School Improvement Plan

Title I - Targeted Assistance

School Year: 2011 - 2012

School District: Watervliet School District

ISD/RESA: Berrien RESA

School Name: South Elementary School

Grades Served: PK,K,1,2

Building Code: 04924

District Approval of Plan: _____

Authorized Official Signature and Date

Board of Education Approval of Plan: _____

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:	**South Elementary School**
District:	**Watervliet School District**
Public/Non-Public:	**Public**
Grades:	**PK,K,1,2**
School Code Number:	**04924**
City:	**WATERVLIET**
State/Province:	**Michigan**
Country:	**United States**

Vision, Mission and Beliefs

Vision Statement

The children of South Elementary School will become productive members of society. The children will be guided by dedicated staff members, parents, and community members who will provide an academically challenging learning environment, which is safe, orderly, and nurturing. This environment encourages students to be responsible, respectful, cooperative, and to do their personal best.

Mission Statement

The collective commitment of South Elementary School, as a professional learning community, is to ensure that every child attains full academic, social, and personal potential.

Beliefs Statement

Through staff professional development and the following activities South School will accomplish its mission.

Effective Communicators:
- Kindergarten sound sharing
- Sharing/talking circles
- Reading/retelling
- Young author books
- Sign language
- Teachers model appropriate language usage
- D.O.L. (Daily Oral Language)
- Product presentations
- Daily news

Critical Thinking:
- Calendar
- Math games, rocket math
- Conflict resolution/class meetings/peacemaking curriculum
- Science centers, journals
- Writing process
- Story mapping/character analysis, compare and contrast
- Working one on one or in small groups with students (Title I)

Socially Responsible Citizens
- Conflict resolution/responsible for actions
- Recycling/environmental studies
- Collections for community needs
- Social studies-ethnic diversity, cooperative learning
- Homework
- Being on time to school

Self-Supporting Quality Producers
- Daily leader
- Quality learning environment for all students
- Model positive attitude, trustworthiness

- Exposure to various career opportunities
- Peer tutoring
- Pioneer Day, ABC Carnival, Camp-Read-A-Lot

Technologically Literate
- Reading Counts, educational computer software
- Knowledge of basic computer skills
- Research reports

Health Conscious
- MI Health Model centers
- Hygiene habits
- Walk-a-thon
- Panther Pacers
- Gym class
- Jump Rope for Heart

Aesthetically Aware
- Variety Show
- Classroom skits
- Plays, field trips
- Choice time options
- Visiting artist
- Exposure to various music within the classroom
- Music class

Goals

Name	Development Status	Progress Status
Data Culture	Complete	Open
Math Proficiency	Complete	Open
Reading Comprehension	Complete	Open
Science Comprehension	Complete	Open
Social Studies Comprehension	Complete	Open
Writing	Complete	Open

Goal 1: Data Culture

Content Area: Other
Development Status: Complete

Student Goal Statement: The culture of WPS will be one of continuous learning and improvement founded in data-based decision making.

Gap Statement: The use of data as a means to inform instruction is an ongoing process and needs to be utilized to a greater extent.

Cause for Gap: Resources, teacher professional development, and collection of assessment data has just started to become a top priority in the building. A cultural change is taking place and needs to continue.

Multiple measures/sources of data you used to identify this gap in student achievement: NWEA assessments
MEAP assessments
Classroom unit assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? 100% of teachers will be inputing classroom data into our data warehouse and be able to show how they used that data to change instructional progress so that at least 85% of their students meet the content expectations.

Contact Name: Darla Campbell

List of Objectives:

Name	Objective
Align Assessments Objective	Student's scores on the MEAP will improve 2% each year as the students will be assessed using tests that are aligned to the Common Core.
Align Curriculum Objective	Student's scores on the MEAP will improve 2% each year as they are taught curriculum that is aligned to the Common Core.
Intervention	Students will engage in academic activities that support continuous learning and offer

Objective	interventions to maximize student achievement on the MEAP as evidenced by improvement each year of scores by 2% by 2013-2014.

1.1. Objective: Align Assessments Objective

Measurable Objective Statement to Support Goal: Student's scores on the MEAP will improve 2% each year as the students will be assessed using tests that are aligned to the Common Core.

List of Strategies:

Name	Strategy
Data Director Strategy	All teachers will align final assessments to the Common Core and will utilize Data Director to warehouse data results by 2013-2014. All teachers will utilize Data Director as a medium to align and warehouse final assessments.

1.1.1. Strategy: Data Director Strategy

Strategy Statement: All teachers will align final assessments to the Common Core and will utilize Data Director to warehouse data results by 2013-2014. All teachers will utilize Data Director as a medium to align and warehouse final assessments.

Selected Target Areas

Other Required Information for Strategy

Common Core
Data Director

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data Director Implementation	2011-09-06	2012-06-08	Principal Data Coaches Teachers

1.1.1.1. Activity: Data Director Implementation

Activity Type: Professional Development

Activity Description: 1. All teachers will align assessments to the common core.
2. All teachers will be trained in how to use Data Director.
3. All teachers will use Data Director to warehouse their assessments.
4. PLCs will be used to discuss results and possible interventions and strategies based on the data.

Planned staff responsible for implementing activity: Principal
Data Coaches
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.2. Objective: Align Curriculum Objective

Measurable Objective Statement to Support Goal: Student's scores on the MEAP will improve 2% each year as they are taught curriculum that is aligned to the Common Core.

List of Strategies:

Name	Strategy
Curriculum Crafter Strategy	All teachers will align curriculum to the Common Core by 2013-2014. All teachers will utilize Kent ISD/Curriculum-Crafter to map curriculum so all courses/subjects are aligned to the Common Core.

1.2.1. Strategy: Curriculum Crafter Strategy

Strategy Statement: All teachers will align curriculum to the Common Core by 2013-2014. All teachers will utilize Kent ISD/Curriculum-Crafter to map curriculum so all courses/subjects are aligned to the Common Core.

Selected Target Areas

Other Required Information for Strategy

Curriculum Crafter - Common Core

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Crafter Implementation	2011-09-06	2012-06-08	Principal Data Coaches Teachers

1.2.1.1. Activity: Curriculum Crafter Implementation

Activity Type: Professional Development

Activity Description: 1. Grade Levels will teach the same material as outlined in the Common Core.
2. Regular grade level meetings will ensure constant communication regarding progress.
3. All teachers will complete Curriculum Crafter training to ensure full emplementation.

Planned staff responsible for implementing activity: Principal
Data Coaches
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.3. Objective: Intervention Objective

Measurable Objective Statement to Support Goal: Students will engage in academic activities that support continuous learning and offer interventions to maximize student achievement on the MEAP as evidenced by improvement each year of scores by 2% by 2013-2014.

List of Strategies:

Name	Strategy
Teach Like a Champion Strategy	All faculty members will participate in a year-long book study of Teach Like a Champion by Douglas Lemov (training on interventions and activities) to support the engagement of students and continuous learning by 2011-2012.

1.3.1. Strategy: Teach Like a Champion Strategy

Strategy Statement: All faculty members will participate in a year-long book study of Teach Like a Champion by Douglas Lemov (training on interventions and activities) to support the engagement of students and continuous learning by 2011-2012.

Selected Target Areas

Other Required Information for Strategy

Douglas Lemov

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teach Like a Champion Implementation Activities	2011-09-06	2012-06-08	Curriculum Director Principal Staff

1.3.1.1. Activity: Teach Like a Champion Implementation Activities

Activity Type: Professional Development

Activity Description: 1. Curriculum Director will purchase Teach Like a Champion.
2. Principals will facilitate a year-long book study.
3. Staff will participate in book study to learn interventions and activities to support the engagement of students and continuous learning.

Planned staff responsible for implementing activity: Curriculum Director
Principal
Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Goal 2: Math Proficiency

Content Area: Math
Development Status: Complete

Student Goal Statement: All students will meet college/career readiness standards in MATH as evidenced by MEAP achievement.

Gap Statement: 54% of third grade students scored below level 1 on the 2010 MEAP exam. We need to have more students scoring a level 1 on the MEAP at the third grade level.

Cause for Gap: Students begin school without basic problem solving skills and number sense.

Multiple measures/sources of data you used to identify this gap in student achievement: Classroom assessments
Third Grade MEAP
NWEA in first and second grade

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? At least 55% of students score level 1 on the third grade MEAP exam.

Contact Name: Darla Campbell

List of Objectives:

Name	Objective
Math Proficiency	At least 55% of all students will perform at level 1 on the Third grade MEAP exam.
NWEA Performance Objective	All students will score 80% on or above grade level on the NWEA.

2.1. Objective: Math Proficiency

Measurable Objective Statement to Support Goal: At least 55% of all students will perform at level 1 on the Third grade MEAP exam.

List of Strategies:

Name	Strategy
Math Intervention	Intervention will be provided to K-2 students who are struggling to meet math expectations.
Teacher Professional Development	Classroom teachers will receive updates and training on math curriculum implementation.

2.1.1. Strategy: Math Intervention

Strategy Statement: Intervention will be provided to K-2 students who are struggling to meet math expectations.

Selected Target Areas

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.
I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.
II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

Other Required Information for Strategy

Marzano Best Practices
Lemov ~ Teach Like a Champion

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Marzano Best Practices	2011-09-06	2012-06-03	Principal Teachers
Paraprofessional Support	2011-09-06	2012-06-03	Principal Classroom Teachers Paraprofessionals
Teach Like a Champion	2011-09-06	2012-06-03	Principal Teachers

2.1.1.1. Activity: Marzano Best Practices

Activity Type: Professional Development

Activity Description: Staff will review Marzano Best Practices in Classroom Instruction that Works.

Planned staff responsible for implementing activity: Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-03

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.1.2. Activity: Paraprofessional Support

Activity Description: Paraprofessionals will be assigned to each K-2 classroom to provide intervention support to students struggling to meet the grade level math expectations.

Planned staff responsible for implementing activity: Principal
Classroom Teachers
Paraprofessionals

Actual staff responsible for implementing activity: Principal
Classroom Teachers
Paraprofessionals

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-03

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
salaries, benefits	Title I Part A	65,899.00	0.00

2.1.1.3. Activity: Teach Like a Champion

Activity Type: Professional Development

Activity Description: School staff will read "Teach like a Champion"

Planned staff responsible for implementing activity: Principal
Teachers

Actual staff responsible for implementing activity: Principal
Teachers

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-03

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.2. Strategy: Teacher Professional Development

Strategy Statement: Classroom teachers will receive updates and training on math curriculum implementation.

Selected Target Areas

III.1.B.4 Staff members are structured into collaborative teams specifically designed to enhance student achievement. All instructional staff members have the skill to be effective collaborators and value the contribution that collaboration makes to student success.
III.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.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.
III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

Other Required Information for Strategy

Framework for Understanding Children of Poverty, Ruby Paine
Marzano Best Practices
Dufore et all...Professional Learning Communities

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Balanced Assessment	2011-09-05	2012-06-08	Curriculum Director
Data System/Assessment Training	2011-09-05	2012-06-08	Tech Director Principal
New Teacher Training	2011-09-05	2012-06-08	Principal
Training in Teaching Techniques	2011-09-05	2012-06-08	Principal

2.1.2.1. Activity: Balanced Assessment

Activity Description: Staff will participate in Balanced Assessment focused training offered by the Berrien RESA.

Planned staff responsible for implementing activity: Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials, Stipends, Mileage	Title II Part A	500.00	0.00

2.1.2.2. Activity: Data System/Assessment Training

Activity Description: Results-driven (solicited and analyzed)with training in Data Director.

Planned staff responsible for implementing activity: Tech Director
Principal

Actual staff responsible for implementing activity: Principal

Data Coaches
Teachers

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
stipends, benefits	Title II Part A	150.00	0.00

2.1.2.3. Activity: New Teacher Training

Activity Description: Train new teachers in Everyday Math Instruction.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity: Principal
Grade Chairs
Mentors

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
stipends, benefits	Title II Part A	350.00	0.00

2.1.2.4. Activity: Training in Teaching Techniques

Activity Description: Year-long book study of: Teach Like a Champion by Douglas Lemov.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity: Principal
Teachers

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
books,supplies	Title II Part A	800.00	0.00

2.2. Objective: NWEA Performance Objective

Measurable Objective Statement to Support Goal: All students will score 80% on or above grade level on the NWEA.

List of Strategies:

Name	Strategy
Math Intervention Strategy	When a student falls below grade level the classroom teacher implements one or more Tier II Interventions. If a student continues to struggle, a child study meeting is held with the principal, classroom teacher, special education teacher, teacher consultant, and other staff members that work with the student. The hild study meeting is to explore other interventions/strategies to use.
NWEA Performance Strategy	Intervention will be provided to K-2 students who are struggling to meet math expectations.

2.2.1. Strategy: Math Intervention Strategy

Strategy Statement: When a student falls below grade level the classroom teacher implements one or more Tier II Interventions. If a student continues to struggle, a child study meeting is held with the principal, classroom teacher, special education teacher, teacher consultant, and other staff members that work with the student. The hild study meeting is to explore other interventions/strategies to use.

Selected Target Areas

Other Required Information for Strategy

RtI Framework - IDEA and NCLB
Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development	2011-09-05	2012-06-08	Principal Teachers

2.2.1.1. Activity: Professional Development

Activity Type: Professional Development

Activity Description: Professional Development will be provided that will include content knowledge, job-embedded decision making.

Planned staff responsible for implementing activity: Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.2.2. Strategy: NWEA Performance Strategy

Strategy Statement: Intervention will be provided to K-2 students who are struggling to meet math expectations.

Selected Target Areas

Other Required Information for Strategy

Marzano Best Practices
Lemov Teach Like a Champion

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Paraprofessional Intervention Support	2011-09-05	2012-06-08	Principal Teachers
Teach Like a Champion	2011-09-05	2012-06-08	Principal Curriculum Director

2.2.2.1. Activity: Paraprofessional Intervention Support

Activity Type: Professional Development

Activity Description: Paraprofessionals will be assigned to each K-2 classroom to provide intervention support to students struggling to meet the grade level math expectations.

Planned staff responsible for implementing activity: Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.2.2.2. Activity: Teach Like a Champion

Activity Type: Professional Development

Activity Description: Staff will read Teach Like a Champion

Planned staff responsible for implementing activity: Principal
Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Goal 3: Reading Comprehension

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: All students will meet college/career readiness standards in READING as evidenced by MEAP achievement.

Gap Statement: On the 07-08 MEAP test we had 75% proficient and advanced on the ELA test for grade 3. Terra Nova results for the Spring of 2009 of the students in grades one and two showed that 70% were proficient based on the national norms.

Cause for Gap: A great majority of students arrive at our school without the basic skills to start school. They have never been in any formal educational setting. We are committed to giving them the developmental and academic skills they will need by the time they reach third grade.

Multiple measures/sources of data you used to identify this gap in student achievement: Unit Test Results
Terra Nova Scores
Third Grade MEAP Results

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? 85% of first and second grade students will be comprehending what they read as reported on ELA classroom/unit assessments, Terra Nova results, and MEAP results.

Contact Name: Grade Level Teachers Building Principal

List of Objectives:

Name	Objective
Reading Comprehension	All students who have completed our school's program will increase Reading Scores from 81% (2010) to 100% by 2014.
Science Comprehension/Vocabulary	At least 80% of second grade students will comprehend and show mastery of science expectations as reported on grade level science assessments.
Social Studies Comprehension/Vocabulay	At lease 80% of second grade students will comprehend and show mastery of social studies expectations as reported on grade level social studies assessments.

3.1. Objective: Reading Comprehension

Measurable Objective Statement to Support Goal: All students who have completed our school's program will increase Reading Scores from 81% (2010) to 100% by 2014.

List of Strategies:

Name	Strategy
Common Assessments	Students will be given common grade level assessments to determine if intervention stategies are needed so that the student performs at or above grade level.
Reading Intervention	When a student falls below grade level the classroom teacher implements one or more Tier II interventions. If a student continues to struggle, a child study meeting is held with the principal, classroom teacher, special education teacher, teacher consultant, and other staff members that work with the student. The child study meeting is to explore other interventions/strategies to use.
Teacher/Staff Professional Development	Through professional development activities, the teaching staff will have a wide range of intervention strategies they can use to intervene with struggling students. They will also have a better understanding on how to use assessment tools to inform instruction.

3.1.1. Strategy: Common Assessments

Strategy Statement: Students will be given common grade level assessments to determine if intervention stategies are needed so that the student performs at or above grade level.

Selected Target Areas

I.1.A.2 The local curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.2.B.2 There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
I.3.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.)

Other Required Information for Strategy

The work that Richard DuFore (et all) have done on Professional Learning Communities identifies using common assessments as a means to identify the most at-risk learners.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Assessments	2010-09-08	2011-06-08	Classroom teachers Building Principal
Readinng Workshop	2011-09-06	2012-06-08	Curriculum Director Building Principal

3.1.1.1. Activity: Common Assessments

Activity Description: We have a plan in place to monitor student achievement using common grade level assessments. Common grade level assessments will be given during the same week by all teachers. Assessments will be given the second week of school, at semester, and at the end of the year. Unit assessments will be given within the same week by all the grade level teachers at least 6 times a year. Weekly common assessments are given for progress monitoring. Results are given to the building principal. The grade level teams share assessment results to inform instruction and identify at-risk learners.

Planned staff responsible for implementing activity: Classroom teachers
Building Principal

Actual staff responsible for implementing activity: Principal
Classroom Teachers

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Additional Staff and Materials	Title I Part A	2,000.00	0.00

3.1.1.2. Activity: Readinng Workshop

Activity Type: Professional Development

Activity Description: Faculty will be trained in a Reading Workshop.

Planned staff responsible for implementing activity: Curriculum Director
Building Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.1.2. Strategy: Reading Intervention

Strategy Statement: When a student falls below grade level the classroom teacher implements one or more Tier II interventions. If a student continues to struggle, a child study meeting is held with the principal, classroom teacher, special education teacher, teacher consultant, and other staff members that work with the student. The child study meeting is to explore other interventions/strategies to use.

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

Other Required Information for Strategy

The use of a Response to Intervention model has shown to identify at-risk learners early and interceed to help them succeed. This practice is proving to keep special education referrals down. RtI is a product of IDEA and NCLB. This strategy provides a school-wide framework for data driven instruction and multi-tiered interventions.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Intervention Strategies	2011-09-06	2012-06-08	Principal Classroom Teachers
Kindergarten Plus Program	2011-09-06	2012-06-08	Principal Teachers
Migrant/ELL Reading	2011-09-06	2012-06-08	Principal Classroom Teacher Bilingual Paraprofessional

Professional Development	2011-09-06	2012-06-08	Curriculum Director Principal Classroom Teachers
RtI model	2011-09-06	2012-06-08	Classroom Teachers Special Education Teachers Building Intervention Specialist Building Principal

3.1.2.1. Activity: Intervention Strategies

Activity Type: Professional Development

Activity Description: Classroom teachers and staff will be coached in a wide range of intervention strategies.

Planned staff responsible for implementing activity: Principal
Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.1.2.2. Activity: Kindergarten Plus Program

Activity Description: Kindergarteners attend school .67 of each day. Their teachers spend the other .33 of their day in general education 1st and 2nd grade classrooms, working with general education teachers, to provide supplemental instruction and support for students struggling to meet grade level expectations in English Language Arts.

Planned staff responsible for implementing activity: Principal
Teachers

Actual staff responsible for implementing activity: Principal
Teachers

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
salaries benefits	Title I Part A	83,687.00	0.00

3.1.2.3. Activity: Migrant/ELL Reading

Activity Description: Migrant/ELL students who are below grade level will be given supplemental reading instruction individually or in small groups.

Planned staff responsible for implementing activity: Principal
Classroom Teacher
Bilingual Paraprofessional

Actual staff responsible for implementing activity: Principal
Classroom Teacher
Bilingual Paraprofessional

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
salary benefits	Title I Part C	8,000.00	0.00

3.1.2.4. Activity: Professional Development

Activity Type: Professional Development

Activity Description: Professional Development for content knowledge, job-embedded, and data-driven decision making.

Planned staff responsible for implementing activity: Curriculum Director
Principal
Classroom Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.1.2.5. Activity: RtI model

Activity Description: A framework for identifying at-risk learners is in place to monitor student achievement and implement interventions as needed. A team of educators is identified to support child study meetings and offer intervention strategies when a student continues to fall below grade level expectations.

Planned staff responsible for implementing activity: Classroom Teachers
Special Education Teachers
Building Intervention Specialist
Building Principal

Actual staff responsible for implementing activity: Classroom Teachers
Special Education Teachers
Building Intervention Specialist
Building Principal

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
salary benefits stipends	Title I Part A	83,687.00	0.00

3.1.3. Strategy: Teacher/Staff Professional Development

Strategy Statement: Through professional development activities, the teaching staff will have a wide range of intervention strategies they can use to intervene with struggling students. They will also have a better understanding on how to use assessment tools to inform instruction.

Selected Target Areas

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

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

Other Required Information for Strategy

Marzano Best Practices

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teaching Staff will be coached in Intervention Stategies	2011-09-06	2012-06-08	Building Principal Intervention Team Classroom Teachers
Training for 2nd grade teachers in Handwriting Without Tears	2011-09-06	2012-06-08	Principal 2nd grade teachers

3.1.3.1. Activity: Teaching Staff will be coached in Intervention Stategies

Activity Type: Professional Development

Activity Description: Teaching staff will be coached in intervention strategies.

Planned staff responsible for implementing activity: Building Principal
Intervention Team
Classroom Teachers

Actual staff responsible for implementing activity: Building Principal
Intervention Team
Classroom Teachers

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Berrien RESA Professional Development for Teachers	Other	5,000.00	0.00

3.1.3.2. Activity: Training for 2nd grade teachers in Handwriting Without

Tears

Activity Description: Training for 2nd grade teachers in Handwriting Without Tears.

Planned staff responsible for implementing activity: Principal
2nd grade teachers

Actual staff responsible for implementing activity: Principal
2nd grade teachers

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Stipends/Benefits	Title II Part A	350.00	0.00

3.2. Objective: Science Comprehension/Vocabulary

Measurable Objective Statement to Support Goal: At least 80% of second grade students will comprehend and show mastery of science expectations as reported on grade level science assessments.

List of Strategies:

Name	Strategy
Common Assessments	Students will be given common grade level assessments to determine if intervention stategies are needed so that the student performs at or above grade level.
Intervention Strategies	When a student falls below grade level the classroom teacher implements one or more Tier II Interventions. If a student continues to struggle, a child study meeting is held with the prinicpal, classroom teacher, special education teacher, teacher consulant, and other staff members that work with the student. The child study meeting is to explore other interventions/strategies to use.

3.2.1. Strategy: Common Assessments

Strategy Statement: Students will be given common grade level assessments to determine if intervention stategies are needed so that the student performs at or above grade level.

Selected Target Areas

Other Required Information for Strategy

The work that Richard DuFore (et all) have done on Professional Learning Communities identifies using common assessments as a means to identify the most at-risk learners.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Battel Creek Science Curriculum Training	2011-09-06	2012-06-08	Principal Teachers
Common Assessments	2011-09-06	2012-06-08	Principal Teachers

3.2.1.1. Activity: Battel Creek Science Curriculum Training

Activity Type: Professional Development

Activity Description: Training for all new teachers in Battle Creek Science Curriculum.

Planned staff responsible for implementing activity: Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.2.1.2. Activity: Common Assessments

Activity Type: Professional Development

Activity Description: We have a plan in place to monitor student achievement using common grade level assessments. Common grade level assessments will be given during the same week by all teachers. Unit assessments will be given within the same week by all teachers. End of Unit assessments will be

given for progress monitoring. Results are given to the building principal. The grade level teams share assessment results to inform instruction and identify at-risk learners.

Planned staff responsible for implementing activity: Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.2.2. Strategy: Intervention Strategies

Strategy Statement: When a student falls below grade level the classroom teacher implements one or more Tier II Interventions. If a student continues to struggle, a child study meeting is held with the prinicpal, classroom teacher, special education teacher, teacher consulant, and other staff members that work with the student. The child study meeting is to explore other interventions/strategies to use.

Selected Target Areas

Other Required Information for Strategy

The work that Richard DuFore (et all) have done on Professional Learning Communities identifies using common assessments as a means to identify the most at-risk learners.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Intervention Strategies	2011-09-06	2012-06-08	Curriculum Director Principal Teachers
Professional Development	2011-09-06	2012-06-08	Curriculum Director Principal Teachers
RtI Model	2011-09-06	2012-06-08	Principal Teachers

3.2.2.1. Activity: Intervention Strategies

Activity Type: Professional Development

Activity Description: Classroom teachers and staff will be coached in a wide range of intervention strategies.

Planned staff responsible for implementing activity: Curriculum Director
Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.2.2.2. Activity: Professional Development

Activity Type: Professional Development

Activity Description: Professional Development for content knowledge, job-embedded, and data-driven decision making.

Planned staff responsible for implementing activity: Curriculum Director
Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.2.2.3. Activity: RtI Model

Activity Type: Professional Development

Activity Description: A framework for identifying at-risk learners is in place to monitor student achievement and implement interventions as needed. A team of educators is identified to support child study meetings and offer intervention strategies when a student continues to fall below grade level expectations.

Planned staff responsible for implementing activity: Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.3. Objective: Social Studies Comprehension/Vocabulay

Measurable Objective Statement to Support Goal: At lease 80% of second grade students will comprehend and show mastery of social studies expectations as reported on grade level social studies assessments.

List of Strategies:

Name	Strategy
Common Assessments	Students will be given common grade level assessments to determine if intervention strategies are needed so that the student performs at or above grade level.
Intervention Strategies	When a student falls below grade level the classroom teacher implements one or more Tier II Interventions. If a student continues to struggle, a child study meeting is held with the prinicpal, classroom teacher, special education teacher, teacher consulant, and other staff members that work with the student. The child study meeting is to explore other interventions/strategies to use.

3.3.1. Strategy: Common Assessments

Strategy Statement: Students will be given common grade level assessments to determine if intervention strategies are needed so that the student performs at or above grade level.

Selected Target Areas

Other Required Information for Strategy

The work that Richard DuFore (et all) have done on Professional Learning Communities identifies using common assessments as a means to identify the most at-risk learners.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Assessments	2011-09-06	2012-06-08	Principal Teachers

3.3.1.1. Activity: Common Assessments

Activity Type: Professional Development

Activity Description: We have a plan in place to monitor student achievement using common grade level assessments. Common grade level assessments will be given during the same week by all teachers. Unit assessments will be given within the same week by all teachers. End of Unit assessments will be given for progress monitoring. Results are given to the building principal. The grade level teams share assessment results to inform instruction and identify at-risk learners.

Planned staff responsible for implementing activity: Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.3.2. Strategy: Intervention Strategies

Strategy Statement: When a student falls below grade level the classroom teacher implements one or more Tier II Interventions. If a student continues to struggle, a child study meeting is held with the prinicpal,

classroom teacher, special education teacher, teacher consulant, and other staff members that work with the student. The child study meeting is to explore other interventions/strategies to use.

Selected Target Areas

Other Required Information for Strategy

The use of a Response to Intervention model has shown to identify at-risk learners early and interceed to help them succeed. This practice is proving to keep special education referrals down. RtI is a product of IDEA and NCLB. This strategy provides a school-wide framework for data driven instruction and multi-tiered interventions.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Intervention Strategies	2011-09-06	2012-06-08	Curriculum Director Principal Teachers
Professional Development	2011-09-06	2012-06-08	Curriculum Director Principal Teachers
RtI Model	2011-09-06	2012-06-08	Principal Teachers

3.3.2.1. Activity: Intervention Strategies

Activity Type: Professional Development

Activity Description: Classroom teachers and staff will be coached in a wide range of intervention strategies.

Planned staff responsible for implementing activity: Curriculum Director
Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.3.2.2. Activity: Professional Development

Activity Type: Professional Development

Activity Description: Professional Development for content knowledge, job-embedded, and data-driven decision making.

Planned staff responsible for implementing activity: Curriculum Director
Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.3.2.3. Activity: RtI Model

Activity Type: Professional Development

Activity Description: A framework for identifying at-risk learners is in place to monitor student achievement and implement interventions as needed. A team of educators is identified to support child study meetings and offer intervention strategies when a student continues to fall below grade level expectations.

Planned staff responsible for implementing activity: Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Goal 4: Science Comprehension

Content Area: Science
Development Status: Complete

Student Goal Statement: Students will increase their ability to comprehend science information.

Gap Statement: Terra Nova results for the 08-09 school year report that only 70% of students are performing at or above grade level expectations.

Cause for Gap: Migrant/ELL and economically disadvantaged students score significantly below grade level.

Multiple measures/sources of data you used to identify this gap in student achievement: Terra Nova Scores Classroom Assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? At Least 80% of first and second grade students will comprehend what they read as reported on science assessments given in the classroom and Terra Nova results.

Contact Name: Darla Campbell

List of Objectives:

Name	Objective
Terra Nova Scores	Over 3 years, first and second grade students will rise to 80% achieving at or above grade level expectations

4.1. Objective: Terra Nova Scores

Measurable Objective Statement to Support Goal: Over 3 years, first and second grade students will rise to 80% achieving at or above grade level expectations

List of Strategies:

Name	Strategy
Professional Devlopment	Teachers will be trained in science kit instruction through attending training at Berrien RESA and Battle Creek Science headquarters. They will also attend workshops related to the instruction of migrant/ELL and economically disadvantaged students related to reading comprehension in science.

4.1.1. Strategy: Professional Devlopment

Strategy Statement: Teachers will be trained in science kit instruction through attending training at Berrien RESA and Battle Creek Science headquarters. They will also attend workshops related to the instruction of migrant/ELL and economically disadvantaged students related to reading comprehension in science.

Selected Target Areas

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
I.3.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.4 The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn and the impact of developmental states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.

Other Required Information for Strategy

Used Marzano Best Practices and the state curriculum guidelines to inform instructional practices.
Use Ruby Paine's work related to educating children of poverty.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
teacher training	1910-06-30	2010-08-31	classroom teachers curriculum director building principal

4.1.1.1. Activity: teacher training

Activity Description: Teachers will attend training on how to instruct the science curriculum.
Teachers will attend reading in content area training.

Planned staff responsible for implementing activity: classroom teachers
curriculum director
building principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 1910-06-30, End Date - 2010-08-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
stipends, mileage, substitute costs	Title II Part A	200.00	0.00

Goal 5: Social Studies Comprehension

Content Area: Social Studies
Development Status: Complete

Student Goal Statement: over 3 years time, students in first and second grade will rise to 80% proficiency in comprehending social science information.

Gap Statement: Terra Nova results for the 08-09 school year report that 73% of students achieve at or above grade level expectations on the social science exam.

Cause for Gap: Economically disadvantaged and migrant/ELL students perform significantly below grade level.

Multiple measures/sources of data you used to identify this gap in student achievement: Terra Nova Scores Classroom Assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? At least 80% of students in first and second grade will achieve at or above grade level on the Terra Nova test and classroom unit assessments.

Contact Name: Darla Campbell

List of Objectives:

Name	Objective
Terra Nova Scores	80% of students in first and second grade will achieve at or above grade level on the social science

5.1. Objective: Terra Nova Scores

Measurable Objective Statement to Support Goal: 80% of students in first and second grade will achieve at or above grade level on the social science

List of Strategies:

Name	Strategy
Building Reading Comprehension in Social Studies	Teaching staff will be trained in strategies to improve comprehension in social studies reading.

5.1.1. Strategy: Building Reading Comprehension in Social Studies

Strategy Statement: Teaching staff will be trained in strategies to improve comprehension in social studies reading.

Selected Target Areas

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
II.1.B.5 School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.

Other Required Information for Strategy

Used Ruby Paine's work related to educating children of poverty.
Marzano's Best Practices

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teacher Training	2010-09-01	2011-04-29	Building Principal Curriculum Director

5.1.1.1. Activity: Teacher Training

Activity Description: Teachers will attend training and workshops related to building comprehension in all children but especially those most at risk including economically disadvantaged and migrant/ELL.

Planned staff responsible for implementing activity: Building Principal
Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-04-29

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher Training	General Funds	1,200.00	0.00

Goal 6: Writing

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: All students will meet college/career readiness standards in WRITING as evidenced by MEAP achievement.

Gap Statement: Over 50% of forth grade students scored below level 1 on the 2010 MEAP exam. We need to have more students scoring a level 1 on the MEAP at the forth grade level.

Cause for Gap: Students have a limited vocabulary and correct grammar usage outside the school environment. Intense instruction is needed/given as they enter school.

Multiple measures/sources of data you used to identify this gap in student achievement: Classroom assessments
Third Grade MEAP
NWEA in first and second grade

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Classroom assessments
Third Grade MEAP
NWEA in first and second grade

Contact Name: Darla Campbell

List of Objectives:

Name	Objective
ALL Writing Objectives	All students will score 80% or above on all of the above writing pieces.
Information/Explanatory Objective	All students will score 80% or above on an Information/Explanatory Piece in which they introduce a topic and provide facts with a concluding statement using a writing rubric.
Narrative Objective	All students will score 80% or above on Narratives in which they recount events

	using a writing rubric.
Opinion Piece Objective	All students will score 80% or above on an Opinion Piece in which they introduce a topic or a book that they are writing about. Using a writing rubric.

6.1. Objective: ALL Writing Objectives

Measurable Objective Statement to Support Goal: All students will score 80% or above on all of the above writing pieces.

List of Strategies:

Name	Strategy
Writing Intervention Strategy	When a student falls below grade level the classroom teacher implements one or more Tier II Interventions. If a student continues to struggle, a child study meeting is held with the principal, classroom teacher, special education teacher, teacher consultant, and other staff members that work with the student. The child study meeting is to explore other interventions/strategies to use.

6.1.1. Strategy: Writing Intervention Strategy

Strategy Statement: When a student falls below grade level the classroom teacher implements one or more Tier II Interventions. If a student continues to struggle, a child study meeting is held with the principal, classroom teacher, special education teacher, teacher consultant, and other staff members that work with the student. The child study meeting is to explore other interventions/strategies to use.

Selected Target Areas

Other Required Information for Strategy

RtI framework - IDEA and NCLB, Marzano - Best Practices

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing Intervention Activities	2011-09-06	2012-06-08	Principal Teachers Special Education Teachers

6.1.1.1. Activity: Writing Intervention Activities

Activity Description: Peer writing, increased writing time, 1 to 1 writing with an adult, and modified expectations and rubrics.

Planned staff responsible for implementing activity: Principal
Teachers
Special Education Teachers

Actual staff responsible for implementing activity: Teachers

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

6.2. Objective: Information/Explanatory Objective

Measurable Objective Statement to Support Goal: All students will score 80% or above on an Information/Explanatory Piece in which they introduce a topic and provide facts with a concluding statement using a writing rubric.

List of Strategies:

Name	Strategy
Information/Explanatory	Faculty will utilize 6+1 Traits, Lucy Calkins research, Curriculum Crafter and Power Writing to improve overall writing instruction.

6.2.1. Strategy: Information/Explanatory

Strategy Statement: Faculty will utilize 6+1 Traits, Lucy Calkins research, Curriculum Crafter and Power Writing to improve overall writing instruction.

Selected Target Areas

Other Required Information for Strategy

6+1 Traits, Lucy Calkins research, Curriculum Crafter and Power Writing

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
6+1 Traits	2011-09-06	2012-06-08	Principal Teachers
Common Rubric	2011-09-06	2012-06-08	Teachers
Lucy Caulkins Study	2011-09-06	2012-06-08	Principal Teachers
Professional Learning Communities	2011-09-06	2012-06-08	Principal Teachers
Writing Workshops	2011-09-06	2012-06-08	Principal Teachers

6.2.1.1. Activity: 6+1 Traits

Activity Type: Professional Development

Activity Description: PD training in 6+1 Traits

Planned staff responsible for implementing activity: Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

6.2.1.2. Activity: Common Rubric

Activity Description: Establish a common rubric to be used for all writing.

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

6.2.1.3. Activity: Lucy Caulkins Study

Activity Type: Professional Development

Activity Description: Lucy Caulkins Research or units of study for primary writing.

Planned staff responsible for implementing activity: Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

6.2.1.4. Activity: Professional Learning Communities

Activity Type: Professional Development

Activity Description: Grade Level Teams identify at risk students through professional learning communities.

Planned staff responsible for implementing activity: Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

6.2.1.5. Activity: Writing Workshops

Activity Type: Professional Development

Activity Description: Attend writing workshop opportunities.

Planned staff responsible for implementing activity: Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

6.3. Objective: Narrative Objective

Measurable Objective Statement to Support Goal: All students will score 80% or above on Narratives in which they recount events using a writing rubric.

List of Strategies:

Name	Strategy
Narrative Strategy	Faculty will utilize 6+1 Traits, Lucy Calkins research, Curriculum Crafter and Power Writing to improve overall writing instruction.

6.3.1. Strategy: Narrative Strategy

Strategy Statement: Faculty will utilize 6+1 Traits, Lucy Calkins research, Curriculum Crafter and Power

Writing to improve overall writing instruction.

Selected Target Areas

Other Required Information for Strategy

6+1 Traits, Lucy Calkins research, Curriculum Crafter and Power Writing

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
6+1 Traits	2011-09-06	2012-06-08	Principal Teachers
Common Rubric	2011-09-06	2012-06-08	Teachers - Grade level teams
Lucy Caulkins Research	2011-09-06	2012-06-08	Principal Teachers
Professional Learning Communities	2011-09-06	2012-06-08	Principal Teachers
Writing Workshops	2011-09-06	2012-06-08	Principal Teachers

6.3.1.1. Activity: 6+1 Traits

Activity Type: Professional Development

Activity Description: Professional Development in 6+1 Traits.

Planned staff responsible for implementing activity: Principal Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

6.3.1.2. Activity: Common Rubric

Activity Description: Establish a common writing rubric.

Planned staff responsible for implementing activity: Teachers - Grade level teams

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

6.3.1.3. Activity: Lucy Caulkins Research

Activity Type: Professional Development

Activity Description: Lucy Caulkins Research or units of study for primary writing.

Planned staff responsible for implementing activity: Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

6.3.1.4. Activity: Professional Learning Communities

Activity Type: Professional Development

Activity Description: Grade Level Teams identify at risk students through professional learning communities.

Planned staff responsible for implementing activity: Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

6.3.1.5. Activity: Writing Workshops

Activity Type: Professional Development

Activity Description: Attend writing workshop opportunities.

Planned staff responsible for implementing activity: Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

6.4. Objective: Opinion Piece Objective

Measurable Objective Statement to Support Goal: All students will score 80% or above on an Opinion Piece in which they introduce a topic or a book that they are writing about. Using a writing rubric.

List of Strategies:

Name	Strategy
Opinion Strategy	Faculty will utilize 6+1 Traits, Lucy Calkins research, Curriculum Crafter and Power Writing to improve overall writing instruction.

6.4.1. Strategy: Opinion Strategy

Strategy Statement: Faculty will utilize 6+1 Traits, Lucy Calkins research, Curriculum Crafter and Power Writing to improve overall writing instruction.

Selected Target Areas

Other Required Information for Strategy

6+1 Traits, Lucy Calkins, Curriculum Crafter, and Power Writing

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
6+1 Traits	2011-09-06	2012-06-08	Principal Teachers
Common Rubric	2011-09-06	2012-06-08	Teachers
Lucy Caulkins Research	2011-09-06	2012-06-08	Principal Teachers
Professional Learning Communities	2011-09-06	2012-06-08	Grade Level Team Teachers
Writing Workshops	2011-09-06	2012-06-08	Principal Teachers

6.4.1.1. Activity: 6+1 Traits

Activity Type: Professional Development

Activity Description: Professional Development training in 6+1 Traits

Planned staff responsible for implementing activity: Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

6.4.1.2. Activity: Common Rubric

Activity Description: Grade level teams will develop a common rubric for all writing assessments.

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

6.4.1.3. Activity: Lucy Caulkins Research

Activity Type: Professional Development

Activity Description: Lucy Caulkins Research or units of study for primary writing.

Planned staff responsible for implementing activity: Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

6.4.1.4. Activity: Professional Learning Communities

Activity Description: Grade Level teams identify at risk students through professional learning communities.

Planned staff responsible for implementing activity: Grade Level Team Teachers

Actual staff responsible for implementing activity: Principal
Teachers

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

6.4.1.5. Activity: Writing Workshops

Activity Type: Professional Development

Activity Description: Attend writing workshop opportunities

Planned staff responsible for implementing activity: Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-08

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	$1,200.00	$0.00
Title I Part C	$8,000.00	$0.00
Title II Part A	$2,350.00	$0.00
Title I Part A	$235,273.00	$0.00
Other	$5,000.00	$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 Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

   The SI team reviewed our building data and presented the results to the entire staff. After dicussing the results, the SI team was sent back to develop our goals.

2. Describe the process to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

   Benchmark assessments along with weekly/biweekly classroom assessments are given to all students in grades K-2. Students who fall below average expectations are identified for intervention services. Some students receive moderate support while those students with the greatest risk of failure, based on the above mentioned assessment process, are given intense intervention help from multiple sources some of which include: classroom teacher, Title I interventionist, and a Title I paraprofessional.

3. List the multiple, educationally, related, objective criteria established for the needs assessment process that will be used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core areas. The criteria must be consistent by grade level and content area.

   Does not apply to South School because we are a Preschool - Second grade building.

4. Preschool through Grade 2 students shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and other developmentally appropriate academic measures. Describe those criteria, if applicable. Enter "Not Applicable" if the school does not allocate Title I funds to serve Preschool through Grade 2 students.

   Our selection process involves teacher observation, benchmark test, end of unit assessments, and bi-weekly progress assessments. Parent input is regarded highly.

Services for Eligible Students

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the

Goals section of the school improvement plan.

Incorporated into Existing School Program Planning

1. Describe how the program planning for Title I, Part A students is incorporated into the existing school improvement planning process.

   As part of our "Kindergarten Plus" support program, extra instructional time is delivered to all K-2 students.

   Informational text will be embedded into the regular classroom instruction through district science kits, social studies curriculum, and Scholastic News and Time for Kids.

   Ongoing Professional Development to address reading strategies, the use of technology, and evaluation for Staff.
   At bi-weekly PLC's grade level teams will reflect on student achievement and share strategies that were effective.

Instructional Strategies

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

Title I and Regular Education Coordination

1. Describe the coordination of Title I, Part A services with the traditional educational services offered at the school, including those services offered to students with limited English proficiency (if applicable).

   South School is a Preschool-2 school.

   Students who were identified through pre-school evaluation and observation will be followed through the primary grades. The preschool teacher complete for each child a Kindergarten Information Teacher's Rating Form that includes performance assessments in academic, social, and physical skills. Students whose performance is assessed as below age expectations on these forms will be followed.
   The school participates in a Kindergarten Information Day for parents.

   The school conducts a Kindergarten Orientation at the school for parents and applicants. Kindergarten teachers, reading specialist, administration personnel, PTO officers and other staff meet with the parents.

   At Kindergarten Orientation, Kindergarten applicants are assessed and observed in a classroom setting to identify "at-risk" students. Kindergarten applicants who have not attended preschool will also be identified.

   Students with Limited English Proficiency: Our school provides services for students with Limited English Proficiency through K-2 small groups with bilingual paraprofessionals. Our school provides services for students from all areas of our district identified as LEP.

Mutil-level Informational text will be embedded into the regular classroom instruction through district science kits, social studies, Scholastic News and Time for Kids.

Ongoing Professional Development to address Reading Strategies and the use of technology for staff.

At bi-weekly Professional Learning Community meetings, grade level teams evaluate data on student achievement and share effective instructional strategies.

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.

   Grade level teams aligned their curriculum to the state standards 3 years ago. Each year a review of the state standards is conducted and revised based on changes from the state and new resources that the teachers have. The district has a timeline and review cycle in place for all curricular areas.

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

   The School Improvement team meets monthly to analyze goals, objectives, and strategies. They then take the information back to grade level teams to discuss and inform instruction.

Instruction by Highly Qualified Professional Staff

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

   Instruction to be delivered by certified, highly qualified staff. All teachers are highly qualified. Title I instructional paraprofessionals meet the NCLB requirements.

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 and Strategies. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the targeted 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 participation in workshops
   - Parent Nights facilitated by Title I/Classroom Teachers.
   - Daily at Home Reading Charts shared between home and school to monitor and promote reading at home.
   - Reading Counts Summer Reading Program to reduce summer reading loss.
   - Evaluation forms will be sent to parents of students in Title I Targeted Assistance.

   The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
   Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring--
   (A) that parents play an integral role in assisting their child's learning;
   (B) that parents are encouraged to be actively involved in their child's education at school;
   (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
   (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

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

2a. Design

South Elementary will take the following actions to involve parents in the joint development parental involvement plan under section 1112 of the ESEA:
-Invite parents of students receiving Title I services to observe the support services, attend "learning celebrations" of service sessions, and complete evaluations of support programs for planning future services
-Include Title I parents for representation on planning committees

South Elementary will take the following actions to involve
parents in the process of school review and improvement under section 1116 of the ESEA:
-Send invitations to parents in Friday Folders
--Invite parents of students receiving Title I services to observe the support services, attend "learning celebrations" of service sessions, and complete evaluations of support programs for planning future services
-The South School Improvement Team and Title I Team will have at least 20% parent representation--with at least 10% being represented by Title I parents

2b. Implementation

South Elementary will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
-Title I Team will meet regularly to coordinate services and programs focused on parental involvement
-Title I Teachers will work with the school in holding annual meetings, developing School-Family Partnerships, and coordinating services as outlined in the School-Parent compact.

South Elementary will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [Head Start, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:
-Inviting parents of who will be entering our Kindergarten to Kindergarten Orientation
-Participate with parent on IEPs of students entering Kindergarten
-Offer services prior to the start of school to parents of students identified during Kindergarten visitation.
-Title I Teachers will work with the school to offer parent education and provide materials for families

2c. Evaluation

South Elementary will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A services. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
-Title I Team will disaggregate data about student participation in services and parental involvement
Title I Team will work with the school to use the data to plan for more effective parental involvement and revise, if necessary, the parent involvement policy.

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

Through bi-weekly/quarterly assessment reporting to parents in take-home folders (translated in the child's "home" language when nesessary).

Through parent/teacher conferences where the teacher interpets the results for the parents. A translator is provided when needed.

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".

Additional instruction during the school day provided by the classroom teacher, Title I instructor, Title I paraprofessional, and other intervention specialists.

Leveled Literacy Intervention - An Intervention Specialist will identify students who perform at least two levels below grade level expectations in grades K-2. The specialist will work daily with at-risk students in

small groups using a variety of techiques/materials including "Read Naturally" and "Sidewalks" (part of the Scott Foresman intervention materials. Progress will be assessed on a regular basis.

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

   parent/teacher surveys
   parent attendance at events

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

   All results will be reviewed by the SI team and shared with staff and parents. Suggestions for improvement will be reviewed and implemented to meet the needs of the targeted program.

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). 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".

   There is a transition form that has been developed within the county for parents to fill out that shares information from the preschool to the kindergarten teacher/school. Parents/students are invited to a round-up night. Parents/students attend a half day orientation day in the spring before they start school the next year. Parents/students are invited to an open house/ice cream social before school starts. On the first day of school a parent is required to attend with their child. This greatly helps the transition.

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.

   When alternate assessments are needed, the grade level team, administration, other teacher leaders, and county resource leaders meet to develop an assessment plan.

Coordination of Title I, Part A and Other Resources

1. 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.

- Title I funds will be used to purchase intervention resources to supplement materials and programs provided by general fund dollars

Federal, state, and local services and programs, including Title I, are coordinated and integrated with the following programs:
- Federal funds for students with Limited English Proficiency are used for bilingual services. These services are offered to our Targeted Title I students as needed.
- State funding is used for our school-wide Positive Behavior Support program. Several staff members attend workshops at the Berrien RESA to develop and maintain our PBS program.
- Federal funds are used for Free and Reduced Lunch services for our students who qualify economically.
- Federal and local funds are used for needed services to students identified under Special Education and Section 504.
- State funding is used to promote student safety. Our school applied for and received recognition under the Michigan Safe Routes to Schools program.
- Our PTO fundraises and we use these funds for enrichment programs, literacy purchases, and technology hardware.
- At the pre-school level, students in our catchment area are serviced through our GSRP program, Head Start, Child Find, nutrition services, and other federal and local funds.
- Teachers and the administrator attend professional development and Title I conferences through the Berrien RESA and the Michigan Department of Education

Ongoing Review of Eligible Student Progress

1. Describe the ongoing process and assessment tools utilized to monitor the progress of participating eligible students.

   Scott Foresman Reading Streets Benchmark Testing

   Performance Assessment from Read Naturally and other Title I programs

   Leveled Literacy assessments

   ELA MEAP

   ELA Terra Nova

   Classroom assessments and observations

2. Describe how data will be utilized to inform instruction.

   The data will be reviewed by the classroom/Title I/principal to determine the level of instruction needed

   The data will be reviewed in bi-weekly PLC's where instructional strategies will be discussed.

The data will be part of our data warehouse and will be complied to show trends and areas of weakness.

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services for students.

   The reviewed data will be assessed by the School Improvement team along with parental input to assess the success of our targeted assessment programs.

4. Describe how evaluation of program services will be used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom.

   An example of this is an intervention program for students identified as "most at-risk" of failure was needed. We were not reaching that sub-group of students. Through information receive at a Title I professional development meeting at the Berrien RESA, the Read Naturally program was considered. One teacher piloted the program with a small group of students. The students started to make significant gains. A trainer from Berrien RESA was secured to train all the Title I teachers and the program has become a part of our intervention tool kit. The data supports this intervention as successful.

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.

   We are using our computer lab and 2 mobile classroom sets of "Alpha Smart" word processors to meet our needs. All second grade classrooms are equipted with interactive boards and internet access. All special education students have iPads with communication aps and access to an interactive white board.

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.

   Monthly meetings are held to analyze in-coming data and an on going process is in place to tweak the plan as need to improve performance. When state data becomes availiable, it is sifted through with a fine tooth comb by the SI team and other building leaders. Results are then shared with the staff and changes in instruction are implemented.

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

   Information is shared in a variety of ways:
   *****All of the below are translated verbally and/or through written form in the home language.*

parent/teacher conferences
district newsletter
building newsletter
report cards
local media
posted on web site

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.

   Building committees meet monthly to develop, implement, and revise building plans. Those committees designate strategies that will promote student achievement, and request from the district resources needed to implement the strategies. Grade level teams meet monthly to analyze data from a variety of sources including classroom assessments, unit tests, and assessment results from Data Director files.

Assurances

EdYES!

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

   Response: *Yes*
   Comments:

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

   Response: *Yes*
   Comments: *http://www.watervliet.k12.mi.us/annual_report_2008-09.htm*

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: *We do not have these due to being a PK - 2 building*

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: *No*
   Comments:

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

   Response: *No action taken*
   Comments:

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

   Response: *Yes*
   Comments:

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

   Response: *Yes*
   Comments:

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

   Response: *Yes*
   Comments:

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

   Response: *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: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*
    Comments:

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

    Response: *No action taken*
    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: *Yes*
    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, fully implemented*
    Comments:

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

    Response: *Yes*
    Comments:

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

    Response: *Adopted policy, fully implemented*
    Comments:

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

    Response: *Yes*
    Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*
Comments:

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

Response: *Yes*
Comments:

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

Response: *Yes*
Comments:

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

Response: *No*
Comments:

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

Response: *No*
Comments:

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

Response: *Yes*
Comments:

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

Response: *Written policy, fully implemented*
Comments:

31. Our school has a parent education program.

Response: *Yes*
Comments:

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

Response: *Yes*
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
Ms.	Darla	Campbell	Principal	dcampbell@watervliet.k12.mi.us
Mrs.	Pat	Geisler	Curriculum Director	pgeisler@watervliet.k12.mi.us
Mrs.	Debbie	Iliff	School Improvement Chair/	diliff@watervliet.k12.mi.us
Mrs.	Laurie	White	teacher	lwhite@watervliet.k12.mi.us
Mr.	Matt	Maier	teacher	mmaier@watervliet.k12.mi.us
Mr.	Robert	Kraklau	Parent/Community Member	dcampbell@watervliet.k12.mi.us
Mrs.	Kristina	Peek	Title I Parent	dcampbell@watervliet.k12.mi.us
Mrs.	Kim	Karnes	Special Education Teacher	kkarnes@watervliet.k12.mi.us
Mrs.	Sue	Griffith	Teacher	sgriffith@watervliet.k12.mi.us
Mrs.	Darlene	Litaker	paraprofessional	dlitaker@watervliet.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:	Principal
Address:	433 Lucinda Lane, Watervliet, MI 49098
Telephone Number:	269.463.6749

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

Strategies to Increase Parental Involvement

Describe the strategies to increase parental involvement. Refer to NCLB *Section 1118(e)(1)-(5), Section 1118(f)* and the Title I Targeted Assistance Plan Rubric for additional information.
- Parent participation in workshops
- Parent Nights facilitated by Title I/Classroom Teachers.
- Daily at Home Reading Charts shared between home and school to monitor and promote reading at home.
- Reading Counts Summer Reading Program to reduce summer reading loss.
- Evaluation forms will be sent to parents of students in Title I Targeted Assistance.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring--
(A) that parents play an integral role in assisting their child's learning;
(B) that parents are encouraged to be actively involved in their child's education at school;
(C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child;
(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

Describe parent involvement in the following requirements:
Program Design:
South Elementary will take the following actions to involve parents in the joint development parental involvement plan under section 1112 of the ESEA:
-Invite parents of students receiving Title I services to observe the support services, attend "learning celebrations" of service sessions, and complete evaluations of support programs for planning future services
-Include Title I parents for representation on planning committees
South Elementary will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
-Send invitations to parents in Friday Folders
--Invite parents of students receiving Title I services to observe the support services, attend "learning celebrations" of service sessions, and complete evaluations of support programs for planning future services
-The South School Improvement Team and Title I Team will have at least 20% parent representation--with at least 10% being represented by Title I parents

Program Implementation:
South Elementary will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
-Title I Team will meet regularly to coordinate services and programs focused on parental Involvement -Title I Teachers will work with the school in holding annual meetings, developing School-Family Partnerships, and coordinating services as outlined in the School-Parent compact.
South Elementary will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [Head Start, Even Start,
Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:
-Inviting parents of who will be entering our Kindergarten to Kindergarten Orientation
-Participate with parent on IEPs of students entering Kindergarten

-Offer services prior to the start of school to parents of students identified during Kindergarten visitation.
-Title I Teachers will work with the school to offer parent education and provide materials for Families

Program Evaluation:
South Elementary will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A services. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
-Title I Team will disaggregate data about student participation in services and parental involvement
Title I Team will work with the school to use the data to plan for more effective parental involvement and revise, if necessary, the parent involvement policy.

Describe the process to develop the school-parent compact.

South Elementary will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A services. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
-Title I Team will disaggregate data about student participation in services and parental involvement
Title I Team will work with the school to use the data to plan for more effective parental involvement and

revise, if necessary, the parent involvement policy.

Provide an assurance statement that the school-parent compact is discussed at least annually during elementary level parent-teacher conferences.

South Elementary will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
-Parent communications through weekly newsletters
-Parent communications via our instant alert phone/email system
-Parent communications through written materials in Friday Folders
-Parent information in the district newsletter, School Bell
-Title I teachers will assist the school in getting out this information to parents through meetings, phone calls, emails, personal meetings, and written communications.

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

Through bi-weekly/quarterly assessment reporting to parents in take-home folders (translated in the child's "home" language when necessary). Through parent/teacher conferences where the teacher interprets the results for the parents. A translator is provided when needed.

School-Parent Compact
2010-2011

Because we believe that high student performance and improved student achievement is a responsibility shared by school staff, parents and students, we have developed the following school/parent compact.

South Elementary School will maintain:

1. High quality curriculum and instruction,

2. A supportive environment to provide the opportunity for all children to meet high performance standards, and

3. Ongoing communication regarding student progress including:

    a. Regularly scheduled parent/teacher conference
    b. Progress reports and report cards
    c. Access to staff, and
    d. Opportunities to be involved in school programs

As a parent, I _____, agree to support my child's learning by monitoring:

1. Attendance

2. Homework

3. Television viewing (quality and quantity).

As a student at South Elementary School, I _____, agree to:

1. Complete assignments

2. Do my best work, and

3. Work cooperatively with parents, teachers and other students.

Date: _____

Teacher Signature(s): _____

Parent Signature(s): _____

Student Signature: _____