

# School Improvement Plan

## Title I - Schoolwide

School Year: 2011 - 2012

School District: Bronson Community School District

ISD/RESA: Branch ISD

School Name: Ryan Elementary School

Grades Served: 2,3,4

Principal: Mr. Mark Heifner

Building Code: 03305

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

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# Introduction

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

## School Information

School:	<b>Ryan Elementary School</b>
District:	<b>Bronson Community School District</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>2,3,4</b>
School Code Number:	<b>03305</b>
City:	<b>BRONSON</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

## Vision, Mission and Beliefs

### Vision Statement

The Ryan Elementary 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 learning experiences that will develop the whole child. It will always think of kids first and foremost in its planning and development of school function. It will produce an atmosphere that is child centered and it will nurture and foster a love of life long learning. It will produce students that love learning and students that leave will go on to future successes in life as the students develop into 21st century productive citizens.

### Mission Statement

The Ryan Elementary School family believes that all students are capable of learning, according to their individual abilities, at their maximum academic potential.

It is our mission, in partnership with the community, to provide a safe and caring learning environment in which each child can gain confidence, respect of self and others, and a life-long love of learning.

### Beliefs Statement

1. Every student has a right to a quality education.
2. All children can learn, while some learn at different rates.
3. Students should learn how to solve problems through teamwork and collaboration with others.
4. All children should respect themselves and their peers.
5. Parents play an important role in the support and involvement of their child's education.
6. All children should be safe at school.
7. Learning should be an enjoyable experience for the students.
8. Schools should provide students with the skills necessary to become life-long learners.
9. All students should gain understanding of good citizenship and sound character.
10. No child has the right to disrupt the learning of another child.

# Goals

Name	Development Status	Progress Status
Math Proficiency Improvement	Complete	Open
Reading Proficiency Improvement	Complete	Open
Science Proficiency Improvement	Complete	Open
Social Studies Proficiency Improvement	Complete	Open
Writing Proficiency Improvement	Complete	Open

## Goal 1: Math Proficiency Improvement

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** Bronson students will continue to rise above the state Math MEAP average and the national norm averages in Mathematics as measured by the NWEA (BMAP).

**Gap Statement:** The past three years or Math proficiency on MEAP follows.

3rd grade: (state average 95%)

07 89%

08 94%

09 99%

4th Grade: (state average 92%)

07 85%

08 87%

09 91%

5th Grade: (state average 79%)

07 78%

08 79%

09 80%

**Cause for Gap:** The struggling learner in math needs additional instruction time.

Some students do not master their facts and this leads to additional problems as other students have mastered them and then they can move on to other complex computational activities.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Annual MEAP Math assessment.

Seasonal BMAP / NWEA

Common grade level Math assessments via data director.

Unit assessments from everyday math>

**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?** on Math MEAP all grade levels 95% or higher.

Math Odyssey 80% for mastery.

BMAP above national norms.

**Contact Name:** Mark Heifner

**List of Objectives:**

Name	Objective
80% average will occur on post Math assessments	Students after receiving instruction and interventions as necessary students will attain an 80% classroom average on post classroom and grade level assessments.

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

**Measurable Objective Statement to Support Goal:** Students after receiving instruction and interventions as necessary students will attain an 80% classroom average on post classroom and grade level assessments.

**List of Strategies:**

Name	Strategy
Extended Math Instruction	Teachers will be trained to extend the school day with the use of Odyssey Math lessons for students to access before or after school. Additionally targeted interventions and extensions will be used to differentiate student math learning. Curriculum review and analysis of assessments will direct teacher instruction and students access to interventions and extensions. New teachers will be assigned an instructional mentor and a technology mentor as well as the principal will observe and evaluate the new teacher several times during the year in the processes of differentiating instruction.

### 1.1.1. Strategy: Extended Math Instruction

**Strategy Statement:** Teachers will be trained to extend the school day with the use of Odyssey Math lessons for students to access before or after school. Additionally targeted interventions and extensions will be used to differentiate student math learning. Curriculum review and analysis of assessments will direct teacher instruction and students access to interventions and extensions.

New teachers will be assigned an instructional mentor and a technology mentor as well as the principal will observe and evaluate the new teacher several times during the year in the processes of differentiating instruction.

**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.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.

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.

III.2.B.3 Each new teacher participates in an extensive induction program over at least a three year period. A Master Teacher is assigned to each new teacher. This teacher provides an intensive mentoring and coaching experience for the new teacher.

V.1.A.1 All data generation, identification, collection, and storage is planned, and clearly understood, by all stakeholders. The school carefully plans the implementation of its data system and manages its data resources for improved student achievement.

**Other Required Information for Strategy**

1. Elementary School Math. What Works Clearinghouse Topic Report (ED497719)www.eric.edu.gov

Author(s): n/a

Source: What Works Clearinghouse

Pub Date: 2007-07-16

Pub Type(s): Reports - Evaluative

2. A Comparison of Spiral versus Strand Curriculum (EJ755132) www.eric.edu.gov

Author(s):Snider, Vicki E.

Source:Journal of Direct Instruction, v4 n1 p29-39 Win 2004

Pub Date:2004-00-00

Pub Type(s):Journal Articles; Reports - Evaluative

Peer-Reviewed:Yes

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Regular PLC / GLT Data Review and Planning Meetings	2010-08-31	2013-05-31	technology lead teachers, building principal, CISD consultants.

**1.1.1.1. Activity: Regular PLC / GLT Data Review and Planning Meetings**

**Activity Description:** Teachers will meet regularly with PLC/GLT meetings. (professional learning community or grade level team meetings) They will analyze student assessment data and place students

in intervention or extension groups to meet the learning needs of students. Odyssey online lessons will be assigned to extend the school day.

**Planned staff responsible for implementing activity:** technology lead teachers, building principal, CISD consultants.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-08-31, End Date - 2013-05-31

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
PD time and/or release Math Development Time	Title II Part A	2,000.00	0.00

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## Goal 2: Reading Proficiency Improvement

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** The percentage of fourth and fifth grade MEAP reading proficiency scores will continue to rise 3-5% points each year through 2012-2013.

**Gap Statement:** Current Reading MEAP proficiencies have been:

4th grade, 07 at 74%, 08 at 79%, 09 at 83%

5th grade, 07 at 76%, 08 at 75%, 09 at 87%

**Cause for Gap:** The target being 100% causes for the gap are:

The lack of reading support throughout the school day and into extended school day activities.

Guided reading completed with many times with low performing intensive readers.

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

NWEA

DRA and/ or running records

Intervention data, Reading Naturally or One Minute Reader

**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 demonstrate above average target growth on NWEA Reading assessments.

Students will advance to grade level targets in DRA work.

2nd grade by end of year at Level 30.

3rd grade by end of year at Level 40.

4th grade by end of year at Level 50.

**Contact Name:** Mark Heifner

**List of Objectives:**

Name	Objective
Use Daily Guided Reading in Every Classroom	100% of every classroom will use guided reading groups in the daily 90 minute reading block.

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## 2.1. Objective: Use Daily Guided Reading in Every Classroom

**Measurable Objective Statement to Support Goal:** 100% of every classroom will use guided reading groups in the daily 90 minute reading block.

**List of Strategies:**

Name	Strategy
Teacher Training on Guided Reading	Teachers will be retrained on the use of guided reading.

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### 2.1.1. Strategy: Teacher Training on Guided Reading

**Strategy Statement:** Teachers will be retrained on the use of guided reading.

**Selected Target Areas**

III.2.A.2 Staff continuously collaborate to adjust instruction based on on-going student performance.
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.
III.2.C.1 Professional development is strategically aligned with the school improvement plan. The expected outcome from these initiatives is an increase in student achievement.
III.2.C.2 Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

**Other Required Information for Strategy**

Improving Reading Comprehension and Fluency through the Use of Guided Reading (ED496377)  
 Author(s): Gabl, Kari A.; Kaiser, Kristi L.; Long, Julie K.; Roemer, Jessica L.  
 Pub Date: 2007-05-00  
 Pub Type(s): Dissertations/Theses - Masters Theses

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
The Art of Guided Reading	2010-08-31	2011-05-31	literacy coach and school principal

**2.1.1.1. Activity: The Art of Guided Reading**

**Activity Description:** Teachers will review the art of guided reading via pd 360 and will respond to questions and have professional discussion about this practice for their school, district, classroom, and students. They will be taught multiple strategies to use during the guided reading groups.

**Planned staff responsible for implementing activity:** literacy coach and school principal

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Literacy PD with online learning and DVD	Title II Part A	2,000.00	0.00

**Goal 3: Science Proficiency Improvement**

**Content Area:** Science

**Development Status:** Complete

**Student Goal Statement:** Bronson students will score at or above the state average (2009 at 81%) on the MEAP Science assessment in 5th grade.

**Gap Statement:** Currently the fifth grade science scores have been:

07 at 75%

08 at 68%

09 at 71%

Girls:

07 at 74%

08 at 76%

09 at 74%

Boys:

07 at 75%  
 08 at 60%  
 09 at 67%

**Cause for Gap:** The last two years there has been a change in the Battle Creek Science Kits. There has not been a collective monitoring of student performance on the kits.

The kits are now aligned to the new GLCE's.

Girls perform better on Science MEAP than boys. (however in reading MEAP that discrepancy is not noted)

Teachers possibly do not thoroughly teach and push for mastery of Science GLCEs, as there has been a strong focus on reading and math mastery.

There are no Science interventions.

**Multiple measures/sources of data you used to identify this gap in student achievement:** End of kit science assessment that can be scanned into data director for analysis.

Classroom observations and checklists.

Annual Science MEAP assessment.

Odyssey Science assignments.

**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 should score 90% on kits assessments.

Students should score 75% or better on Science Odyssey assignments.

**Contact Name:** Mark Heifner

**List of Objectives:**

Name	Objective
Science Kit Score Improvements	Teacher will assess students before and after science kit instruction and the target proficient score will be 90%.

### 3.1. Objective: Science Kit Score Improvements

**Measurable Objective Statement to Support Goal:** Teacher will assess students before and after science kit instruction and the target proficient score will be 90%.

**List of Strategies:**

Name	Strategy
Science Kits maintained and Reviewed	Each year science kit materials are replenished and prepared for next year's work. The kits and the curriculum should be reviewed and data analyzed for improvements. Science Updates are downloaded from website and inserted into kits for lesson improvements.

### 3.1.1. Strategy: Science Kits maintained and Reviewed

**Strategy Statement:** Each year science kit materials are replenished and prepared for next year's work. The kits and the curriculum should be reviewed and data analyzed for improvements. Science Updates are downloaded from website and inserted into kits for lesson improvements.

#### 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.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.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.

#### Other Required Information for Strategy

Science Learning in the Sand. (EJ536651) [www.eric.edu.gov](http://www.eric.edu.gov)  
 Author(s): Sexton, Ursula  
 Source: Science and Children, v34 n4 p28-31,40-42 Jan 1997  
 Pub Date: 1997-00-00  
 Pub Type(s): Guides - Classroom - Teacher; Journal Articles

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Review and Updates of Science Kits	2010-09-02	2012-10-20	principal and lead technology teachers

#### 3.1.1.1. Activity: Review and Updates of Science Kits

**Activity Description:** Teachers will review kit structures and resources and insert the annual science updates into the kits. They will also be trained on how to scan in the assessments into data director

**Planned staff responsible for implementing activity:** principal and lead technology teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-02, End Date - 2012-10-20

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Scincne Materials	General Funds	3,000.00	0.00

## Goal 4: Social Studies Proficiency Improvement

**Content Area:** Social Studies

**Development Status:** Complete

**Student Goal Statement:** Students will be 75% proficient on Social Study CBMs as measured by the CISD Social Studies common grade level 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.

Current state average for 6th grade is 73%

Bronson, 07 at 73%, 08 at 69%, and 09 at 59%

**Cause for Gap:** The 6th grade class for 2009-2010 had many troubled learners that struggled with reading the Social Studies MEAP.

A change in curriculum occurred last year.

There was a focus for the school on core subject and interventions for Reading and Math.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Annual 6th grade Social Studies MEAP.

End of unit Social Studies common assessments for all grade levels K-6.

Classroom teacher evaluations of CBMs.

**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 target for the Social Studies common end of unit assessments is 85%. If students can perform at this rate there should be significant rise in our Social Studies scores in a few years. The target for classroom assessments would be 80% for overall mastery.

**Contact Name:** Mark Heifner

**List of Objectives:**

Name	Objective
Classroom Internet and Projection	All Ryan classrooms will have computer projectors installed and internet capabilities so teachers can teach the CISD online curriculum. Teachers will also use the additional

Capabilities	assessments that will be scanned into the sytem for student/teacher analysis and curriculum refinement.
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## 4.1. Objective: Classroom Internet and Projection Capabilities

**Measurable Objective Statement to Support Goal:** All Ryan classrooms will have computer projectors installed and internet capabilities so teachers can teach the CISD online curriculum. Teachers will also use the additional assessments that will be scanned into the sytem for student/teacher analysis and curriculum refinement.

### List of Strategies:

Name	Strategy
Projection Training and Scanning Training	Teachers will be trained on how to use document cameras and how to navigate computer/internet projection and also using a wirless keyboard. Teachers will be trained on how to use Data director to get their Social Studies assessments and how to scan them into data director. Later they will collectively look at grade level data to discuss possible interventions or re-teachings.

### 4.1.1. Strategy: Projection Training and Scanning Training

**Strategy Statement:** Teachers will be trained on how to use document cameras and how to navigate computer/internet projection and also using a wirless keyboard.

Teachers will be trained on how to use Data director to get their Social Studies assessments and how to scan them into data director. Later they will collectively look at grade level data to discuss possible interventions or re-teachings.

#### Selected Target Areas

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
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.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.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.1.A.5 School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.

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.

**Other Required Information for Strategy**

The Realities of K-12 Virtual Education (ED507361) www.eric.edu.gov  
 Author(s):Glass, Gene V.  
 Source:Education Policy Research Unit  
 Pub Date:2009-04-00

Fighting the Rip: Using Digital Texts in Classrooms (EJ869392)www.eric.edu.gov  
 Author(s):Honan, Eileen  
 Source: English Teaching: Practice and Critique, v8 n3 p21-35 Dec 2009  
 Pub Date: 2009-12-00  
 Journal Articles; Reports - Research

International Society for the Social Studies Annual Conference Proceedings (Orlando, Florida, February 25-26, 2010). Volume 2010, Issue 1 (ED509647) www.eric.edu.gov  
 Author(s):Russell, William Benedict, III, Ed.  
 Source:Online Submission  
 Pub Date:2010-00-00  
 Pub Type(s):Collected Works - Proceedings

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
PD for Projection Systems	2010-08-31	2012-05-31	technology lead teachers, school principal, CISD SS consultants

**4.1.1.1. Activity: PD for Projection Systems**

**Activity Description:** A lead technology teacher will train other teachers on how to access and process information with new projection systems. Other leaders will train how to access and implement online curriculum. PLC/GLT meetings will process data from the end of unit commone grade level assessments. Lead teachers will attend regional Social Study meetings for further developments.

**Planned staff responsible for implementing activity:** technology lead teachers, school principal, CISD SS consultants

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-08-31, End Date - 2012-05-31

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Projection Systems Installations	General Funds	5,000.00	0.00

## Goal 5: Writing Proficiency Improvement

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** 75% of all 4th and 5th grade students, in all AYP sub groups, will be proficient in writing as measured on the MEAP by 2012-2013.

**Gap Statement:** MLPP scores indicate that students are struggling with fluent writing, especially when writing expository text. In 4th grade the last 3 years proficiency from 06, 07, and 08 were 30%, 36%, and 45%. In 5th grade the last 3 years proficiency were 43%, 53%, and 48%.

**Cause for Gap:** Writing curriculum must be adjusted to include higher levels of student engagement in writing expository text. Some students are not taught the writing process across the curriculum and do not consistently apply writing criteria to their own writing and the writing of others. Students are not taught how to edit and improve their writing accordingly to an established rubric that is aligned to the MEAP rubrics. The quantity and quality of writing done in classes at Ryan Elementary lags what is necessary to adequately prepare students to be proficient writers. Students lack skills in writing crafts for different content areas.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP writing rubrics, School wide rubrics, teacher observation, student self-assessment using rubrics.

**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 80% or more of the rubric score should be successful on the MEAP. The multiple assessing can occur by individual teacher scoring, grade level teacher scoring, peer to peer scoring, and by individual students scoring their own writing.

**Contact Name:** Mark Heifner

**List of Objectives:**

Name	Objective
Student Improvement on School Writing Rubric	Students will improve on quarterly writing assessments by using common writing rubrics throughout the year. A base line is set in a unit of instruction and then after instruction a post writing score should show improvement with all students.

## 5.1. Objective: Student Improvement on School Writing Rubric

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

### List of Strategies:

Name	Strategy
Use Primary and Intermediate Units of Writing Study	All teachers will fully implement Lucy Calkins writing units.

### 5.1.1. Strategy: Use Primary and Intermediate Units of Writing Study

**Strategy Statement:** All teachers will fully implement Lucy Calkins writing units.

#### 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.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

Improving Writing with a PAL: Harnessing the Power of Peer Assisted Learning with the Reader's Assessment Rubrics (EJ869333)

Author(s): McLeod, Stephen G.; Brown, Gavin C.; McDaniels, Preselfannie W.; Sledge, Lawrence

Source: International Journal of Teaching and Learning in Higher Education, v20 n3 p488-502 2009

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Review and Coaching of Primary Units of Writing Instruction	2010-08-31	2011-05-31	technology teacher leaders, CISD writing consultants, and building principal

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**5.1.1.1. Activity: Review and Coaching of Primary Units of Writing Instruction**

**Activity Description:** Teachers will review the units of writing instruction and develop and use writing rubrics that are MEAP like. Educators will be trained on how to use Odyssey Writer that will have built in rubrics for classroom writing evaluation. Students will apply their knowledge of critical thinking to their own writing for improvements.

**Planned staff responsible for implementing activity:** technology teacher leaders, CISD writing consultants, and building principal

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Consulting Fees for Technology and Writing	Title II Part A	2,500.00	0.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$8,000.00	\$0.00
Title II Part A	\$6,500.00	\$0.00

# Additional Requirements

## Comprehensive Needs Assessment

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

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

### 1. How was the comprehensive needs assessment conducted?

*Administrators review data throughout the year at staff and grade level meetings. Perception surveys were conducted in January / February and reviewed by administrators, teachers, parents, and school board members. Certain data pieces are not timely such as MEAP as it represents instruction and programming that is over a year old. The NWEA and grade level common assessments are more timely and can be used as instructional outcome data and formative during the instructional year.*

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

*The school has a high low economic students however overall achievement is steady with progress. Gaps still reside with making AYP for the 2012-2013 school year and AYP may be not met in lower economic sub-group this year in the area of reading. Steady progress has been documented using the NWEA assessment in Reading, Language Usage, and Math with positive trend lines exceeding the national norms. Boys are also a concern as they lose out three to one compared to girls starting in grades 4 and higher. Parent and other stakeholders are content overall with perception survey data but there is a need to garner more support from parents and collaboration with the community.*

## Schoowide Reform Model

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

*The overarching, comprehensive, research-based program is RTI with quality Tier 1,2, and 3 instructional practices. A support partnership program with after school functions is also active with the local youth center. The implementation of this concept started in 2008 and is refined each year as the school continues to meet AYP targets.*

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

*Teacher, parents, administrators, students, and school board members are directly and/or indirectly involved in the selection and refine of the reform model. Leadership teams were formed in 2007-2008 school year and a model was selected and presented to all staff. Students indicate the need of reform by achievement data and perception surveys. Parents contribute via perceptions surveys and parent advisory councils.*

### **Curriculum Alignment that Corresponds to the Goals**

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

*The curriculum is constantly under review through curriculum mapping processes and PLC discussions. Currently we have designed standards based report cards and now pacing guides. With the assistance of Kent ISD curriculum crafters we are additionally allowed to pull down lessons and design pacing guides with in their system for our district. We also use Everyday Math and the Calhoun ISD Promise project has produced mapping documents that detail which lessons to teach aligned to GLCE and also for CCSSs. The process to accomplish this is through collaboration with teachers and administrators in staff meetings, grade team meeting, PLC, work and consultation with KISD and CISD. We also now have district wide K-12 literacy planning committee that is doing work vertically with instruction and curriculum topics as we move more into the CCSSs.*

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

*Through staff meetings, grade level team meetings, and professional learning situations teachers discuss their practice. At these meetings data is used to improve our school. Quite often it is data and the goal of best practice drives the meeting discussions and thus action plans are developed to better the school. Finally a school improvement plan is developed. The final plan is reviewed by the teachers.*

### **Instruction by Highly Qualified Professional Staff**

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

*All teachers have the designation of highly qualified at Ryan Elementary. All paraprofessionals are additionally highly qualified under the requirements. The recently hired new teachers are certified in multiple areas of expertise and the new paraprofessional educators are highly qualified.*

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

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

*All teachers have HQ status and also receive systematic professional development that maintains highly qualified status. Paraprofessionals attend learning academies that strengthen their professional assignments. All teachers have taught for more than 15 years with the exception of four new teachers for the 2011-2012 school year and they were carefully selected from a group of many teacher candidates. All four teachers will be on a carefully crafted individual development plan for success.*

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

*Any job postings for teachers at the elementary level are posted with the requirements in the job posting that meets the requirements for highly qualified. Only candidates that are highly qualified are hired into the teaching positions. There are schedules in the master contract that advance teacher salary as they attain a master's degree or hours past their higher degrees. We are developing a PES (Performance Evaluation System) that contain monetary awards for becoming highly effective through evaluations and student data outcomes.*

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

*We have a small rate of teacher turnover. We did lose a first year band teacher for grades 5-12 this past year. We also just had 2 elementary teachers retire and we added a sixth grade teaching spot so we do have a good number of new teachers with our small staff this coming year. Usually teachers stay with us for their teaching careers.*

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

*Not applicable*

### **High-Quality and Ongoing Professional Development**

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

### **Strategies to Increase Parental Involvement**

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

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

*Parent involvement will be increased this year by:*

- 1. Training volunteers. Volunteers are trained by the building principals. This training includes information about volunteer duties and responsibilities. Most of the volunteers are parents and this increased our parent involvement this year. This process will continue. Many parents were only interested in chaperoning field trips but we now have a parent advisory council that is setting up additional parental supports.*
- 2. Parent volunteers then serve on advisory council to design parent involvement activities.*
- 3. Book talks or parent articles are discussed at parent meetings.*
- 4. An annual local parenting fair is publicized for parent involvement.*
- 5. This year the principal will schedule " Open door conversation with coffee" so parents may freely discuss topics of concerns.*
- 6. Another parenting fair is being organized also in a nearby town.*

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

2a. Design

- 1. Active ongoing ARC PTO meetings. (Anderson, Ryan, and Chicago Street School) Parent Teacher Organization meetings. Monthly or bi-monthly.*
- 2. Parents volunteer sign up forms.*
- 3. Scheduled volunteer trainings.*
- 4. Volunteer assignments.*
- 5. Family Involvement Nights are Scheduled throughout the year.*
- 6. Teachers are involved with planning, preparation, and facilitating meetings.*

2b. Implementation

*ARC PTO elections in Spring or September*  
*ARC PTO organization meeting in Spring or September*  
*Before school starts parents are offered participation in volunteer projects.*  
*Program is evaluated by survey and parent comment and suggestions in January/February.*  
*Program is carried out throughout the year.*

2c. Evaluation

*Parent/patron survey data is reviewed by parent advisory committee, principal, and teacher representatives in March.*  
*Strengths are noted and opportunities for improvements are noted and worked into improvement plan for parental involvement.*  
*Parental Policy and Involvement Plans are updated and launched for next calendar year.*

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

*The AER is published and presented to teachers and parents before school starts. Additional information presented and an open discussion provided to promote understanding. Academic results are sent home to parents via reports card and achievement test results in graph form. The same graph form has been used for eighth years. The graphs are presented in fall parent teacher conferences with teacher and/or principal explanations and in winter conferences. A data point is added for each assessment for end of year in Reading, Math, and Language Usage. Students in our district by the end of ninth grade have 24 data points of growth in Reading, Math, and Language Usage in a longitudinal study form 2nd grade through 9th grade. The newsletter asks parents to call the principal or ask the teacher at anytime what reports cards or assessment reports mean for them and their child. The new standards based report cards will be discussed in detail at up coming open houses and fall parent teacher conferences. Student Goal setting plans will be designed by teachers in grades 2 and 3 with parent input. In grades 3-9 goal plans will be designed by students and their teachers.*

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

*The school-parent compact is discussed at the open house scheduled before the beginning of school. It is reviewed in detail again at other conferences and discussed by stakeholders. The compact is signed and dated and filed after fall conferences. A copy is sent home to parents also. The compact contains boxes where parents and students can so indicate what they can do to promote good student achievement.*

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

*An action plan is formed and reviewed by staff at regular meeting reviews they plan and check the progress of the components. The principal is the key person in the process but strong efforts of collaboration are needed for total success from all stakeholders. In the planning process of classroom assignments and master schedule has led to summer meeting with staff member to review the progress even during July. The superintendent is even involved in the master schedule that designs the layout of Tier 1, 2, and 3 instruction/intervention.*

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

*If the action plan is not being carried out in a timely fashion another plan is designed to correct the shot falls. The plan, do, study, and act process is active in the school. The process for improvement has moved into a year long cycle and staff members are eager to make changes when they are necessary to address needs and/or opportunities for improvements.*

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

### Preschool Transition Strategies

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

*Not applicable to Ryan Elementary as it only serves grades 2 through 4. The school principal does collaborate with the K-2 principal and early childhood services through Branch ISD.*

### Teacher Participation in Making Assessment Decisions

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

*Teachers have developed their own math benchmark assessments. These assessments are written to the GLCSs that are taught that year or segment of year. Now the teachers have designed CCSS standard based report cards and new assessments are being designed to check for mastery of these new standards. The data from old and new grade level assessments are used to determine how much focus may be spent on a certain topics. The discussions affects pacing guides. It also allows them to design interventions or extensions as they differentiate for every child. The same common benchmark assessment is given after instruction and additional intervention programming as this is a formative system. In the DRA process at mid year teachers can choose to give the DRA to all students or just to struggling readers. The DRA is given to all students in the fall to develop a solid plan for guided reading groups. In the spring of the year all students get a portion of the DRA to determine an independent reading level to bring closure to the year and set a possible base to be used in the fall. Teachers use NWEA data also as out come data to reflect on their practice and curriculum work. NWEA is used for formative as it also directs in process programming. These processes are worked with a daily common planning time and are also reviewed with data reviews with the building principal.*

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

*The school uses RTI and Tier 3 model to address all learners in reading. Teachers decide which students receive tier 2 or tier 3 interventions. Teachers are actively engaged in the process and even carry out many of the interventions themselves in an intervention/extension model. Data analysis is ongoing and data is used in just about every professional meeting. There are seasonal Dibels review days also in which teachers collaborate in analyzing data and designing interventions schedules. We now operate with a five marking period schedule to align our schools to the high school's unbalanced trimester. The elementary schools have five marking periods of about 35-36 days. The marking periods will also be used to review intervention and extension group movements.*

### Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide

authentic assessment of pupils' achievements, skills, and competencies.

*A current committee is reviewing K-12 literacy assessment. The committee is composed of multiple teachers from all schools. Alternative assessment development are currently designed in grade teams. Teachers use a variety of types of assessments included direct observations, performance based, and traditional assessments that may be automated through uses of technology.*

### **Timely and Additional Assistance**

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

*Students are identified via the MEAP, NWEA, DIBELS, and/or DRA. Students in levels 3 and 4 are placed in Tier 2 & 3 interventions. This is an ongoing process throughout the year and even during the summer. However last summer there was not summer school/tutoring project. Plans are being made for next year. Students in levels 3 and 4 are provided learning opportunities during Title I summer tutoring. The master schedule contains two intervention/extension blocks of time that allows for additional instruction as a mastery learning process is used. The current plan is to start the year off with systematic RTI and then move into problem solving RTI work with movements at the end/beginning of new marking periods. (about every 35-36 school days)*

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

*Students are identified via the MEAP and NWEA as to which proficient level. Student in levels 1 and 2 receive instruction via Tier I and have differentiated instruction in our computer assisted learning program regularly. If a student is having difficulty with a GLCE then an intervention is designed for them or a small group is formed to ensure mastery of that GLCE. The NWEA is aligned to the MEAP and NWEA data also allows educators to differentiate through our CAI program, Odyssey. Data is also downloaded out of DataDirector into an Excel spread sheet and "color combing" is used to color code the students after they have been ranked from low to highest in scores. Usually a four color method is used. Red lowest quartile, Yellow low middle quartile, green the high middle quartile, and purple the highest quartile. Usually multiple data lines are used to a key topic so multiple measures are used.*

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

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

1. LEA funds
2. Title 1 funds
3. Title 2 funds
4. Title 3 funds

5. 31a funds
6. Special Education funds from BISD services
7. Consultation expertise from CISD
8. Untied Way funds through partnership with Bronson Area Youth Center

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

*Funds from all resources are utilized appropriately to fulfill the plans indicated in the school's school improvement plan. Each strategy and activity is included in budget planning for federal, state, and local funding sources.*

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

*Title IA funds will be used to support struggling students in the core academic areas. We will use tiered interventions as a structure for that support. The major expenses met by Title IA involve staffing with limited funds spent on supplies and materials. Funds will be used to assist struggling learners that are not meeting proficiency levels of acceptance to meet the demands of AYP.*

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

*Federal, State, and local funding is appropriately integrated to meet the academic needs of all students including ESLs and those who are at risk for failing to meet academic standards. General funds are largely responsible for programming related to health, violence prevention, and holistic needs of our students. 31a money are being used for support to at risk students.*

## **Effective Use of Technology**

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

*The district provides near excellent technology resources for the school improvement plan. It provides a superior data warehouse that can easily produce reports on student achievement. The district technology resources are nearly 100% reliable due to excellent technology leadership.*

*Students and teachers work with computers everyday successfully to support the school improvement plan. Recently every classroom in grades 3 and higher have been outfitted with a computer projector. A new K-12 Technology Planning committee has been reviewing the METS and how they are currently being integrated into our instruction and are developing recommendations on how they will be integrated in the future.*

## **Evaluation of the School Improvement Plan**

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

*State MEAP results usually arrive in the district in January or February. The results are first reviewed by the building principal and then they are presented to the staff and other administrators. The results are always embargoed for several months. A staff meeting and then grade level team meetings are conducted to review the data looking for successes and opportunities for improvements. The data is studied to determine trend lines to confirm true successes and / or concerns. The data warehouse is helpful to determine trends in data from the state assessment. Other indicators are used to assist are so noted in other sections of this document including: NWEA, DRA, DIBELS, BCAMASC Science Kits common assessments, CISD Social Study common assessments, common grade level benchmark assessments.*

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

*Through the use of Datadirector (data warehouse) we can work with disaggregated groups of children to determine if we are helping our low economic learners and boys in reading and literacy. Graphs can be made once groups of children are identified in the system. This can be done with MEAP, DRA, Dibels, NWEA, or any other universal assessment that is given and the data is placed into Datadirector.*

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

*If the school improvement team does not see improvement than through the plan, do, study, and act process we will conduct research to look for other programs or options to improve learning. As we can group teachers also with their effectiveness it may lead to additional professional development to help a teacher that may be having problems with differentiated practices.*

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

*The final plan is reviewed before the start of the new school year. Details are discussed and planed into the school calendar with staff meetings and grade level team meetings. The plan is posted then for all stakeholders to observe and questions can be posed to the building principal for clarification and purpose.*

### **Building Level Decision-Making**

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

*All teachers are involved in the annual SPR and SIP process in various opportunities. A collaborative effort is made with multiple meetings throughout the year informing teachers and working with teachers to plan for improvement. A active parent advisory council also meets regularly with the principal and student and parent survey contribute to guiding the school's efforts.*

## Assurances

### EdYES!

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

Response: *Yes*

Comments: *Our school has grades 2-4 and they are tested 3 times per year in these subjects with a nationally normed test.*

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

Response: *Yes*

Comments: *The link is found at:*

*[www.bronson.k12.mi.us](http://www.bronson.k12.mi.us)*

### Educational Development Plan (EDP)

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

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

Comments:

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

Response: *No*

Comments:

### Health and Safety (HSAT)

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

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *No*

Comments:

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

Response: *No, do not use a health education curriculum*

Comments:

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

Response: *No*

Comments:

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

Response: *No action taken*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Exemplary Physical Education Curriculum (EPEC)*

Comments:

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

Response: *No*

Comments:

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

Response: *59 minutes or less at elementary level, 105 minutes or less at middle/high level*

Comments:

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Written Policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Access to some indoor facilities*

Comments:

## Stakeholders

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

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

# Statement of Non-Discrimination

## Federal Office for Civil Rights

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

## Contact Information

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

Name/Position:	Superintendent, Mr. James Modert
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

## Supporting Documentation

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

- School-Parent Involvement Plan
- School-Parent Compact
- NWEA Trend Lines and Measurable Goal Areas

## Ryan Elementary School

# Parent Involvement Policy and Plan

*Public Act 107 directs school districts to adopt and implement a parent involvement plan designed to encourage parental participation in the schools. Bronson Community School District has always valued parent involvement and provided opportunities to that end. New opportunities for participation are continually sought to maximize the positive benefits children experience when parents are extensively involved in the schools.*

### **Ryan Elementary School Parent Involvement Policy**

Ryan Elementary School recognizes the importance of a purposeful and sustained partnership between the school, the parents and the community. Our goal is to coordinate our efforts effectively to provide maximum benefits for all of our students. Educating a child is a shared responsibility. The connection between home and school is vital. We want to actively strive to maintain and enhance this connection.

We believe a mutual exchange of ideas, thoughts, and effort will help us achieve this. Our attitude will convey that we respect and value parental input as a key factor in a student's success. We will seek to eliminate barriers and find ways to encourage parents to join this process. The combination of our efforts will increase the quality of the child's time at Ryan School.

To accomplish this goal, we will provide a wide variety of ways that parents can be actively involved in their child's school life. Information will be given throughout the school year to parents about current curriculums, Title 1 programs, and grade level expectations. They will be offered chances to have input in school programs and decisions.

The Ryan School staff will strive to be readily accessible to parents. We offer e-mail, telephone, notes and conferences as ways for parents to stay actively involved. We want the parents to be able to communicate with us on a timely basis about their concerns. We also share data with parents concerning their child's individual progress. We do this through conferences, report cards, and assessment data. Materials and strategies for working with the students are provided to families. We are also available to answer any individual questions. The Ryan Parent Involvement Plan, which follows, gives detailed steps we are using to build collaboration between home and school.

### **Ryan Elementary School Parent Involvement Plan**

#### **Student, Teacher and Parent Compact**

*Ryan Elementary has a student, teacher and parent compact that is discussed, agreed upon and signed by all parties at fall conferences.*

#### **Parent Teacher Associations**

*The opportunity exists for every parent to seek membership in the Bronson ARC-PTO, representing the Anderson, Ryan and Chicago Street Schools. The group provides funds and resources to enrich the educational experiences of the student body. Membership is open to all parents within the district.*

#### **Volunteers**

*Ryan Elementary values the contributions of volunteers. Opportunities exist for parents to assist in classrooms, libraries and computer labs. Parents are encouraged to participate in field trips by taking on the role of chaperones. Ryan Elementary staff also seek parents' help for book fairs, field days, walking clubs and special classroom activities.*

## **Newsletters/Publications**

*Ryan Elementary regularly sends out a newsletter, Ryan Clipboard, to keep parents up-to-date on all building activities and opportunities for involvement. Included in the newsletters are parenting tips and other relevant information that parents should know about educating their children.*

## **Parent Teacher Conferences**

*Parent-Teacher Conferences are held twice a year. Parents are encouraged to contact teachers whenever a situation arises. Parents are informed when students are placed in Tier II and Tier III interventions for reading and math in the RTI process.*

## **Spanish Translator**

*A Spanish translator is provided for those families that need assistance and written forms of communication are available throughout the year in Spanish.*

## **Open House**

*Ryan Elementary schedules open house early in the school year so that parents can become familiar with the building and meet the teachers as well as other school personnel.*

## **Student Planners**

*Ryan teachers may utilize student planners as a means of communicating with parents about homework assignments and behavior. The planners provide a forum for daily interaction between teacher and parents.*

## **Student Handbooks**

*At the beginning of every year, new students receive handbooks that provide the most complete information possible on rules, expectations and policies. When handbooks are updated and/or revised, they are distributed to all students at Ryan.*

## **Report Cards and Progress Reports**

*Report cards are distributed four times a year. Teachers notify any parent of academic concerns as the need arises. Individual student assessments are provided in reading, language arts and math, three times a year with a report given to the parents as to the student's progress. Tutoring is available at the Bronson Youth Center for students at Ryan Elementary.*

## **Parenting Seminars**

*Ryan School promotes and offers information on the annual Sturgis Parenting Fair. Transportation is provided at no cost to the parent.*

## **Student Performances for Parents**

*Many opportunities are provided for parents to come into the schools and observe students' demonstrations of learning, as an example, "In the Spotlight", where classrooms present activities being worked on in Ryan classrooms, and the annual Ryan Music Program.*

## **District Website**

*The Ryan Website provides the latest information on school calendars, activities and programs as well as links to pertinent information for school families and community members. All teachers at Ryan Elementary have a working e-mail address and telephone extension that are posted on the Bronson District web page and on the Ryan Elementary web page. Through the Ryan website a link is available for the Info Connect, an information website for parents.*

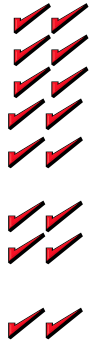
# Ryan Elementary Partnership Compact

Bronson Community Schools

Please check mark which tasks you can do and sign, Thank You! ☺

## EDUCATOR AGREEMENT

We want all students to achieve to their full potential. Therefore, I will do my best to:



- Demonstrate care and concern for each student.
- Recognize and value the unique characteristics of each student.
- Provide an environment that is safe and encourages learning.
- Explain and model the behaviors and procedures expected of students at school.
- Provide explanations of the standards students are expected to meet in order to demonstrate learning progress and an outline of the curriculum designed to help meet those standards.
- Provide quality teaching and leadership.
- Provide parents with timely and accurate assessments of students' progress in meeting school achievement and performance requirements.
- Welcome the participation of parents in achieving educational goals.

Teacher's Signature \_\_\_\_\_

Principal's Signature \_\_\_\_\_

## PARENT/GUARDIAN AGREEMENT

I want my child to succeed. Therefore, I will encourage him/her by doing the following:

- \_\_\_\_ Require and assist my child in getting to daily classes on time.
- \_\_\_\_ Help my child to develop positive school attitudes.
- \_\_\_\_ Support school rules and procedures.
- \_\_\_\_ Oversee and facilitate the completion of homework.
- \_\_\_\_ Support my child's efforts to improve and do quality work.
- \_\_\_\_ Communicate with educators about questions that I may have and/or problems that may interfere with my child's learning.
- \_\_\_\_ Attend parent-teacher conferences.
- \_\_\_\_ Read school letters and other important documents to stay informed.

Parent's Signature \_\_\_\_\_

## STUDENT AGREEMENT

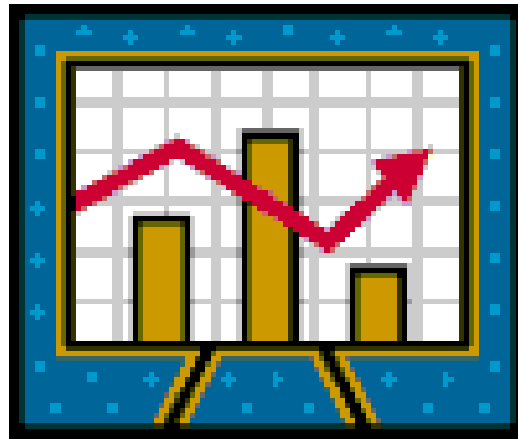
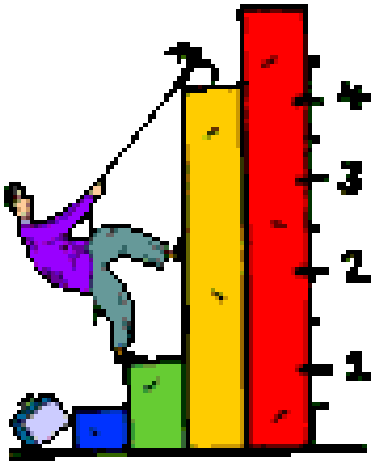
It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- \_\_\_\_ Come to school every day unless I am sick. Be on time.
- \_\_\_\_ Stay safe.
- \_\_\_\_ Take responsibility for my actions and behaviors.
- \_\_\_\_ Always do my best work.
- \_\_\_\_ Respect others and myself.
- \_\_\_\_ Cooperate with parents, classmates and teachers.
- \_\_\_\_ Tell my teacher or other school helper about my needs.

Student's Signature \_\_\_\_\_

**THANK YOU FOR YOUR COMMITMENT TO OUR PARTNERSHIP.**

# NWEA / BMAP 2003-2011

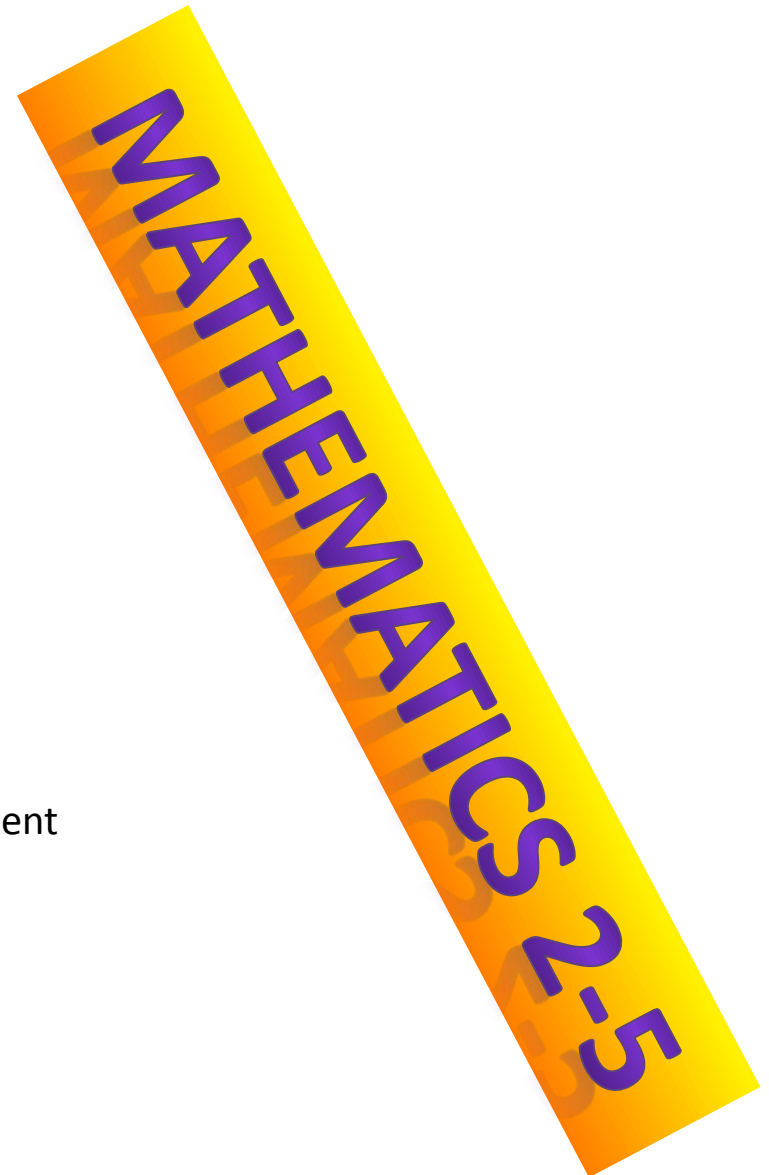


Longitudinal Look at Grade 2, 3, and 4 in Math,  
Reading, and Language Usage Ryan Elementary

By Mark A. Heifner

August 22, 2011

- **1. Number and Operations**
  - a. Meaning, Notation, Place Value, and Comparisons
  - b. Number Relationships and Meaning of Operations
  - c. Fluency with Operations - Add and Subtract
  - d. Fluency with Operations - Multiply and Divide
  - e. Estimation
- **2. Algebra**
  - a. Patterns, Relations, Functions, and Change
  - b. Formulas, Expressions, Equations, and Inequalities
- **3. Measurement**
  - a. Units and Systems of Measurement
  - b. Techniques and Formulas for Measurement
  - c. Problem Solving Involving Measurement
- **4. Geometry**
  - a. Geometric Shape, Properties, Mathematical Argument
  - b. Locations and Spatial Relationships
  - c. Spatial Reasoning and Geometric Modeling
  - d. Transformation and Symmetry
- **5. Data and Probability**
  - a. Data Representation
  - b. Data Interpretation and Analysis





- 1. Word Recognition, Word Study, Fluency**
  - a. Phonetic Awareness, Phonics, Word Recognition
  - b. Vocabulary
- 2. Narrative Text**
  - a. Narrative Forms and Literary Elements
  - b. Literary Devices
- 3. Informational Text**
  - a. Informational Forms and Text Features
  - b. Text Patterns
- 4. Comprehension and Metacognition**
  - a. Sequence and Details
  - b. Prediction, Drawing Conclusions, Making Inferences
  - c. Summarizing and Author's Perspective



**READING**



## **1. Writing Genre**

- a. Write a Narrative or an Essay
- b. Write an Informational Piece, Produce Research

## **2. Writing Process**

- a. Purpose, Audience and Prewriting Strategies
- b. Draft, Revise, Proofread, Edit

## **3. Grammar and Usage (Grammatical Structures)**

- a. Parts of Speech
- b. Sentences, Agreement, Phrases, and Clauses

## **4. Grammar and Usage (Punctuation and Capitalization)**

- a. Punctuation
- b. Capitalization

## **5. Spelling**

- a. Frequently Encountered Words
- b. Structural Cues

