

District Improvement Plan

School Year: 2011 - 2012

District Name: Bullock Creek School District

ISD/RESA: Midland County Educational Service Agency

Grades Served: PK,K,1,2,3,4,5,6,7,8,9,10,11,12

Superintendent: Mr. Charles Schwedler

Building Code: 56020

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

District Improvement Plan

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Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **District Improvement Plan (DIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

District Information

District:	Bullock Creek School District
ISD/RESA:	Midland County Educational Service Agency
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	56020
City:	Midland
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

YOU BELONG AT BULLOCK CREEK!

Mission Statement

The Bullock Creek School District, in partnership with the community, provides a positive climate that supports excellence in teaching and learning, thereby enabling students to realize their full potential.

Beliefs Statement

We CARE about our students, staff, family and community: therefore we value these guiding principles as essential to our mission.

Collaboration is achieved through communication and cooperation.

Communication is effective when we exchange thoughts and ideas with openness and honesty, through both speaking and listening. Communication should be respectful.

Cooperation is effective when active participation complements individual strengths to achieve the common goal.

Accountability for...

Providing a physically and emotionally safe environment by being aware of potential safety issues, as well as planning and implementing safety procedures.

Ethical practices that promote the staff's ability to educate and students' ability to learn.

Student achievement that meets or exceeds the current standards.

Financial decisions that reflect integrity and responsibility, while promoting excellence in education for our students.

Respect for...

Diversity that promotes understanding, values individuality and encourages trust, compassion, fairness and dignity.

Tradition that reflects on our past, while building a foundation for our future.

Excellence for...

Teaching in a caring and creative environment. Staff members will be knowledgeable and self disciplined and will make every effort to be flexible and adaptable as they help students reach the desired goals.

Innovative programs that build creative thinking, support curriculum, capture interest and broaden perspectives.

Learning that places responsibility on the students, staff and families.

Goals

Name	Development Status	Progress Status
Attain National Benchmarks on DIBELS and State Benchmarks on MEAP	Complete	Open
Improvement of Writing through Use of Calkins Workshop Model	Complete	Open
Increase of Math Achievement of All Students	Complete	Open
Increase Time on Task for Instruction	Complete	Open

Goal 1: Attain National Benchmarks on DIBELS and State Benchmarks on MEAP

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students in the Bullock Creek School District will increase performance on the DIBELS and MEAP test to national and/or state proficiency levels by 25% by the fall, 2013 assessment window as measured by the DIBELS fall administration and the MEAP fall, 2013 administration window.

Gap Statement: Reading as tested on the DIBELS assessment show that at the conclusion of 2nd grade 60% of our students are at 'Low Risk', 17% are at 'Some Risk', and 23% are classified as "At Risk."

Based on 2010-2011 MEAP data, between 31-45% of our 6th, 7th, and 8th grade students scored 80% or above in the strand of Reading Comprehension. Based on this data, 35-49% of our middle school students need to improve their scores to reach the 80% accuracy goal for the Reading Comprehension Strand. The Comprehension strand accounts for 48-64% of the overall Reading MEAP assessment for grades 6, 7 and 8.

Based on 2010-2011 MEAP data, between 30-34% of our 3rd, 4th and 5th grade students scored 80% or above in the strand of Reading Comprehension. Based on this data, 46-50% of our elementary students need to improve their scores to reach the 80% accuracy goal for the Reading Comprehension Strand. The Comprehension strand accounts for 36-58% of the overall MEAP assessment for grades 3, 4, and 5.

Cause for Gap: As the district transitions to the Common Core standards we have learned through professional development that the rigor of our questions on the common assessments that were compiled by district staff need to be increased to more fully represent the types of questions that the students will encounter on the state assessments. Using the NAEP test as our guide, we will be including more moderate and extended questions to our assessments, thus giving teachers and administrators a better guide as to how our students are achieving throughout the year.

Multiple measures/sources of data you used to identify this gap in student achievement: The following assessments are used to measure student success in this area. They include:

DIBELS

District Level Benchmark Tests

MEAP
MME/ACT

All of these assessments demonstrate a representative gap in student achievement. For example, any student at the 3rd grade level that scored in the "at-risk" category in DIBELS scored in the 3 or 4 range on the MEAP. Using these correlations led us to develop our overall goal.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The criteria for success of this goal would be a 25% increase in the number of students in grades K-3 attaining the national benchmark on the DIBELS assessment. Additionally, we track student achievement scores in area of reading through use of the DIBELS assessment. Student scores are compiled and those lacking in any developmental reading area are targeted for more direct and focused instruction. In third grade through high school, students will see a similar increase in proficiency levels by 25%, as measured by the MEAP or MME/ACT test.

Contact Name: Rod Dishaw

List of Objectives:

Name	Objective
Attain National Benchmarks on DIBELS and MEAP	All students in the Bullock Creek School District will increase proficiency levels to the state and/or national benchmark on the DIBELS, MEAP and MME/ACT by 25% by the 2013 school year assessment period as measured by the DIBELS, MEAP, and MME/ACT reading assessments.

1.1. Objective: Attain National Benchmarks on DIBELS and MEAP

Measurable Objective Statement to Support Goal: All students in the Bullock Creek School District will increase proficiency levels to the state and/or national benchmark on the DIBELS, MEAP and MME/ACT by 25% by the 2013 school year assessment period as measured by the DIBELS, MEAP, and MME/ACT reading assessments.

List of Strategies:

Name	Strategy
Diagnostic Reading Lab	At Floyd Elementary students in grades K-2 will use the Diagnostic Reading Lab one half hour per day to receive specific instruction in literacy skills. These students will work in small groups with qualified instructors to practice these skills.
Principal Development in Reading Instruction Leadership	Building Principals will attend professional development on monitoring and implementing research based teaching practices in the area of reading as evidenced by using these skills within the classroom to provide effective and timely feedback to the instructional staff.
Reading Workshop	All K-12 teachers in the district will be trained in the Thinking Maps process as evidenced by increased use of higher level activities in the reading classroom, increased

reading time given to students, and guiding students to choose books that are instructionally challenging. Thinking Maps will also be used in all subject area classes as a higher order way of allowing students to organize their data.

1.1.1. Strategy: Diagnostic Reading Lab

Strategy Statement: At Floyd Elementary students in grades K-2 will use the Diagnostic Reading Lab one half hour per day to receive specific instruction in literacy skills. These students will work in small groups with qualified instructors to practice these skills.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 15 The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.

Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

Other Required Information for Strategy

Numerous site visits were made to model programs in the State of Illinois to visit comparable programs. The following researchers have investigated the strategies used in the Diagnostic Reading Lab:

Miles, et. al.
Cunningham

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
30 Minutes of Direct Instruction	2011-	2012-	Title One staff, as well as classroom teachers, will all

in Specific Literacy Skills	09-01	06-07	be responsible for implementing this activity.
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1.1.1.1. Activity: 30 Minutes of Direct Instruction in Specific Literacy Skills

Activity Description: Students in grades K-2 will receive 30 minutes of daily instruction in the Diagnostic Reading Lab to focus on specific literacy skills.

Planned staff responsible for implementing activity: Title One staff, as well as classroom teachers, will all be responsible for implementing this activity.

Actual staff responsible for implementing activity: Title One staff, as well as classroom teachers, will all be responsible for implementing this activity.

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teaching Staff	General Funds	240,000.00	0.00
Title One Staff	Title I Schoolwide	150,000.00	0.00

1.1.2. Strategy: Principal Development in Reading Instruction Leadership

Strategy Statement: Building Principals will attend professional development on monitoring and implementing research based teaching practices in the area of reading as evidenced by using these skills within the classroom to provide effective and timely feedback to the instructional staff.

Selected Target Areas

Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Indicator 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning

Communities exist at all levels of the organization.

Other Required Information for Strategy

Waters, J. T., Marzano, R. J., & McNulty, B. A. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. Aurora, CO: Mid-continent Research for Education and Learning.

Direct participation as the instructional leader of the school means identifying themselves as the lead learner in the community and in actively facilitating the learning community. (DuFour, 2002; Darling-Hammond, 1995; Marzano, Waters, & McNulty, 2005)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Principal Professional Development	2011-08-31	2012-06-07	Building Principals

1.1.2.1. Activity: Principal Professional Development

Activity Description: Principals will attend targeted professional development to improve their supervision of curriculum and assessment, with a special emphasis on the Common Core.

Planned staff responsible for implementing activity: Building Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-31, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Title II Part A	10,440.00	0.00

1.1.3. Strategy: Reading Workshop

Strategy Statement: All K-12 teachers in the district will be trained in the Thinking Maps process as evidenced by increased use of higher level activities in the reading classroom, increased reading time given

to students, and guiding students to choose books that are instructionally challenging. Thinking Maps will also be used in all subject area classes as a higher order way of allowing students to organize their data.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 11 The district is a learning organization committed to long-term improvement. As a result, it establishes a system-wide strategic plan, fueled by data, with clear goals and accountability for results. All schools in the district are, in turn, learning organizations committed to long-term data-driven reform and all staff is held accountable for student achievement results.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Indicator 19 System-wide curricular and instructional decisions are based on data and research at all levels. The district structures the decision-making process so that disaggregated data provides the basis for a systematic analysis of instructional and organizational effectiveness, with the results of this analysis employed to improve student and system performance.

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

Other Required Information for Strategy

A Whole-Class Support Model for Early Literacy: The Anna Plan The Anna Plan Is a Unique Delivery Model for Enhancing Schoolwide Literacy Instruction in the Primary Grades
Journal article by Pamela A. Miles, Kathy W. Stegle, Karen G. Hubbs, William A. Henk, Marla H. Mallette; The Reading Teacher, Vol. 58, 2004

Direct participation as the instructional leader of the school means identifying themselves as the lead learner in the community and in actively facilitating the learning community. (DuFour, 2002; Darling-Hammond, 1995; Marzano, Waters, & McNulty, 2005)

Thinking Maps: The Cognitive Bridge to Literacy
A Visual Language for Bridging Reading Text Structures to Writing Prompts
By David Hyerle, Ed.D. and Thommasina DePinto Piercy, Ph.D.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Training of Staff in Reading Workshop Model	2011-09-01	2012-06-07	MCESA General Education Consultant Building Principals

1.1.3.1. Activity: Training of Staff in Reading Workshop Model

Activity Description: The Midland County ESA will provide training to all district staff - grades K-12 - on the implementation of the Thinking Maps model for school improvement.

Planned staff responsible for implementing activity: MCESA General Education Consultant
Building Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials for Training	Title II Part A	2,500.00	0.00
Sub Days for Training	Title II Part A	2,000.00	0.00

Goal 2: Improvement of Writing through Use of Calkins Workshop Model

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Through the use of the Lucy Calkins Units of Study program, the number of students scoring at a Career and College ready proficiency will increase from the current levels to demonstrate an increase of 20% by the 2013 school year.

Gap Statement: Based on 2010-2011 MEAP data, 9% of our 4th grade students scored 80% or above in the strand Writing Process. Based upon this data, 71% of our students need to improve their scores to reach the 80% accuracy goal for the Writing Process strand. The Writing Process strand accounts for 13% of the overall Writing MEAP assessment for 4th grade.

Based on 2010-2011 MEAP data, 1% of our 7th grade students scored 80% or above in the strand Writing Process. Based upon this data 79% of our students need to improve their scores to reach the 80% accuracy goal for the Writing Process strand. The Writing Process strand accounts for 25% of the overall Writing MEAP assessment for 7th grade.

Cause for Gap: This gap is caused by a number of factors - the most pressing being that the school district has lacked a cohesive, research based approach to the teaching of writing. This has led to a fragmentation of skills which has inhibited our students achieving at high levels.

Multiple measures/sources of data you used to identify this gap in student achievement: As a district we used the following assessments to measure student progress in the area of writing:

- MEAP results
- MLPP Writing assessment
- Theme writing assessments

(Note: All assessments are graded on the same rubric)

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? Our criteria for success is that by the Fall of 2013 20% of students in grades 4 and 7 will demonstrate a proficiency of level 2 or higher on the MEAP writing test.

At grades K-2, students will demonstrate a writing proficiency level of 2 or higher on the MLPP writing assessment.

Contact Name: Charles Schwedler

List of Objectives:

Name	Objective
Training and Coaching of Teachers - Grades K-5	Writing students will increase their proficiency in writing to a satisfactory level, as determined by state rubric, by 25% as measured by the MEAP test.

2.1. Objective: Training and Coaching of Teachers - Grades K-5

Measurable Objective Statement to Support Goal: Writing students will increase their proficiency in writing to a satisfactory level, as determined by state rubric, by 25% as measured by the MEAP test.

List of Strategies:

Name	Strategy
Benchmark Assessments	Instructional staff will develop benchmark assessment tests in the core areas to assess student achievement on grade level content.
Training of Staff Members	Writing coaches will be employed to do "live" training of school staff as evidenced by the implementation of the Units of Study program.

2.1.1. Strategy: Benchmark Assessments

Strategy Statement: Instructional staff will develop benchmark assessment tests in the core areas to assess student achievement on grade level content.

Selected Target Areas

Indicator 5 The district is committed to the use of multiple measures to inform decisions at both the school and district level. Multiple sources of data are used to guide instruction, monitor student achievement, assure equity, provide accountability and determine resource allocation.

Other Required Information for Strategy

Under the guidance of Mrs. June Marston, Clare-Gladwin RESD consultant, all staff underwent a comprehensive review of effective assessment strategies. Mrs. Marston worked with staff to review the work of Stiggins (In teachers' hands: investigating the practices of classroom assessment By Richard J. Stiggins, et. al.).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Development of Benchmark Assessments	2011-09-01	2012-06-07	The Director of Instructional Services, led by Mrs. Debra Bradford and with the assistance of the other elementary school principals, will coordinate training of the staff and provide adequate time to work with Mrs. Marston.

2.1.1.1. Activity: Development of Benchmark Assessments

Activity Description: Teachers, under the leadership of June Marston of the Clare Gladwin RESD, will create a series of benchmark assessments to be used in writing to track progress of students as the district works toward full implementation of the Lucy Calkins Units of Study program.

Planned staff responsible for implementing activity: The Director of Instructional Services, led by Mrs. Debra Bradford and with the assistance of the other elementary school principals, will coordinate training of the staff and provide adequate time to work with Mrs. Marston.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.2. Strategy: Training of Staff Members

Strategy Statement: Writing coaches will be employed to do "live" training of school staff as evidenced by the implementation of the Units of Study program.

Selected Target Areas

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 14 The system provides job-embedded, on-going, interrelated learning opportunities for all staff to improve their effectiveness. The intent of professional development is to help build capacity and implement new skills system-wide emphasizing their application in the classroom.

Indicator 6 There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Other Required Information for Strategy

Research on the Lucy Calkins Units of Study program, available through the Columbia Teachers College and the National Writing Project were reviewed. Based upon this research, it was determined as a district that implementing the Units of Study program - in addition to using our previous Six Traits experiences, would best address our identified needs.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Training and Coaching of Teachers - Grades K-5	2011-08-31	2012-06-07	The school administrators (elementary) and the district writing coach will be responsible for implementing the planned strategy and goal.

2.1.2.1. Activity: Training and Coaching of Teachers - Grades K-5

Activity Description: All instructional staff will be trained by the district literacy coach, both through in class "live" instruction and modeling and by training at inservices both during and outside of the normal student day and calendar.

Planned staff responsible for implementing activity: The school administrators (elementary) and the district writing coach will be responsible for implementing the planned strategy and goal.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-31, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writing Coach	Section 31 a	40,000.00	0.00
Writing Coaches	Title I Schoolwide	50,000.00	0.00

Goal 3: Increase of Math Achievement of All Students

Content Area: Math

Development Status: Complete

Student Goal Statement: All students at the Kindergarten through high school level will demonstrate proficiency at an increase of 6% per year per grade level cohort on the overall test scores, as measured by the MEAP and MME. Additionally, each grade level will focus on one Focus Area strand based upon the data showing the number of students achieving an 80% Career and College Ready score. In this focus area, students should see an increase of at least 25% by the 2013 school year.

Gap Statement: Based on 2010-2011 MEAP data, between 9-37% of our 3rd, 4th and 5th grade students scored 80% or above in the strand of Numerical Operations. Based upon this data, 53-73% of our elementary students need to improve scores to reach the 80% accuracy goal for Numerical Operation strands. The Numerical Operation strands account for 22-43% of the overall Mathematics MEAP assessments for grades 3, 4 and 5. These strands include: Addition/Subtraction Fluency Strands (3rd), Multiplication/Division Strands (4th) and Decimal/Fraction Strands (5th).

Based on 2010-2011 MEAP data, between 1-11% of our 6th, 7th and 8th grade students scored 80% or above in the strand of Numerical Operations. Based upon this data, 69-79% of our middle school students need to improve scores to reach the 80% accuracy goal for Numerical Operation strands. The Numerical Operation strands account

for 37-61% of the overall Mathematics MEAP assessments for grades 6, 7 and 8. These strands include: Whole Number/Division Strands (6th), Rational Number Operation Strands (7th) and Proportionality and Similarity Strands (8th).

Cause for Gap: 1. Students are not forced to master the content expectations (i.e. Focus Areas)

2. Scheduling limits economically disadvantaged students to a cohort group

3. Attendance issues with economically disadvantaged students

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

Attendance

PLAN

EXPLORE

End of Course 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? The criteria for success on this goal would be an overall 6% increase in math proficiency in all grade levels assessed by MEAP or MME/ACT by the 2013 school year.

Contact Name: Charles Schwedler

List of Objectives:

Name	Objective
Increase of Math Achievement of Economically Disadvantaged Students	The percentage of economically disadvantaged proficient on the MME increases 6% per year over a three

3.1. Objective: Increase of Math Achievement of Economically Disadvantaged Students

Measurable Objective Statement to Support Goal: The percentage of economically disadvantaged proficient on the MME increases 6% per year over a three

List of Strategies:

Name	Strategy
After School Intervention	Math teachers will encourage all economically disadvantaged students that are at risk of failing a required math course to attend After School Intervention in order to better understand essential math content standards.

3.1.1. Strategy: After School Intervention

Strategy Statement: Math teachers will encourage all economically disadvantaged students that are at risk of failing a required math course to attend After School Intervention in order to better understand essential math content standards.

Selected Target Areas

Indicator 1 The written curriculum incorporates the district's expectations for good instruction and essential content and affirms a common vision and understanding of the learning standards under which the district operates. Based on state standards, it is structured around a set of interrelated programs for students and staff, guided by a common framework, and pursued over a sustained period of time. The curriculum reflects a commitment to equity and diversity and its flexibility is designed to address the wide range of needs and abilities of all students.

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 6 There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

Other Required Information for Strategy

Walberg, 1999

Gersten, Chard, Jayathi, Baker, and Flojo, 2008

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Planning Days	2011-08-31	2012-06-07	All Building Principals Charles Schwedler, Superintendent Math Department Teachers

3.1.1.1. Activity: Math Planning Days

Activity Type: Professional Development

Activity Description: Each district math teacher will be given one planning day per marking period to focus extensively on the content to be taught and to gather materials that support the teaching of the focus strands.

Planned staff responsible for implementing activity: All Building Principals
 Charles Schwedler, Superintendent
 Math Department Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-31, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development Planning Days for Math Instruction	Title II Part A	9,800.00	0.00

Goal 4: Increase Time on Task for Instruction

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will learn strategies to minimize the time spent out of the classroom in order to increase the time on task in the classroom. Based on analysis of behavioral schedules and staff climate surveys it has been determined that many students choose through their behaviors to miss large amounts of instructional time. This is a significant priority for all of our learners, and specifically our at risk learners.

Gap Statement: Data collected through attendance records when statistically compared to students academic performance as measured through grades reveals that high numbers of absences have a strong correlational effect. This comparative analysis is confirmed by the research of the Mid Continent Research group.

Cause for Gap: Quite simply, the less students are in the classroom with highly qualified instructors the greater the likelihood that critical learning information will be missed. This is supported by a number of research studies. This clarifies the need for the district to establish a protocol for students that will enable them to manage their behaviors through acceptable means, in this case with the support of school personnel. The net result is a decrease in the number of class hours that are missed.

Multiple measures/sources of data you used to identify this gap in student achievement: We used the following measures of data in the development of this goal:

- Responsible Thinking Classroom logs
- Discipline data compiled through the TIES student data management system
- Teacher Observation and input

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The criteria for success for this goal will be a 50% reduction in the number of class minutes over the previous year for students that are involved in the RTC process. This will be assessed using the student management system (TIES). Teacher observation will also be a measure used to anecdote determine if the targeted students are being positively effected. Third, student surveys (from MI-MAP) will be used to

ascertain if the students are developing the skills necessary to make more appropriate decisions.

Contact Name: Charles Schwedler

List of Objectives:

Name	Objective
Responsible Thinking Classroom	At risk learners, in this objectived defined as those that miss at least 2 classes per week due to behavior, will decrease the number of classes that they miss on a weekly period by 50% as measured by the weekly behavior reports generated by the building principal and RTC coordinator.

4.1. Objective: Responsible Thinking Classroom

Measurable Objective Statement to Support Goal: At risk learners, in this objectived defined as those that miss at least 2 classes per week due to behavior, will decrease the number of classes that they miss on a weekly period by 50% as measured by the weekly behavior reports generated by the building principal and RTC coordinator.

List of Strategies:

Name	Strategy
RTC Coordinator	A targeted and trained adult will be assigned to the Responsible Thinking Classroom assist students in developing the skills and attitudes necessary for success in the classroom, as evidenced by decreasing the amount of time off task and out of the classroom and increasing the academic performance of each student.

4.1.1. Strategy: RTC Coordinator

Strategy Statement: A targeted and trained adult will be assigned to the Responsible Thinking Classroom assist students in developing the skills and attitudes necessary for success in the classroom, as evidenced by decreasing the amount of time off task and out of the classroom and increasing the academic performance of each student.

Selected Target Areas

Indicator 10 The district holds all adults accountable for student learning and the attainment of high standards. Productive relationships are developed with all stakeholders and leadership is distributed across these stakeholder groups. Therefore, the district expects individuals to be accountable for their contributions to the collective result.

Indicator 15 The district uses system-wide strategies to listen to and communicate with parents/families. They are provided meaningful roles in the decision-making process and the district promotes a culture of

participation, responsibility and ownership. The collaborative relationships that are developed reflect the needs and strengths of the district, its schools and parents/families.

Indicator 6 There is a system-wide climate that supports student learning with equity as a core value. Everyone in the district is united in purpose to assure that all students learn to high standards in order to close achievement gaps. District leaders and school administrators set clear expectations and decentralize responsibility for decisions through the provision of internal accountability measures.

Other Required Information for Strategy

Powers, W. T. (1988). Making sense of behavior: The meaning of control. New Canan, CT: Benchmark Publications

Ford, Ed (1996). Perceptual Control Theory

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
RTC Coordinator Training	2011-09-01	2012-06-07	Training will occur using the video series developed by Ed Ford based on the Perceptual Control Theory.

4.1.1.1. Activity: RTC Coordinator Training

Activity Description: The RTC coordinator will be trained to monitor student behavior, address affective needs, and implement the RTC process.

Planned staff responsible for implementing activity: Training will occur using the video series developed by Ed Ford based on the Perceptual Control Theory.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Funding for Responsible Thinking Classroom Instructor	Title I Schoolwide	14,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Section 31 a	\$40,000.00	\$0.00
Title I Schoolwide	\$214,000.00	\$0.00
Title II Part A	\$24,740.00	\$0.00
General Funds	\$240,000.00	\$0.00

Assurances

Special Education

1. The District School Improvement Team reviews the CIMS data.

Response: *Yes*

Comments:

2. CIMS data is used to prepare the District Improvement Plan.

Response: *Yes*

Comments:

Technology

1. The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).

Response: *Yes*

Comments:

2. The district has a process to monitor adult and student use of the internet.

Response: *Yes*

Comments:

3. The district has an Internet Safety Policy in place.

Response: *Yes*

Comments:

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.

Response: *Yes*

Comments:

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

Response: *Yes*

Comments:

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

Response: *Yes*

Comments:

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

Response: *Yes*

Comments:

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

Response: *Yes*

Comments: *The use of document cameras and projectors has been effective in the use of teaching and modeling writing.*

9. The district adjusts its curriculum to include technology literacy for all students.

Response: *Yes*

Comments:

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

Response: *Yes*

Comments: *All K-5 students participate in computer lab lessons weekly.*

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
Mrs.	Debbie	Bradford	Director of Instructional	bradford@bcreek.k12.mi.us
Mr.	Curt	Moses	Teacher	curt.moses@bcreek.k12.mi.us
Mr.	Todd	Gorsuch	Principal	todd.gorsuch@bcreek.k12.mi.us
Mr.	Shawn	Hale	Asst. Principal	shawn.hale@bcreek.k12.mi.us
Mr.	Craig	Carmony	Principal	craig.carmony@bcreek.k12.mi.us
Mr.	Rod	Dishaw	Principal	rod.dishaw@bcreek.k12.mi.us
Mr.	Charles	Schwedler	Superintendent	charles.schwedler@bcreek.k12.mi.us
Ms.	Sara	Glynn	Parent	sglynn@carrollton.k12.mi.us
Mrs.	Bonnie	Black	Grandparent	bonnieb48602@yahoo.com
Mrs.	Vicki	Mikusko	Principal	vicki.mikusko@bcreek.k12.mi.us
Ms.	Sherrie	VanConant	Parent	sherrie.vanconant@bcreek.k12.mi.us
Mr.	Ken	Pretzer	Community Business Member	kenneth.pretzer@ipaper.com
Mrs.	Pamela	Foye	Instructional Paraprofess	pam.foye@bcreek.k12.mi.us

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

Team members met in person, communicated via e-mail and phone conferencing, in developing the District School Improvement Plan. Once the planning of priorities was determined by the group as a whole a group of administrators inputted the data into the document and developed specific timelines for each action to occur.

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

The district convenes a long term strategy team to develop goals and the direction for the district. A review of the most recent long term plan, which included input from all interest groups in the district, will demonstrate that our goals in this plan are well matched to the goals identified in the long term plan.

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

Quarterly meetings will be held to update the entire school improvement team on the progress toward accomplishing the goals and implementing the strategies. All parties will be given the opportunity to ask questions and receive data in a way that they understand.

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:	Debra Bradford, Director of Instructional Services
Address:	1420 S. Badour, Midland, MI 48640
Telephone Number:	9896312418

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

To complete this plan the following PLC activities will need to occur:

1. Teachers will need to meet regularly to review DIBELS data and develop plans for interventions;
2. Middle school and High school staff will need to meet regularly to ensure that a sequential math curriculum is being developed and those students not meeting the criteria are supported.

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

All monies in the district, especially those monies designed to target at risk learners (31a, Title I, etc.) are budgeted with the school improvement plans of the district and schools as the main determinant of the priorities for the district.

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

The committee consulted many school districts and suppliers to determine if technology resources would help in the accomplishment of any of the goals. A careful reading of the goals will demonstrate that technology is used in all goals to help students achieve their maximum potential.