School Improvement Plan

School Year: 2011 - 2012

School District: Bullock Creek School District

ISD/RESA: Midland County Educational Service Agency

School Name: Bullock Creek Middle School

Grades Served: 6,7,8

Principal: Mr. Shawn Hale

Building Code: 06295

District Approval of Plan:

_____

Authorized Official Signature and Date

Board of Education Approval of Plan:

_____

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction

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

School Information

School: **Bullock Creek Middle School**

District: **Bullock Creek School District**

Public/Non-Public: **Public**

Grades: **6,7,8**

School Code Number: **06295**

City: **MIDLAND**

State/Province: **Michigan**

Country: **United States**

Vision, Mission and Beliefs

Vision Statement

Bullock Creek Middle School students will remain actively engaged in the learning process as they acquire the skills and knowledge necessary to become responsible, contributing citizens within the local, state, national, and world community.

Bullock Creek Middle School parents will remain actively involved as advocates for their children and supporters of the school programs and staff.

Within a nurturing, safe environment, Bullock Creek Middle School staff members will actively engage all students in the learning process and teach students to become critical thinkers, problem-solvers, and life-long learners.

Mission Statement

In order to facilitate the transition from the elementary to the secondary level we the staff of the Bullock Creek Middle School accept the responsibility to teach the identified curriculum to all students as they strive to attain their maximum potential. In partnership with parents and the community, the staff will foster positive behaviors and attitudes that promote academic, social emotional and physical well-being. We believe that upon accomplishing our mission our students will demonstrate proficiency in study skills, patterns of attendance and work performance that will insure success at each subsequent level of education and success as members of society.

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
ELA	Complete	Open
Math	Complete	Open
Science	Complete	Open
Social Studies	Complete	Open

Goal 1: ELA

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: Students with disabilities and economically disadvantaged students will increase performance on the MEAP Reading assessment.

Gap Statement: 8th grade-There is no significant proficiency gap in gender or economically disadvantaged groups in the area of writing. However, in the area of reading: 69% of economically disadvantaged students were proficient compared to 82% non-economically disadvantaged students; in math: 71% of economically disadvantaged students were proficient compared to 91% non-economically disadvantaged students; and in science: 71% of economically disadvantaged students were proficient compared to 85% non-economically disadvantaged students. In 7th grade, 33% of students with disabilities were proficient and 22% of students with disabilities were proficient in 8th grade.

Cause for Gap: Based on the 2008-09 Comprehensive Needs Assessment, there is an achievement gap between subgroups and aggregate in overall achievement.
Process data (curriculum alignment, exposure to the general education curriculum, curriculum area expertise) shows that not every class is delivering the same content at the same pace resulting in an achievement gap.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP data
Classroom Unit assessment data
Student Failure
Attendance
Discipline
Mobility
Parent Survey
Student Survey
Highly Qualified Status
Data 4 Student Success
ACT Explore

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? We will close the gap in achievement. Students with disabilities will increase MEAP scores by 3% and economically disadvantaged students will increase MEAP scores by 2%. Grade Level Content Expectations assessments will also be mastered. Mi-Tracker information will also be reviewed and used

to monitor progress. We will also use data from classroom assessments, grades and ACT Explore.

Contact Name: Craig Carmoney

List of Objectives:

Name	Objective
Reading Goal for ED Students	Economically Disadvantaged and students with disabilities will increase scores as they become more proficient in their reading by 2% each year as measured by the MEAP.

1.1. Objective: Reading Goal for ED Students

Measurable Objective Statement to Support Goal: Economically Disadvantaged and students with disabilities will increase scores as they become more proficient in their reading by 2% each year as measured by the MEAP.

List of Strategies:

Name	Strategy
Researched Based Practices	Teacher will utilize research based practices in the classroom to improve writing scores while collaborating with each other to make instuctional changes based on student data to improve individual reading scores and proficiency. Teachers will ensure that each lesson contains Clear objectives, Teaching/modeling/demonstrating, Guided practice, and Checks for understanding. We are also looking a guaranteed and viable curriculum using data from MEAP, ACT Explore, Common Core and NAEP. We focus on the most essential standards to allow for complete understanding of the standards that are taught. We will focus on high level assessments using examples from ACT Explore and NAEP.

1.1.1. Strategy: Researched Based Practices

Strategy Statement: Teacher will utilize research based practices in the classroom to improve writing scores while collaborating with each other to make instuctional changes based on student data to improve individual reading scores and proficiency. Teachers will ensure that each lesson contains
Clear objectives,
Teaching/modeling/demonstrating,
Guided practice, and
Checks for understanding.
We are also looking a guaranteed and viable curriculum using data from MEAP, ACT Explore, Common Core and NAEP. We focus on the most essential standards to allow for complete understanding of the standards that are taught.
We will focus on high level assessments using examples from ACT Explore and NAEP.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

Other Required Information for Strategy

We reviewed the research of Mike Schmoker (Results Now and Focus), Rick Stiggins (Assessment of Learning) and Robert Marzano (Classroom Instuction that Works). As Mike Schmoker states in Results Now, the impact of the actual, taught curriculum on school quality, on student learning, is indescribably important. Marzano's meta-analysis of in-school factors that affect student achievement places what gets taught at the top of the list. Teachers need to lay out a sound, viaable, set of standards and guarantee that those standards get taught. We have also looked at Ken O'Connor's 15 Fixes for Broken Grades to which focused on grading and assessment.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Maps	2010-08-25	2012-06-08	The District Curriculum Director, Principal and ELA staff.

1.1.1.1. Activity: Curriculum Maps

Activity Description: Staff will map curriculum in ELA to align with the Common Core. We are also looking a guaranteed and viable curriculum using data from MEAP, ACT Explore, Common Core and NAEP. We focus on the most essential standards to allow for complete understanding of the standards that are taught. We will use Alicia Kubacki from the Midland ESA to do Academic Vocabulary and Reading and Writing Instruction. Alicia will focus on Writers Workshop.

Planned staff responsible for implementing activity: The District Curriculum Director, Principal and ELA staff.

Actual staff responsible for implementing activity: Principal

Planned Timeline: Begin Date - 2010-08-25, End Date - 2012-06-08

Actual Timeline: Begin Date - 09/01/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff	Title II Part A	1,000.00	0.00

Goal 2: Math

Content Area: Math
Development Status: Complete

Student Goal Statement: Economically disadvantaged and students with disabilities will increase performance on the MEAP math assessment.

Gap Statement: Seventh Grade
MS: Reading: 89% proficient in 2005 compared to 84% proficient in 2006, 81% in 2007 and 86% in 2008.
Writing: A slight increase of proficiency with 74% in 2005, compared to 76% proficient in 2006, 82% proficient in 2007 and 88% in 2008.
Math: A nice increase in proficiency level with 89% of students proficient in 2008, compared to 77% of students achieving proficiency in 2007, 79% in 2006 and 67% in 2005.
Subgroups: No significant gaps in gender or economically disadvantaged groups in reading and writing. However, in math, 75% of economically disadvantaged students were proficient compared to 94% of non-economically disadvantaged students.

Eighth Grade
MS: Reading: Fall 2008 proficiency level was 78%, compared to 83% in 2007, 90% in 2006 and 79% in 2005.
Writing: Over the last four years, the proficiency levels have been: 73% in 2005, 79% in 2006, 75% in 2007 and 81% in 2008.
Math: An increase in proficiency over the last four years from 70% in 2005 to 76% in 2006 to 83% in 2007 and 85% in 2008.
Science: 2005 proficiency level of 90% compared to 87% in 2006, 90% in 2007 and 81% in 2008.
Subgroups: There is no significant proficiency gap in gender or economically disadvantaged groups in the area of writing. However, in the area of reading: 69% of economically disadvantaged students were proficient compared to 82% non-economically disadvantaged students; in math: 71% of economically disadvantaged students were proficient compared to 91% non-economically disadvantaged students; and in science: 71% of economically disadvantaged students were proficient compared to 85% non-economically disadvantaged students;

Cause for Gap: We have noticed a gap in our district curriculum in terms of alignment. The number of ED students is also rising in our area.

Multiple measures/sources of data you used to identify this gap in student achievement: We analyzed three years of MEAP data, Mi-Tracker data, and classroom assessment data. We have also tracked this data with Data 4 Student Success and ACT Explore.

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? We will close the gap in achievement. Students with disabilities will increase MEAP scores by 3% and economically disadvantaged students will increase MEAP scores by 2%. Grade Level Content Expectations assessments will also be mastered. Mi-Tracker information will also be reviewed and used to monitor progress. We will also use data from classroom assessments, grades and ACT Explore.rogress.

Contact Name: Craig Carmoney

List of Objectives:

Name	Objective
Best Practice-Common Assessments in Math	Economically Disadvantaged students and students with disabilities will increase scores as they become more proficient in their math by 2% each year as measured by the MEAP.

2.1. Objective: Best Practice-Common Assessments in Math

Measurable Objective Statement to Support Goal: Economically Disadvantaged students and students with disabilities will increase scores as they become more proficient in their math by 2% each year as measured by the MEAP.

List of Strategies:

Name	Strategy
Researched Based Practices-Common Assessments	Teacher will utilize research based practices in the classroom to improve writing scores while collaborating with each other to make instuctional changes based on student data to improve individual reading scores and proficiency. Teachers will ensure that each lesson contains Clear objectives, Teaching/modeling/demonstrating, Guided practice, and Checks for understanding. We are also looking a guaranteed and viable curriculum using data from MEAP, ACT Explore, Common Core and NAEP. We focus on the most essential standards to allow for complete understanding of the standards that are taught. We will also create high level assessments using examples from ACT Explore and NAEP.

2.1.1. Strategy: Researched Based Practices-Common Assessments

Strategy Statement: Teacher will utilize research based practices in the classroom to improve writing scores while collaborating with each other to make instuctional changes based on student data to improve individual reading scores and proficiency. Teachers will ensure that each lesson contains
Clear objectives,
Teaching/modeling/demonstrating,
Guided practice, and
Checks for understanding.

We are also looking a guaranteed and viable curriculum using data from MEAP, ACT Explore, Common Core and NAEP. We focus on the most essential standards to allow for complete understanding of the standards that are taught.

We will also create high level assessments using examples from ACT Explore and NAEP.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Other Required Information for Strategy

We reviewed the research of Rick Stiggins (Reseach Based Assessment) and Robert Marzano (Classroom Instruction that Works) and Mike Schmoker. As Schmoker points out in Results Now, the impact of the actual, taught curriculum on school quality, on student learning, is indescribably important. Marzano's meta-analysis of in-school factors that affect student achievement places what gets taught at the top of the list. Teachers need to lay out a viable set of standards that are guaranteed to be taught. Stiggins then points out that we must have quality assessments that accurately reflect the standards that are being taught.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Maps/Common Assessments	2010-08-25	2012-06-08	Director of Curriculum, principal and teaching staff.

2.1.1.1. Activity: Curriculum Maps/Common Assessments

Activity Description: SStaff will map curriculum in Math to align with the Common Core. We are also looking a guaranteed and viable curriculum using data from MEAP, ACT Explore, Common Core and NAEP. We focus on the most essential standards to allow for complete understanding of the standards that are taught. We will use Alicia Kubacki from the Midland ESA to do Academic Vocabulary and Reading and Writing Instruction.

Planned staff responsible for implementing activity: Director of Curriculum, principal and teaching staff.

Actual staff responsible for implementing activity: Principal

Planned Timeline: Begin Date - 2010-08-25, End Date - 2012-06-08

Actual Timeline: Begin Date - 09/01/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff	Title II Part A	1,000.00	0.00

Goal 3: Science

Content Area: Science
Development Status: Complete

Student Goal Statement: Students will disabilities will increase performance on the MEAP science assessment.

Gap Statement: Seventh Grade
MS: Reading: 89% proficient in 2005 compared to 84% proficient in 2006, 81% in 2007 and 86% in 2008.
Writing: A slight increase of proficiency with 74% in 2005, compared to 76% proficient in 2006, 82% proficient in 2007 and 88% in 2008.
Math: A nice increase in proficiency level with 89% of students proficient in 2008, compared to 77% of students achieving proficiency in 2007, 79% in 2006 and 67% in 2005.
Subgroups: No significant gaps in gender or economically disadvantaged groups in reading and writing. However, in math, 75% of economically disadvantaged students were proficient compared to 94% of non-economically disadvantaged students.

Eighth Grade
MS: Reading: Fall 2008 proficiency level was 78%, compared to 83% in 2007, 90% in 2006 and 79% in 2005.
Writing: Over the last four years, the proficiency levels have been: 73% in 2005, 79% in 2006, 75% in 2007 and 81% in 2008.
Math: An increase in proficiency over the last four years from 70% in 2005 to 76% in 2006 to 83% in 2007 and 85% in 2008.
Science: 2005 proficiency level of 90% compared to 87% in 2006, 90% in 2007 and 81% in 2008.
Subgroups: There is no significant proficiency gap in gender or economically disadvantaged groups in the area of writing. However, in the area of reading: 69% of economically disadvantaged students were proficient compared to 82% non-economically disadvantaged students; in math: 71% of economically disadvantaged students were proficient compared to 91% non-economically disadvantaged students; and in science: 71% of economically disadvantaged students were proficient compared to 85% non-economically disadvantaged students;

Cause for Gap: We have noticed a gap in our district curriculum in terms of alignment.

Multiple measures/sources of data you used to identify this gap in student achievement: We analyzed three years of MEAP data, Mi-Tracker, ACT Explore and classroom assessment data.

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? We will close the gap in achievement. Students with disabilities will increase MEAP scores by 3% and economically disadvantaged students will increase MEAP scores by 2%. Grade Level Content Expectations assessments will also be mastered. Mi-Tracker information will also be reviewed and used to monitor progress. We will also use data from classroom assessments, grades and ACT Explore.

Contact Name: Craig Carmoney

List of Objectives:

Name	Objective
Science Scores-Reading for information	Students with disabilities will increase scores as they become more proficient in science based on MEAP scores.

3.1. Objective: Science Scores-Reading for information

Measurable Objective Statement to Support Goal: Students with disabilities will increase scores as they become more proficient in science based on MEAP scores.

List of Strategies:

Name	Strategy
Research-Based Practices-Reading for Information	Teacher will utilize research based practices in the classroom to improve writing scores while collaborating with each other to make instuctional changes based on student data to improve individual reading scores and proficiency. Teachers will ensure that each lesson contains Clear objectives, Teaching/modeling/demonstrating, Guided practice, and Checks for understanding. We are also looking a guaranteed and viable curriculum using data from MEAP, ACT Explore, Common Core and NAEP. We focus on the most essential standards to allow for complete understanding of the standards that are taught. We will focus on high level assessments using examples from ACT Explore and NAEP.riters Workshop.

3.1.1. Strategy: Research-Based Practices-Reading for Information

Strategy Statement: Teacher will utilize research based practices in the classroom to improve writing scores while collaborating with each other to make instuctional changes based on student data to improve individual reading scores and proficiency. Teachers will ensure that each lesson contains Clear objectives,

Teaching/modeling/demonstrating,
Guided practice, and
Checks for understanding.
We are also looking a guaranteed and viable curriculum using data from MEAP, ACT Explore, Common Core and NAEP. We focus on the most essential standards to allow for complete understanding of the standards that are taught.
We will focus on high level assessments using examples from ACT Explore and NAEP.riters Workshop.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

Other Required Information for Strategy

We reviewed the reseach of Rick Stiggins (Assessment for Learning), Mike Schmoker (Results Now), Robert Marzano (Classroom Instruction That Works), and Mary Catherine Moran (Differentiated Literacy Coaching). According to Marzano (2001), students who summarize or use note-taking skills show a 39% gain in achievement. As Schmoker points out in Results Now, the impact of the actual, taught curriculum on school quality, on student learning, is indescribably important. Marzano's meta-analysis of in-school factors that affect student achievement places what gets taught at the top of the list. Teachers need to lay out a viable set of standards that are guaranteed to be taught. Stiggins then points out that we must have quality assessments that accurately reflect the standards that are being taught. Moran points out in the Protocol for a Literacy Process that there are steps that must be included such as: selecting the text, introducing the book, reading the text, revisiting the teaching focus, extending the meaning of the text and closing the lesson that must take place.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Pacing Guides/Common Assessments	2010-08-25	2011-06-12	Director of Curriculumm, Principal and teaching staff.

3.1.1.1. Activity: Pacing Guides/Common Assessments

Activity Description: Staff will map curriculum in ELA to align with the Common Core. We are also

looking a guaranteed and viable curriculum using data from MEAP, ACT Explore, Common Core and NAEP. We focus on the most essential standards to allow for complete understanding of the standards that are taught. We will use Alicia Kubacki from the Midland ESA to do Academic Vocabulary and Reading and Writing Instruction. Alicia will focus on Writers Workshop.

Planned staff responsible for implementing activity: Director of Curriculumm, Principal and teaching staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-25, End Date - 2011-06-12

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff-Professional Development	Title II Part A	1,000.00	0.00

Goal 4: Social Studies

Content Area: Social Studies
Development Status: Complete

Student Goal Statement: Economically disadvantaged students will increase performance on the MEAP social studies assessment.

Gap Statement: Ninth Grade
HS: Fall 2008, 78% of students were proficient, in 2007, 75% of students were proficient on the social studies MEAP assessment. This is very comparable to the previous two years of 78% and 79% proficiency.
Subgroups: 69% of economically disadvantaged students were proficient, compared to 82% non-economically disadvantaged. Previously, there was a 23% gap in scores.

Cause for Gap: We have noticed a gap in our district curriculum in terms of alignment.

Multiple measures/sources of data you used to identify this gap in student achievement: We analyzed three years of MEAP data, ACT Explore, Mi-Tracker, Data 4 Student Success data and classroom assessment data.

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? We will close the gap in achievement. Students with disabilities will increase MEAP scores by 3% and economically disadvantaged students will increase MEAP scores by 2%. Grade Level Content Expectations assessments will also be mastered. Mi-Tracker information will also be reviewed and used to monitor progress. We will also use data from classroom assessments, grades and ACT Explore.

Contact Name: Craig Carmoney

List of Objectives:

Name	Objective
Social Studies Scores	Economically Disadvantaged students will increase scores 3% as measured by MEAP as they become more proficient in social studies

4.1. Objective: Social Studies Scores

Measurable Objective Statement to Support Goal: Economically Disadvantaged students will increase scores 3% as measured by MEAP as they become more proficient in social studies

List of Strategies:

Name	Strategy
Research-Based Practices-Reading for Information	Teacher will utilize research based practices in the classroom to improve writing scores while collaborating with each other to make instuctional changes based on student data to improve individual reading scores and proficiency. Teachers will ensure that each lesson contains Clear objectives, Teaching/modeling/demonstrating, Guided practice, and Checks for understanding. We are also looking a guaranteed and viable curriculum using data from MEAP, ACT Explore, Common Core and NAEP. We focus on the most essential standards to allow for complete understanding of the standards that are taught. We will also create high level assessments using examples from ACT Explore and NAEP.

4.1.1. Strategy: Research-Based Practices-Reading for Information

Strategy Statement: Teacher will utilize research based practices in the classroom to improve writing scores while collaborating with each other to make instuctional changes based on student data to improve individual reading scores and proficiency. Teachers will ensure that each lesson contains
Clear objectives,
Teaching/modeling/demonstrating,
Guided practice, and
Checks for understanding.
We are also looking a guaranteed and viable curriculum using data from MEAP, ACT Explore, Common Core and NAEP. We focus on the most essential standards to allow for complete understanding of the standards that are taught.
We will also create high level assessments using examples from ACT Explore and NAEP.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Other Required Information for Strategy

We reviewed the reseach of Rick Stiggins (Assessment for Learning), Mike Schmoker (Results Now), Robert Marzano (Classroom Instruction That Works), and Mary Catherine Moran (Differentiated Literacy Coaching). According to Marzano (2001), students who summarize or use note-taking skills show a 39% gain in achievement. As Schmoker points out in Results Now, the impact of the actual, taught curriculum on school quality, on student learning, is indescribably important. Marzano's meta-analysis of in-school factors that affect student achievement places what gets taught at the top of the list. Teachers need to lay out a viable set of standards that are guaranteed to be taught. Stiggins then points out that we must have quality assessments that accurately reflect the standards that are being taught. Moran points out in the Protocol for a Literacy Process that there are steps that must be included such as: selecting the text, introducing the book, reading the text, revisiting the teaching focus, extending the meaning of the text and closing the lesson that must take place.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Maps/Common Assessments	2010-08-25	2012-06-08	Director of Curriculum, principal and teaching staff.

4.1.1.1. Activity: Curriculum Maps/Common Assessments

Activity Description: Staff will map curriculum in ELA to align with the Common Core. We are also looking a guaranteed and viable curriculum using data from MEAP, ACT Explore, Common Core and NAEP. We focus on the most essential standards to allow for complete understanding of the standards that are taught. We will use Alicia Kubacki from the Midland ESA to do Academic Vocabulary and Reading and Writing Instruction. Alicia will focus on Writers Workshop.

Planned staff responsible for implementing activity: Director of Curriculum, principal and teaching

staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-25, End Date - 2012-06-08

Actual Timeline: Begin Date - 09/01/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff	Title II Part A	1,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title II Part A	$4,000.00	$0.00

Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

   A team was assembled that participated in the Michigan Continuous School Improvement workshop at Clare-Gladwin ISD. This team used data and discussion to identify trends, strengths and weaknesses. We have continued to monitor this data during professional development, staff/school improvement meetings and department meetings.

Curriculum Alignment that Corresponds to the Goals

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

   We use curriculum maps which were developed based on the GLCE's. We monitor the GLCE's using data from Common Classroom Assessments, MEAP and ACT Explore. We monitor, review and revise the curriculum using Data 4 Student Success and MI Tracker for MEAP, ACT Explore results and data collected from grades and classroom assessments. This work is done in Department Meetings which are led by the administrator. We monitor this information at least once a semester.

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

   Decisions about curriculum, instruction and assessment are made collectively. We have used research based strategies to look at this using the works of Robert Marzano, Rick Stiggins, Mike Schmoker, and Ken O'Connor to drive this process. We have focused on Ken O'Connor's 15 Fixes for Broken Grades to look at grading and assessment. Schmoker's work has led us to look closely at the curriculum and instruction pulling in work from Marzano as well. We are looking to selectively abandon the least essential standards to allow for complete understanding of the most important standards. We are doing this through professional dialogue using the Common Core, MEAP, ACT Explore and NAEP as our guide. This professional dialogue is occurring during professional development, staff and department meetings.

Staff Development

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

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

   The process for developing assessments that provide authentic assessment of achievement has been done through several steps. We have used Ken O'Connor's 15 Fixes for Broken Grades. We have also used the research from Stiggins, Marzano and Schmoker. We use many forms of formative and summative assessments. We try to rely primarily on summative assessments to determine grades. These assessments include projects, written papers and test with multiple choice, short constructed response and extended response questions. These assessments have been developed using research based strategies, NAEP questions, ACT Explore Questions and MEAP released items.

Effective Use of Technology

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

   We are piloting the Student Response Systems and have plans to extend this into many classrooms for checking for understanding. We use Data 4 Student Success and Data Director to monitor common assessments as well as MEAP and ACT Explore results. We are also using the MOBI Interactive Pads, IPADS and computers as well as the classroom projectors to improve learning and deliver instruction.

Evaluation of the School Improvement Plan

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

   We evaluate the data during department meetings and school improvement meetings. Packets of information from annual assessments are given to all members of the department. We look for gaps with our goal being that 80% of students master 80% of the content in all areas.

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

   This information is shared in data packets with the instructional staff and we share this information in a power point presentation at the Board Meeting. We also present this information as part of the Annual

Report. We use School View so that our parents and students can access assessment and grading information.

Building Level Decision-Making

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

   We send out electronic surveys to parents and students to receive input regarding support, curriculum and instruction. We also have students that are part of the Student Advisory Group and Student Council. Parents are part of the RAP team from the CIMS Workbook. We present our SI plan annually to the BOE as well as our Parents at PT Conferences.

Assurances

EdYES!

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

   Response: *N/A (our school does not have grades 1-5)*
   Comments:

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

   Response: *Yes*
   Comments:

Educational Development Plan (EDP)

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

   Response: *Yes*
   Comments:

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

   Response: *Yes*
   Comments:

Health and Safety (HSAT)

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

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

   Response: *Written policy, fully implemented*

Comments:

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

   Response: *Yes*
   Comments: *School Wide RTC Program*

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

   Response: *Yes*
   Comments:

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

   Response: *Yes*
   Comments:

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

   Response: *Reviewed policy, but not yet adopted*
   Comments:

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

   Response: *No*
   Comments: *We offer PE, but no Health Class*

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

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

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

   Response: *No*
   Comments: *At the MS, we do not offer a Health Education Class*

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

   Response: *No action taken*
   Comments:

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

   Response: *Yes*
   Comments:

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

   Response: *Other curriculum*
   Comments: *President Physical Fitness*

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

   Response: *No*
   Comments:

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

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

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

   Response: *Reviewed policy, but not yet adopted*
   Comments:

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

   Response: *Yes*
   Comments: *We have a Wellness Plan*

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

   Response: *No*

Comments:

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

    Response: *No*
    Comments:

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

    Response: *Yes*
    Comments: *No vending machine currently used. Most students take advantage of the Type A Lunch.*

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

    Response: *No*
    Comments: *We have a nurse available at the County Health Department. Not on site.*

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

    Response: *Written policy, fully implemented*
    Comments: *We have a School Safety Response Guide that is fully implemented.*

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

    Response: *Yes*
    Comments: *We collect information on medical conditions at the beginning of each year using enrollment forms which each student is required to turn in.*

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

    Response: *No action taken*
    Comments:

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

    Response: *No*
    Comments:

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

    Response: *Yes*

    Comments: *We have an act Student Advisory Group that addresses these issues.*

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

    Response: *Yes*

    Comments: *We have been working with Midland County Family and Children's Services.*

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

    Response: *Yes*

    Comments:

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

    Response: *No*

    Comments:

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

    Response: *No*

    Comments:

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

    Response: *No*

    Comments: *No budget to provide food at staff meetings*

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

    Response: *Written policy, fully implemented*

    Comments:

31. Our school has a parent education program.

    Response: *No*
    Comments:

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

    Response: *No*
    Comments:

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

    Response: *Access to some indoor facilities*
    Comments:

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Craig	Carmoney	Principal	ccarmoney@bcreek.k12.mi.us
Mrs.	Vicki	Mikusko	Director of Special Servi	vicki.mikusko@bcreek.k12.mi.us
Mrs.	Julie	Rinn	Teacher	julie.rinn@bcreek.k12.mi.us
Mrs.	Donna	Bowen	Teacher	donna.bowen@bcreek.k12.mi.us
Mrs.	Debra	Willsie	Teacher	dwillsie@bcreek.k12.mi.us
Mrs.	Michele	Robinette	Parent	111
Mrs.	Jane	Waldmann	Parent	111

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:	Director of Business Services
Address:	1422 S. Badour
Telephone Number:	989-631-9022

References

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

Supporting Documentation

No documentation was attached.