

# School Improvement Plan

School Year: 2010

School District: Bronson Community School District

Intermediate School District: 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 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](http://www.mi.gov/schoolimprovement)

## 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

## 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

ID	Name	Development Status	Progress Status
827	Reading Proficiency Improvement	Approved	Open
20092	Writing Proficiency Improvement	Approved	Open
20282	Science Proficiency Improvement	Approved	Open
20311	Social Studies Proficiency Improvement	Approved	Open
20316	Math Proficiency Improvement	Approved	Open

### Goal 1: Reading Proficiency Improvement

**Content Area :** English Language Arts

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**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:**

ID	Objective
23621	100% of every classroom will use guided reading groups in the daily 90 minute reading block.

## 1.1. 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:**

ID	Strategy	Locked By
23621	Teachers will be retrained on the use of guided reading.	

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

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

**Selected Target Areas**

SPR (90) III.2.A.2 Staff Collaboratively Analyze Student Work: Staff continuously collaborate to adjust instruction based on on-going student performance.
SPR (90) III.2.B.1 Uses Best Practices: 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.
SPR (90) III.2.C.1 Aligned: Professional development is strategically aligned with the school improvement plan. The expected outcome from these initiatives is an increase in student achievement.
SPR (90) III.2.C.2 Job-Embedded: 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**

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

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
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.	08/31/2010	05/31/2011	literacy coach and school principal

**1.1.1.1. 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.

**Activity Type:** None

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

**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 :** 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 stgudents' writing. Students scoring 80% or more of the rubric score should be successful on the MEAP. The mulitple 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:**

ID	Objective
23623	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.

## 2.1. 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:**

ID	Strategy	Locked By
23623	All teachers will fully implement Lucy Calkins writing units.	

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

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

**Selected Target Areas**

SPR (90) I.2.B.1 Delivered Curriculum: 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.

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) II.1.A.1 Knowledge of Curriculum, Instruction and Assessment: 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**

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

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
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.	08/31/2010	05/31/2011	technology teacher leaders, CISD writing consultants, and building principal

**2.1.1.1. 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.

**Activity Type:** None

**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 - 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
Consulting Fees for Technology and Writing	Title II Part A	2,500.00	0.00

### Goal 3: Science Proficiency Improvement

**Content Area :** Science

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**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:**

ID	Objective
23948	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:**

ID	Strategy	Locked By
23948	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**

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

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.

**Other Required Information for Strategy**

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

Science Learning in the Sand. (EJ536651) 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
Techers 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	09/02/2010	10/20/2010	principal and lead techology teachers

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

**Activity Description:** Techers 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

**Activity Type:** None

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

**Actual staff responsible for implementing activity:**

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

**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

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**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:

ID	Objective
23983	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 system for student/teacher analysis and curriculum refinement.

### 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 system for student/teacher analysis and curriculum

refinement.

**List of Strategies:**

ID	Strategy	Locked By
23983	Teachers will be trained on how to use document cameras and how to navigate computer/internet projection and also using a wireless 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 wireless 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**

SPR (90) I.1.A.2 Standards Alignment: The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
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.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) II.1.A.5 Knowledge of Adult Learning: 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.
SPR (90) II.1.A.6 Change Agent: 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**

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

The Realities of K-12 Virtual Education (ED507361) [www.eric.edu.gov](http://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
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.	08/31/2010	05/31/2011	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.

**Activity Type:** None

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

**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
Projection Systems Installations	General Funds	5,000.00	0.00

## Goal 5: Math Proficiency Improvement

**Content Area :** Math

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**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 proficieny on MEAP follows.

3rd grade: (state aveage 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 addional problmes 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:**

ID	Objective
24004	Students after receiving instruction and interventions as necessary will attain an 80% classroom and average on post classroom and grade level assessments.

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

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

**List of Strategies:**

ID	Strategy	Locked By
24004	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.	

### 5.1.1. 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**

- 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.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) III.1.B.6 Technology: 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.

SPR (90) III.2.B.3 Induction/Mentoring/Coaching: 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.

SPR (90) V.1.A.1 Purpose: 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**

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

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
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.	08/31/2010	05/31/2011	technology lead teachers, building principal, CISD consultants.

**5.1.1.1. 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.

**Activity Type:** None

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

**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
PD time and/or release Math Development Time	Title II Part A	2,000.00	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	\$49,500.00	\$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.***

All teachers are involved in the annual SPR and SIP process in various fashions. 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.

***2. Describe how decisions about curriculum, instruction and assessment are made at this institution, 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.

***3. Describe how institution 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.

# 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 to be successful with the implementation of this plan.

1. Retraining or review of guided reading.
2. Professional development on guided reading strategies, including Literacy Coaching.
3. Time for collaboration for curriculum reviews in nearly all subject areas.
4. Advancement in technology skills for working with data and classroom presentation of online curriculum and assigning and coordinating Odyssey lessons.
5. Guidance in understand of best practice and using data to intervene and extend learning for all students.

### ***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.

Additionally a professional study committee is being developed for this school year composed of teachers, parents, administrators from the K-12 school district. This will further enhance resources working together for the benefit of this school and the school district.

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

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 directorship.

Students and teachers work with computers everyday successfully to support the school improvement plan.