



School Improvement Plan

Bullock Creek Elementary School

Bullock Creek School District

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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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The Bullock Creek community is located in small subset of Midland, Michigan. We have a large corporation that is tied to the families of the school district. We are basically a middle-class community. We do not have many cultural differences, yet we do have socioeconomic diversity. Bullock Creek is not a town, yet the community strongly identifies itself with the school district. We are a true school community. Bullock Creek Elementary is a K-2 building that consists of 280 students and 11 core staff members. All staff are highly qualified

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Together with our students, families and community, the Bullock Creek School District ensures a safe and positive environment. We promote creativity and excellence in teaching and learning that challenges our students to achieve their full potential.

Bullock Creek Elementary embodies this mission statement through partnerships such as: back pack buddies, the dental bus, Big Brothers Big Sisters, Girl Scouts, Wonderful Wednesdays, AR Night, and Fire Safety

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Bullock Creek Elementary has enhanced programs in reading and writing through the use of Reader's Workshop and Writer's Workshop. These programs have helped to improve our students MEAP scores in the last three years. Currently, 86% of our students are scoring proficient on the 3rd grade Reading MEAP.

Over the next three years, it is our goal to have our students improve in the area of Math. Currently, we are 1% above the state average. We have started to provide professional development through SVSU programs. In addition, we have adopted a new math program.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We look forward to the upcoming school year as we enter with a new technology plan to incorporate iPads into the classroom as an instructional tool for teachers to use. Part of this plan includes the addition of an iPad lab and iPad training for all core staff. Please see the building principal for more information.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The BCEL school improvement team is made up of parent and teacher volunteers. Meeting days and time are agreed upon by the team.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Administration, staff, community and parents have a role in the process of the school improvement plan.

Meetings are regularly scheduled by the administrator. The team (staff and parents) provide input and discussion on improvement topics. All staff review the plan and are responsible for classroom instruction that is aligned in the plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

All staff are given a copy of the Improvement plan at the beginning of the year. It is reviewed throughout the school year.

Parents and the community can access the plan directly on the school website.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Being a K-2 building, we are always unsure of how many kindergarten students we will get in the fall. We tend to be in between 3 and 4 sections. This poses a staffing problem in never being sure how many teachers we will need. In addition, it causes some "bubble groups" meaning more teachers needed in one grade than another. This then causes staff movement.

How do student enrollment trends affect staff recruitment?

Staffing needs change from year to year. We most often find ourselves looking for a well rounded teacher who is highly skilled in teaching different grade levels and different subject areas.

How do student enrollment trends affect budget?

Since funding is tied directly to student enrollment, it effects the district budget a great deal. Each year careful planing is made into the number of sections offered at each grade level and the number of students in each individual classroom.

How do student enrollment trends affect resource allocations?

Since the number of kindergarten sections varies form year to year, budgets have to be adjusted to allow for the possible extra cost of teachers and classroom supplies.

How do student enrollment trends affect facility planning and maintenance?

The fact that we have "bubble" groups, causes staff movement each year. The planning can be difficult to make sure the right teacher in the right placement. Maintenance has to be ready to make mass switches each summer.

How do student enrollment trends affect parent/guardian involvement?

We do not see an increase or decrease in parent involvement based on this enrollment trend.

How do student enrollment trends affect professional learning and/or public relations?

It can effect the teacher being moved to the new grade level. professional development must be offered to these staff members to get them acquainted with the new grade level curriculum. Public relations can be affected, especially with parents when a new section must open up

and class lists must rearranged.

What are the challenges you noticed based on the student enrollment data?

The biggest problem our building faces is the shifting of staff to meet the student enrollment needs. As "bubble groups" come through, staff are switching grade levels to fit the student need.

What action(s) will be taken to address these challenges?

We get a strong number at kindergarten round up - yet we have seen many late summer enrollments these last two years. A plan to advertised throughout the summer to encourage early enrollment will be made.

What are the challenges you noticed based on student attendance?

Sometime, attendance is not taken seriously by parents of younger children. We have seen an increase in the last few years of students who miss 10 or more days. We need to do a better job of informing parents about the importance of being at school on regular basis. Too often, we see parents take students out of school for a week or more for family vacations. For those students that already falling behind, this is a problem.

What action(s) will be taken to address these challenges?

We need to better educate our parents on the curriculum demands of our students. Perhaps if parents understand the instructional needs of their child, they will be less likely to pull their child out so often.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Reading has been a strength at Bullock Creek Elementary in kindergarten through 2nd grade. Our third grade MEAP scores have averaged above the state target. In addition, our progress monitoring through DIBLES and EasyCBM indicates a strength in reading with continuous improvement.

Which content area(s) show a positive trend in performance?

Both math and ELA are showing a positive trend as the 3rd grade MEAP scores from Fall 2012 show an increase in performance from the 2011 scores.

In which content area(s) is student achievement above the state targets of performance?

Our 3rd grade ELA MEAP scores exceed the state target of performance. We hope to continue to see a positive increase for the Fall 2013 MEAP test.

What trends do you notice among the top 30% percent of students in each content area?

The top 30% of our students showed strengths in ELA in the areas of word study and information text. For math, they top 30% showed strength in base ten numbers, working with geometric shapes and making connections.

What factors or causes contributed to improved student achievement?

We have provided intensive math professional development for our elementary staff. Working with SVSU and Kathy Grzesiak, we have trained staff in common core, best math practices and math talk. In addition, we have switch to a new math program.

How do you know the factors made a positive impact on student achievement?

We have shown improvement on our interim assessments such DataDirector and EasyCBM. These assessments are given three times a year.

Which content area(s) indicate the lowest levels of student achievement?

In ELA we show a weakness in narrative text. In math our weakness tends to be addition/subtraction fluency.

Which content area(s) show a negative trend in achievement?

Currently, no specific subject area shows a negative trend in 3rd grade. Yet, the 4th grade writing scores which are tied to our building (k-2) need improvement.

In which content area(s) is student achievement below the state targets of performance?

4th grade writing is currently at 57% proficiency. While this is an improvement from the previous year, it has not met the state target of 85%.

What trends do you notice among the bottom 30% of students in each content area?

For the bottom 30% of the students in writing, the following seem to be a difficulty: Writing Genres, Writing Process and Personal Style. Math and ELA for 3rd grade was stated earlier.

What factors or causes contributed to the decline in student achievement?

While our writing scores are not at state target on 4th grade, it is not a decline in scores. In fact, the scores have increased from the previous school year's score. Staff have been working with a writing coach and implementing Writer's Workshop for continuous student improvement.

How do you know the factors made a negative impact on student achievement?

Again, not currently showing a negative impact.

What action(s) could be taken to address achievement challenges?

We will continue to provide the professional development in Math, Reader's Workshop, and Writer's Workshop as we have seen a positive impact in all areas.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- White
- Male
- Female

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Male

In what content areas is the achievement gap closing for these subgroups?*

While there are small trends in all sub groups this past year, the male sub group has shown a nice increase in reading.

How do you know the achievement gap is closing?*

Through MEAP scores, DIBLES, MLPP and classroom assessments. We gather and keep data on all kids, through classroom records, ICT data and the Data Director information system.

What other data support the findings?

Again, classroom records, ICT data and the Data Director information.

What factors or causes contributed to the gap closing? (Internal and External)*

We have a new math program and have offered extensive professional development to our staff in the area of math practices. In addition, when students continue to struggle teachers have access to Instructional Consultation Teams. It is in these teams that a focus can be made on any at risk students or struggling student.

How do you know the factors made a positive impact on student achievement?

The data that we have shows we have made progress. Math scores are improving. In addition, extensive data is kept on students who have been referred through the Instructional Consultation Team process.

What actions could be taken to continue this positive trend?

To continue our work with Kathy Greziak (SVSU Math professional/ teacher/ professor) this up coming school year. We have planned professional development days where Kathy will continue her work on Math practices. In addition, we have planned grade level ICT training.

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

•None

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

•None

In what content areas is the achievement gap greater for these subgroups?*

The biggest achievement gap is between Male and Female in the area of reading. However, this has not always been the case, but is true for the 2012/13 MEAP data. Other in district reading scores do not reflect this trend. In the past, our achievement gap has been with our students with disabilities. Our in house data supports that this still may be an issue.

How do you know the achievement gap is becoming greater?*

The only indicator showing this gap (Male/ Female) is last year's 3rd Grade MEAP reading scores. In the past, there has not been a large gap in this area. At the same time, both males and females have shown improvement in the area of reading. Our in house scores still show a grater gap in student with disabilities in the area of reading.

What other data support the findings?*

Our in district scores (DRA, Dibles, and MLPP) support our findings. As well as teacher records and IEP goal progress.

What factors or causes contributed to the gap increasing? (Internal and External)*

Again, last year's score do show that gap is increasing. However, since the trend in past years has shown a gap, we will continue our work in this area as the data shows us our work is closing the gap. One factor that lends itself to this findings is that special education students who are LD in reading are "pulled out" of the general ed class for reading. We believe we need to tie the resource room goals more closely with general ed. classroom goals.

How do you know the factors lead to the gap increasing?*

Research has shown the more disconnected the student is from the general ed. curriculum, the larger the gap becomes. Our ICT data also supports this theory.

What actions could be taken to close the achievement gap for these students?*

Train staff in the area of Co- Teaching. Provide more resource room time in the general education setting.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

N/A

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

All of our special education students have access to the same intervention programs as offered to other general education students.

How are students designated 'at risk of failing' identified for support services?

Students mainly are identified as "at - risk" through assessment scores such as Dibles, DRA. MLPP, easyCBM and Data Director assessments. However, a teacher's classroom observations and trimester assessments may serve as an indicator.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

We are a kindergarten through second grade building so our Extend Learning Opportunities are limited. However, we do offer Lunch Box Learners, Girls Scouts, Boy Scouts and Big Brother Big Sisters.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	0.13

What is the school doing to inform students and parents of Extended Learning Opportunities?

Teachers send weakly notes home, administration sends a weekly email and organizations send out flyers.

Label	Question	Value
	What is the total FTE count of teachers in your school?	15.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	0.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	3.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	9.0

Label	Question	Value
	How many teachers have been teaching >15 years?	4.0

What impact might this data have on student achievement?

I believe we have well balance staff in regards to teaching experience.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	71.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	329.0

What impact might this data have on student achievement?

We had two teachers who were on maternity leave this school year. This meant placing a highly qualified substitute teacher in the classroom. However, not matter how good the substitute is, they cannot replace the classroom teacher's skill level. This will have an impact on data.

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

Selected classes that participated indicated that they feel happy at school.

Which area(s) show a positive trend toward increasing student satisfaction?

Students liking school.

What area(s) indicate the lowest overall level of satisfaction among students?

N/A

Which area(s) show a trend toward decreasing student satisfaction?

N/A Our questions for lower elementary students were simple.. and students showed answers by checking a smiley face. No real real decrease in satisfaction.

What are possible causes for the patterns you have identified in student perception data?

We are doing a good job at keeping kids coming to school. They stated that they like school in the survey, and our attendance rate is 96%.

What actions will be taken to improve student satisfaction in the lowest areas?

We will continue to keep students engaged and liking school as it shows a positive impact on our student attendance.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

Being satisfied with their child's teacher.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Feeling as though the school and the teacher communicate with parents.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Parent involvement in school.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Parents feeling like they have been invited into the school - volunteering opportunities.

What are possible causes for the patterns you have identified in parent/guardian perception data?

We need to offer more opportunities for our parents to come into the building for events and volunteering opportunities.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Our school improvement team will discuss a plan to increase opportunities for parents to be involved in the school.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

Climate/ culture of the building.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

The climate and culture of the school. The school had a study 5 years ago and identified that the culture amongst staff was to negative. New information shows that staff feel there is a great improvement int his area.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

Teacher input. Staff would like more important on professional days and the type of training they get.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

None show a decrease.

What are possible causes for the patterns you have identified in staff perception data?

We have had to be very specific with our staff training to meet requirements by the state. This has forced us to use our professional development days to meet these needs. It has meant that there is a decrease in specific teacher input.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

Not at our level.

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

Decisions with curriculum, instruction and assessment involve a process that include: staff, school improvement teams, administrative teams, parent advisory committees, and the school board.

What evidence do you have to indicate the extent to which the Common Core State Standards are being implemented?

In K-2 we have fully implemented the Common Core in Math and ELA.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	Yes	Bullock Creek Elementary uses, easyCBM, DiBLES, MLPP, DRA, and Datadirector Assessments in addition to classroom unit and trimester assessments.	

Assurance	Response	Comment	Attachment
Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Our annual report can be found on our district web page at the link below: http://www.bccreek.k12.mi.us/?page_id=168	

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our school is k-2 building, these reports can be found at the middle school and high school.	

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	That is done at the middle school and high school.	

Assurance	Response	Comment	Attachment
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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

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Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Michelle Woodley Personnel director/ finance 1420 south Badour, Midland Mi 631-2418 ext 1610 Building level: Vicki Mikusko Principal 1037 posseyville Midland, Mi, 631-2418 ext1105	

Assurance	Response	Comment	Attachment
The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Can be found on the school website at: http://www.bcreek.k12.mi.us	

Assurance	Response	Comment	Attachment
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	N/A	

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	No		

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. 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.

This diagnostic is optional and should be completed only if you took the HSAT.

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.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	No	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

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	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	No, but use a health education curriculum	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	No	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	Yes	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Other curriculum	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	Yes	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	60-90 minutes at elementary level, 106-135 minutes at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

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	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	No	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	No	N/A

	Statement or Question	Response	Rating
Question 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.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 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.	No	N/A

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	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	Yes	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	No Written Policy	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	Yes	N/A

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	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	No	N/A

	Statement or Question	Response	Rating
Question 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).	Access to all indoor facilities	N/A

Bullock Creek Elementary School Improvement Plan fall 2013

Overview

Plan Name

Bullock Creek Elementary School Improvement Plan fall 2013

Plan Description

For 2013-14 school year

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Bullock Creek Elementary will increase math scores by 15% by the end end of the 2014-15.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$5500
2	All students will increase reading proficiency by 15% by the end of the 2014-15 school year.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$2000
3	Students will become familiar with Writer's Workshop and use the process to develop writing pieces.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$5500
4	All staff will be trained in the basic use of iPads and develop a plan to use iPads in the classroom in order to engage student learning	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$80000

Goal 1: All students at Bullock Creek Elementary will increase math scores by 15% by the end of the 2014-15.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in each math strand / standard in Mathematics by 05/30/2015 as measured by Achievement on either the easyCBM or dataDirector assessment depending on grade level.

Strategy 1:

Professional Development - We will have planned professional days, grade level meetings, and release days for staff to work with Kathy Greziak (Master Teacher in the area of Math). The staff worked with Kathy last year and found her work to be beneficial to their instruction. Kathy will go through the math practices and give teachers instructional strategies to use in the classroom.

Research Cited: Mathematics Interventions: What Strategies Work for Struggling Learners or Students With Learning Disabilities?: from Education Northwest. Math Concepts, from Misunderstanding to Deep Understanding: Bamberger, Oberdorf, and Schultz- Ferrell 2010

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will engage in a book study. Kathy Greziak will lead the staff in the reading of Math Misconceptions; Bamberger, Oberdorf, and Schultz Ferrell, 2010.	Professional Learning	08/28/2013	05/30/2014	\$5500	Title II Part A	The three elementary principals will meet with Kathy Greziak to set up training dates. Debbie Bradford will order required materials. The three buildings will be used to house the training.

Goal 2: All students will increase reading proficiency by 15% by the end of the 2014-15 school year.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in reading in English Language Arts by 05/29/2015 as measured by the DiBles reading assessment.

Strategy 1:

Readers' Workshop training - Staff will continue their work with Cathy Cooper Stickney on how to implement Readers' Workshop in the classroom.

Research Cited: Reading Experiences that Drive a Workshop By Laura Robb, How to Prepare for Reading Workshops

By Nancie Atwell

Activity - Professional Development - coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cathy Cooper-Stickney will work with staff by providing research and discussion on best practices in Reading Workshop. She will also Model/Coach through a demonstrated lesson.	Professional Learning	09/03/2013	05/30/2014	\$2000	Title I Part A	The principal will plan training dates with Cathy Cooper-Stickney. The principal will plan and provide release time for staff work with Cathy.

Goal 3: Students will become familiar with Writer's Workshop and use the process to develop writing pieces.

Measurable Objective 1:

90% of All Students will demonstrate a behavior develop writing pieces through the writing workshop process in English Language Arts by 05/29/2015 as measured by beginning and end of the year scoring rubrics found in the MAISA writing units of study..

Strategy 1:

Writing Coach - A writing coach will work with all three elementary staff to coach them through the implementation of the MAISA Writing Units of Study.

Research Cited: GROWING READERS -by LUCY CALKINS and KATHY COLLINS

Activity - Peer Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Bullock Creek Elementary School

The writing coach will work with teachers in the classroom and model how to implement lessons for the MAISA writing units.	Professional Learning	08/28/2013	05/29/2015	\$5500	Title I Part A	The writing coach will coordinate with staff to plan days to model lessons from the MAISA units. The principal will provide substitutes if needed for the writing coach and the teacher to conference after lesson.
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Goal 4: All staff will be trained in the basic use of iPads and develop a plan to use iPads in the classroom in order to engage student learning

Measurable Objective 1:

demonstrate a proficiency in operating iPads and applications to enhance lessons and student engagement in the classroom. by 05/29/2015 as measured by The percent of teachers using iPads on regular basis for classroom instruction..

Strategy 1:

technology training - Staff will be trained in the basic use of iPads. Staff will be shown how an iPad can enhance their lessons and increase student engagement.

Research Cited: A research study, conducted in Auburn, Maine showed that Kindergartner students using iPads scored much higher on literacy tests than students that didn't use the device. Source: TUAW, In a study done by Houghton Mifflin Harcourt in California showed that students using iPads saw their math test scores increase 20% in one year compared to students using traditional textbooks. Source: CNN Tech

Activity - technology training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The principal will conduct small lessons on iPad use with staff. The technology coordinator will assist staff with set up and implementation of iPads.	Technology	08/28/2013	05/29/2015	\$80000	Other	Technology coordinator will purchase iPads for classrooms, lab, and mobile cart. Principal will plan training workshops. Staff will incorporate at least one application in their lesson.
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Peer Coaching	The writing coach will work with teachers in the classroom and model how to implement lessons for the MAISA writing units.	Professional Learning	08/28/2013	05/29/2015	\$5500	The writing coach will coordinate with staff to plan days to model lessons from the MAISA units. The principal will provide substitutes if needed for the writing coach and the teacher to conference after lesson.
Professional Development - coaching	Cathy Cooper-Stickney will work with staff by providing research and discussion on best practices in Reading Workshop. She will also Model/Coach through a demonstrated lesson.	Professional Learning	09/03/2013	05/30/2014	\$2000	The principal will plan training dates with Cathy Cooper-Stickney. The principal will plan and provide release time for staff work with Cathy.
Total					\$7500	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Bullock Creek Elementary School

Book Study	The staff will engage in a book study. Kathy Greziak will lead the staff in the reading of Math Misconceptions; Bamberger, Oberdorf, and Schultz Ferrell, 2010.	Professional Learning	08/28/2013	05/30/2014	\$5500	The three elementary principals will meet with Kathy Greziak to set up training dates. Debbie Bradford will order required materials. The three buildings will be used to house the training.
Total					\$5500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
technology training	The principal will conduct small lessons on iPad use with staff. The technology coordinator will assist staff with set up and implementation of iPads.	Technology	08/28/2013	05/29/2015	\$80000	Technology coordinator will purchase iPads for classrooms, lab, and mobile cart. Principal will plan training workshops. Staff will incorporate at least one application in their lesson.
Total					\$80000	