	Locked By
23163	Teachers, paraprofessionals, and parents will be trained on what is a proficient writing.	

2.2.1. Strategy: Use of Common Assessment to Promote Common Writing Understanding

Strategy Statement: Teachers, paraprofessionals, and parents will be trained on what is a proficient writing.

Selected Target Areas

SPR (90) I.1.B.2 Students: The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

SPR (90) I.1.B.3 Parents: Parents have a clear understanding of the curricular expectations for their child. A variety of opportunities are made available to them to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

SPR (90) I.3.A.3 Multiple Measures: 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.

SPR (90) IV.1.A.1 Methods: The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with parents/families. To achieve this goal, it relies on a variety of two-way, on-going, and meaningful communication methods.

Other Required Information for Strategy

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

Improving Writing Skills in the Elementary Classroom
Anderson, Mallo, Nee, Wear

<http://www.eric.ed.gov/PDFS/ED479118.pdf>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Training on how to use Odyssey Writer to model proficient writing. The 7th Grade Writing MEAP rubric will be presented to staff and inserted into the online tool for teaching students. The tool then can be used for students if they take their own writings into the Odyssey writer. A schedule of common grade level writing prompts will be designed and used throughout the year to improve writing.	09/02/2010	05/31/2011	Heidi Gest, 6th grade teacher Peggy Stewart, CISD Literacy Consultant Maureen Schlammer, CISD Writing Consultant Mark Heifner, building principal

2.2.1.1. Activity: PD on Odyssey Writer

Activity Description: Training on how to use Odyssey Writer to model proficient writing. The 7th Grade Writing MEAP rubric will be presented to staff and inserted into the online tool for teaching students. The tool then can be used for students if they take their own writings into the Odyssey writer. A schedule of common grade level writing prompts will be designed and used throughout the year to improve writing.

Activity Type: None

Planned staff responsible for implementing activity: Heidi Gest, 6th grade teacher
Peggy Stewart, CISD Literacy Consultant
Maureen Schlammer, CISD Writing Consultant
Mark Heifner, building principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/02/2010, End Date - 05/31/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Consultant and Resources	Title II Part A	2,500.00	0.00

Goal 3: Social Studies Proficiency Improvement

Content Area : Social Studies

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Seventy-five percent of CSS students will be proficient on CBMs in Social Studies as measured by the CISD Social Studies assessments.

Gap Statement : The sixth grade Social Studies MEAP is below the state average and has been in a downward trend the past few years.

Cause for Gap : 1. A change in social studies curriculum.

2. A strong focus on core subjects of Math and ELA.

3. No intervention programming for Social Studies.

Multiple measures/sources of data you used to identify this gap in student achievement : The new CISD (Calhoun Intermediate School District) Social Studies curriculum and resources was put in place in 2009-2010 and it contains end of chapter or unit assessments through out the year in grades K-6. These assessments will be completed by teachers throughout the year.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Students will score on the average by classroom, grade level, and school at 75% or higher.

Contact Name : Mark Heifner

List of Objectives:

ID	Objective
23158	The CISD Social Studies Curriculum will be taught, refined, and improved via the use of technology.

3.1. Objective: Classroom Internet Access and Projection Capabilities

Measurable Objective Statement to Support Goal : The CISD Social Studies Curriculum will be taught, refined, and improved via the use of technology.

List of Strategies:

ID	Strategy	Locked By
23158	Teachers will use visual for teaching Social Studies content by following the established curriculum online guides and lessons.	

3.1.1. Strategy: Using Visuals for Learning

Strategy Statement: Teachers will use visual for teaching Social Studies content by following the established curriculum online guides and lessons.

Selected Target Areas

SPR (90) I.1.A.1 Curriculum Document(s): 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.

SPR (90) I.1.B.1 Staff: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

SPR (90) I.2.A.1 Content Appropriateness: 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.

SPR (90) I.2.A.3 Reflection and Refinement: 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.

Other Required Information for Strategy

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

THE INTERNATIONAL SOCIETY FOR THE SOCIAL STUDIES ANNUAL CONFERENCE
PROCEEDINGS

2010 Volume 1

<http://www.eric.ed.gov/PDFS/ED509647.pdf>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Participate in the regional alignment and refinement of the Social Studies curriculum through the use of professional development days, grade level team meetings, and regional CISD Social Study review days. Teacher may submit changes and concerns about the online curriculum and as they teach and check assessments they can suggest changes to the regional work.	09/08/2010	06/30/2011	Tracey Bassage 4th Grade Teacher, Jacque Thatcher 5th Grade Teacher, and Mark Heifner school principal would lead the work but all grade level teams would participate in the ongoing review.

3.1.1.1. Activity: Align and Refine Social Studies Curriculum

Activity Description: Participate in the regional alignment and refinement of the Social Studies curriculum through the use of professional development days, grade level team meetings, and regional CISD Social Study review days. Teacher may submit changes and concerns about the online curriculum

and as they teach and check assessments they can suggest changes to the regional work.

Activity Type: None

Planned staff responsible for implementing activity: Tracey Bassage 4th Grade Teacher, Jacque Thatcher 5th Grade Teacher, and Mark Heifner school principal would lead the work but all grade level teams would participate in the ongoing review.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/30/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Installation of Computer Projectors & Technology	General Funds	5,000.00	0.00

Goal 4: Science Proficiency Improvement

Content Area : Science

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students after being instructed in Science in grades 5 and 6 will eventually take the 8th Grade Science MEAP and document improvements 5% every year for the next five years.

Gap Statement : After improvement in scores five years ago the past three years there has been a drop in the 8th Grade Science MEAP. 2007 it was 83.72% proficient. 2008 it was 72.53 % proficient and in 2009 it was 70.53%.

Cause for Gap : A high emphasis in grades 5 through 7 on Math and Reading mastery at the sake of not working on Science instruction.

The use of Science Kits from Battle Creek Math and Science Center not being impelmented correctly.

Students not being checked for mastery of the concepts in each kit.

The science kits use a constructivist approach and in 7th grade a different approach may affect science learning in a positive or negative outcome.

Multiple measures/sources of data you used to identify this gap in student achievement : In the 2009, new aligned kits were implemented and each kit has an assessment that could be used pre and post to check for mastery and growth.

Annual 8th grade and 5th grade MEAP Sceince assessments.

Classroom Science assessments.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? An increase from pre to post kit unit assessments for a low score to a grade level average above 80% in grades 3-6.

Contact Name : Mark Heifner

List of Objectives:

ID	Objective
23784	80% of CSS students will be proficient on end of kit Science Assessments.

4.1. Objective: Improved Science Achievement

Measurable Objective Statement to Support Goal : 80% of CSS students will be proficient on end of kit Science Assessments.

List of Strategies:

ID	Strategy	Locked By
23784	Teachers will review and align the curriculum and Science Data.	

4.1.1. Strategy: Align and Review Curriculum

Strategy Statement: Teachers will review and align the curriculum and Science Data.

Selected Target Areas

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

SPR (90) I.1.B.1 Staff: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

SPR (90) I.2.A.3 Reflection and Refinement: 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.

SPR (90) I.2.B.3 Student Engagement: 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.

SPR (90) II.1.A.4 Knowledge of Student Development and Learning: 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.

Other Required Information for Strategy

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

1. A Conceptual Framework in the Understanding of Science Education (ED500513)

Share Author(s): Yurumezoglu, Kemal; Oguz, Ayse

Source:

Online Submission, Journal of Universite ve Toplum v8 n1

Pub Date:

2008-03-01 www.eric.ed.gov

2. Argumentation: The Language of Science (EJ849708)

Author(s): Tippett, Christine

Journal of Elementary Science Education, v21 n1 p17-25 Win 2009

Pub Date: 2009-00-00 www.eric.ed.gov

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PLC groups within grade level and cross grade level will meet and discuss the curriculum and data outcomes for improvements. Battle Creek Science consultants will also be utilized to make improvements.	08/31/2010	05/31/2011	Principals and grade level teams

4.1.1.1. Activity: PLC Groups for Science Education

Activity Description: PLC groups within grade level and cross grade level will meet and discuss the curriculum and data outcomes for improvements. Battle Creek Science consultants will also be utilized to make improvements.

Activity Type: None

Planned staff responsible for implementing activity: Principals and grade level teams

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 05/31/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PLC time, place, and materials	General Funds	1,000.00	0.00

Goal 5: Continuing Math Proficiency Improvement

Content Area : Math**Goal Source :** Continuous Improvement**Development Status :** Approved**Student Goal Statement :** Bronson students will continue to rise above the national averages in mathematics.**Gap Statement :** We are above the state proficiencies on the MEAP assessments in grades 6 and 7. Current scores from 6th and 7th grade Math MEAP:

6th: 2007 79%, 2008 86%, and 2009 74%

7th: 2007 72%, 2008 85%, and 2009 87%

Cause for Gap : n/a**Multiple measures/sources of data you used to identify this gap in student achievement :** end of unit assessments

common grade level assessments GLCE using exams from Data Director

classroom based measurements

Odyssey math measurements and lesson quizzes

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? classroom and grade level averages of 80%

Odyssey math measurements and lesson quizzes of 70-80%

Grade level GLCE common data director assessments.

Contact Name : Mark Heifner**List of Objectives:**

ID	Objective
23798	Students after receiving instruction and interventions will receive 80% classroom and grade level av

5.1. Objective: 80% average will occur on post Math assessments.

Measurable Objective Statement to Support Goal : Students after receiving instruction and interventions will receive 80% classroom and grade level av

List of Strategies:

ID	Strategy	Locked By
23798	Students will use Odyssey for computer assisted math instruction and lessons will be differentiated to their unique needs via math pre assessments and BMAP fall BMAP assessments. Teachers will insert decision points in Odyssey lessons that will promote mastery learning with targeted skills. Odyssey can also be used at home.	

5.1.1. Strategy: Use of Decsion Making Points in Math Odyssey Work

Strategy Statement: Students will use Odyssey for computer assisted math instruction and lessons will be differentiated to their unique needs via math pre assessments and BMAP fall BMAP assessments. Teachers will insert decision points in Odyssey lessons that will promote mastery learning with targeted skills. Odyssey can also be used at home.

Selected Target Areas

SPR (90) I.3.A.1 Alignment/Content Validity: 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.)

SPR (90) I.3.A.3 Multiple Measures: 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.

SPR (90) I.3.B.2 Informs Curriculum and Instruction: Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

SPR (90) II.3.A.3 Equipment and Materials: Staff members are empowered to make decisions regarding the use of equipment and materials. They base their decisions on a continual assessment of student needs and the teaching and learning goals. Every attempt is made to ensure that the materials do not contain bias.

SPR (90) II.3.A.4 Time: Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders place a high priority on collaborative team planning time within the school day.

SPR (90) IV.1.B.2 Extended Learning Opportunities: The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

Other Required Information for Strategy

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

Elementary Algebra + Student-Written Web Illustrations = Math Mastery. (ED464626)

Author(s):

Veteto, Bette R.

Pub Date:
2002-04-00
www.eric.ed.gov

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will be trained on how to insert decision points with math lessons that are set up in Odyssey. Teachers will also review how to put lesson paths together for programmed mastery learning that compliments their in class direct instruction. Teachers will also learn how to get extended school day access for their student that have internet use at home.	08/31/2010	05/31/2011	Principal and technology leaders.

5.1.1.1. Activity: PD on Odyssey for Designing Online Lessons

Activity Description: Teachers will be trained on how to insert decision points with math lessons that are set up in Odyssey. Teachers will also review how to put lesson paths together for programmed mastery learning that compliments their in class direct instruction. Teachers will also learn how to get extended school day access for their student that have internet use at home.

Activity Type: None

Planned staff responsible for implementing activity: Principal and technology leaders.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 05/31/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Lead Teacher	General Funds	2,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$8,000.00	\$0.00
Title II Part A	\$92,500.00	\$0.00

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

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Mark	Heifner	Principal	heifnerm@bronson.k12.mi.us
Mrs.	Joan	Siler	teacher	silerj@bronson.k12.mi.us

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

The current SIP is a product of previous years of SIP planning and annuals reports. The current SIP was developed from advisement of PAC (parent advisory council) and teacher review. Other building principals also reviewed designated sections of the plan and finally it was sent to the school district superintendent.

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

Teachres regularly collaborate through staff meetings and grade level team (PLC) meetings for curriculum reviews and data studies. Research is completed to strive for best practices that are best for kids.

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

The use of graphs and colored columns of data are used regularly to share student progress. The plan is shared at PD days at beginning of the school year and also shared at PAC meetings. It is not just handed out but presented and discussed for understanding and collaborative thought.

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:	Superintendent
Address:	215 W. Chicago St. , Bronson, MI
Telephone Number:	517-369-3257

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?

Staff members will need a variety of supports for successful implementation: retraining/ review on guided reading format, professional development of guided reading strategies, literacy coaching and collaboration, curriculum reviews and data reviews in all targeted subjects, and advancement of technology skills.

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

All title programs work together along with general funds to support the goals of the school as there is an alignment to the district school improvement plan.

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

The final SIP will be download as a pdf and email to all stake holders and it will be presented via a powerpoint presentation. Technology is a toll that we use daily in our work. All classrooms have internet and projection systems for processing information and academic lesson through Odyssey lessons, word processing, internet research, and visual presentations.