

# School Improvement Plan

## Title I - Schoolwide

School Year: 2011 - 2012

School District: Bullock Creek School District

ISD/RESA: Midland County Educational Service Agency

School Name: Floyd School

Grades Served: K,1,2,3,4,5

Principal: Mr. Rodney J. Dishaw

Building Code: 01255

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

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## Introduction

The 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:	<b>Floyd School</b>
District:	<b>Bullock Creek School District</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>K,1,2,3,4,5</b>
School Code Number:	<b>01255</b>
City:	<b>MIDLAND</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

## Vision Statement

You BELONG at Bullock Creek

## Mission Statement

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

## Beliefs Statement

Collaboration is achieved through communication and cooperation.

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 the students' ability to learn.
- Student Achievement that meets or exceeds the current standards.

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 in

- 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
Increase of Mathematic Proficiency	Complete	Open
Reading Achievement	Complete	Open
Writing Expression	Complete	Open

### Goal 1: Increase of Mathematic Proficiency

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** By the 2013-2014 school year we will see a 25% increase in the number students performing at an 80% accuracy level in Mathematics at each grade level in each Focus Area.

**Gap Statement:** Mathematics

Kindergarten - Second Grade

Needs:

Based on 2010-2011 MEAP data only 3% of our Third grade student scored 80% or above in the strand of addition/subtraction fluency. Based on this data 77% of our students need to improve their scores to reach the 80% accuracy goal for addition/subtraction fluency. The strand of addition/subtraction fluency accounts for 43% of the overall Mathematics MEAP assessment for third grade.

Based on 2010-2011 MEAP data, only 7% of our third grade students scored 80% or above in the strand of Working with Geometric Shapes. Based on their data 73% of our student need to improve their scores to reach the 80% accuracy goal for Working with Geometric Shapes. The strand of Working with Geometric Shapes accounts for 25% of the overall Mathematics MEAP assessment for third grade.

Third Grade

Needs:

Based on 2010-2011 MEAP data only 13% of our fourth grade student scored 80% or above in the strand of multiplication and division. Based on this data 67% of our students need to improve their scores to reach the 80% accuracy goal for addition/subtraction fluency. The strand of multiplication and division accounts for 22% of the overall Mathematics MEAP assessment for fourth grade.

Based on 2010-2011 MEAP data only 10% of our fourth grade student scored 80% or above in the properties of 2D/3D shapes. Based on this data 70% of our students need to improve their scores to reach the 80% accuracy goal for addition/subtraction fluency. The strand of properties of 2D/3D shapes account for 22% of the overall Mathematics MEAP assessment for fourth grade.

Based on 2010-2011 MEAP data only 2% of our fourth grade student scored 80% or above in the strand of Understanding Area and Perimeter. Based on this data 78% of our students need to improve their scores to reach

the 80% accuracy goal for addition/subtraction fluency. The strand of properties of Understanding Area and Perimeter accounts for 22% of the overall Mathematics MEAP assessment for fourth grade.

#### Fourth Grade

##### Needs:

Based upon 2010-2011 5th grade MEAP mathematics, 0% of all student performed at the 80-100% accuracy goal for the Decimals and Fractions strand. Based on the data, 80% of our students need to improve their scores to reach the 80% accuracy for the Decimals and Fractions strand. 37% of all mathematic test items on the MEAP assess the Decimals and Fractions strand.

The 2010-2011 5th grade MEAP mathematics, also shows that only 10% of students performed between 80-100% accuracy goal for the Whole-Number Multiplication strand. based on their data, 70% of our students need to improve their scores to reach the 80% accuracy for the Whole-Number Multiplication strand. 31% of all mathematic test items on the MEAO assess the Whole-Number Multiplication strand.

#### Fifth Grade

##### Needs:

Based upon the 2010-2011 6th grade MEAP mathematics, 29% of all student performed at the 80-100% accuracy goal for the Decimals and Fractions strand. Based on the data, 51% of our students need to improve their scores to reach the 80% accuracy for the Decimals and Fractions strand. 15% of all mathematic test items on the MEAP assess the Decimals and Fractions strand.

Based upon the 2010-2011 6th grade MEAP mathematics, also shows that only 11% of students performed between 80-100% accuracy goal for the Whole-Number Division strand. Based on their data, 79% of our students need to improve their scores to reach the 80% accuracy for the Whole-Number Division strand. 37% of all mathematic test items on the MEAP assess the Whole-Number Division strand.

#### Special Needs Students

Based on the MI-Access assessment the scores per grade level were as follows:

Third Grade: 38% - Surpassed

50% - Attained

12% - Emerging

Fourth Grade: 78% - Surpassed

22% - Attained

0% - Emerging

Fifth Grade: 33% - Surpassed

33% - Attained

33% - Emerging

#### Local Assessments

Each grade level administers locally written benchmark assessments. The data for these tests are quite positive, which led the school improvement team to conclude that our tests were not rigorous enough to value the data for

this plan.

**Cause for Gap:** Our school staff has been teaching with a method that could be referred to as "A mile wide and an inch deep." Based upon our review of the data it is clear that more time needs to be given to specific focus areas at each grade level. This inconsistency in our mathematics programming has led to a lack of mastering skills necessary to achieve at least an 80 per cent proficiency in any focus areas. Plans are being made to alter our mathematics delivery model for the upcoming school year.

**Multiple measures/sources of data you used to identify this gap in student achievement:** The 2010 MEAP/MI-Access test was administered to grades 3-6 and those findings have been used to drive the school improvement plan to show areas of concern that need to be addressed so that our students can achieve success in these areas.

Local Assessments developed within district, were used at the end of each math unit in each grade to assess concepts for areas of concern that need to be addressed and to drive instruction for our students success. The findings were put into a data and information compiled for this use.

The DIBELS easyCBM test will be administered 3 times a year in grades 1-5 as an indicator of growth and to show areas of concern to be addressed.

**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 MEAP/MI-Access test administered in 2011, in grades 3-6, will continue to be used by the school improvement group to show areas of concern that need to be addressed and to monitor the success of our instruction.

DIBELS easyCBM test will continue to be used in grades 1-5, 3 times a year as an indicator of growth and to show areas to be addressed and to monitor the success of our instruction.

Local assessments will continue to be utilized, but they will be revised this year to increase the rigor of the test to replicate the formula used by the NAEP for our students success.

**Contact Name:** Rod Dishaw

**List of Objectives:**

Name	Objective
Increased instructional time on Focus Areas	Teachers will increase the amount of instructional time spent on the focus areas identified for their grade level to represent a ratio equivalent to that which is assessed by the state and local evaluations (i.e. third grade will spend 22% of instructional time on the Multiplication and Division strand) as measured and demonstrated by the 9 week outline that is submitted to the building administrator and assessed by the local assessment given after that 9 week period.

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## 1.1. Objective: Increased instructional time on Focus Areas



**Measurable Objective Statement to Support Goal:** Teachers will increase the amount of instructional time spent on the focus areas identified for their grade level to represent a ratio equivalent to that which is assessed by the state and local evaluations (i.e. third grade will spend 22% of instructional time on the Multiplication and Division strand) as measured and demonstrated by the 9 week outline that is submitted to the building administrator and assessed by the local assessment given after that 9 week period.

**List of Strategies:**

Name	Strategy
Constructivist Instruction	Teachers will implement constructivist teaching strategies in the identified focus areas for their grade level.

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### 1.1.1. Strategy: Constructivist Instruction

**Strategy Statement:** Teachers will implement constructivist teaching strategies in the identified focus areas for their grade level.

**Selected Target Areas**

2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
3.7 Provides for articulation and alignment between and among all levels of schools
3.8 Implements interventions to help students meet expectations for student learning

**Other Required Information for Strategy**

Poncy, Brian C.; McCallum, Elizabeth; Schmitt, Ara J.; A Comparison of Behavioral and Constructivist Interventions for Increasing Math-Fact Fluency in a Second-Grade Classroom (EJ903129) Psychology in the Schools, v47 n9 p917-930 Nov 2010

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Collaborative Planning	2011-08-29	2012-06-08	Each grade level teachers, including special education teachers, will meet each nine weeks under the direction of the building administrator to plan the constructivist lessons appropriately.
Increase Classroom Attendance During Math Instruction	2011-09-06	2012-06-08	Principal Responsible Thinking Room Highly Qualified Paraprofessional

### 1.1.1.1. Activity: Collaborative Planning

**Activity Type:** Professional Development

**Activity Description:** Each nine weeks, grade level cohorts will gather together to plan for the upcoming nine week instructional period. Using training provided on Constructivist mathematic teaching the teachers will develop lessons that center on the focus areas as identified through the Grade Level Content Expectations and as measured by state and local assessments at their grade level.

**Planned staff responsible for implementing activity:** Each grade level teachers, including special education teachers, will meet each nine weeks under the direction of the building administrator to plan the constructivist lessons appropriately.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-29, End Date - 2012-06-08

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Grade Level Collaborative Planning - Every 9 weeks	Title I Part A	5,500.00	

### 1.1.1.2. Activity: Increase Classroom Attendance During Math Instruction

**Activity Description:** Based on data reviewed from our RTC process, as well as discussion with both teachers and parents, we have identified that it is necessary to have a process in place to assist students who are choosing to leave the room during Math in order to avoid the rigor involved in the class. It has been determined that an appropriate activity for this would include continuation of the RTC process. Students who utilize the RTC classroom can receive academic support, as well as have their time out of class limited. The ICT team has identified math class is often a trigger for behavioral disruptions and usage of the RTP Process will limit the amount of time a student spends outside of the instructional program.

**Planned staff responsible for implementing activity:** Principal  
Responsible Thinking Room Highly Qualified Paraprofessional

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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## Goal 2: Reading Achievement

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** By the 2013-2014 school year we will see a 25% increase in the number students at each grade level performing at an 80% accuracy level in Reading.

**Gap Statement:** Kindergarten - Second Grade

Needs:

Based on the 2010-2011 MEAP data 32% of our third grade students scored 80% or above in the reading strand of word study. Based on this data 48% of our students need to improve their scores to reach the 80% accuracy goal for word study. The strand of word study accounts for 12% of the overall reading MEAP assessment for third grade.

Based on the 2010-2011 MEAP data only 46% of our third grade students scored 80% or above in the reading strand of narrative text. Based on this data 34% need to improve their scores to reach the 80% accuracy goal for narrative text. The strand of narrative text accounts for 36% of the overall reading MEAP assessment for third grade.

Based on the 2010-2011 MEAP data only 31% of our third grade students scored 80% or above in the reading strand of informational text. Based on this data 49% need to improve their scores to reach the 80% accuracy goal for informational text. The strand of informational text accounts for 6% of the overall reading MEAP assessment for third grade.

Based on the 2010-2011 MEAP data only 27% of our third grade students scored 80% or above in the reading strand of comprehension. Based on this data 53% of our students need to improve their scores to reach the 80% accuracy goal for comprehension. The strand of comprehension accounts for 36% of the overall reading MEAP assessment for third grade.

Third Grade

Needs:

Based on the 2010-2011 MEAP data 49% of our fourth grade students scored 80% or above in the reading strand of word study. Based on this data 31% of our students need to improve their scores to reach the 80% accuracy goal for word study. The strand of word study accounts for 12% of the overall reading MEAP assessment for fourth grade.

Based on the 2010-2011 MEAP data only 38% of our fourth grade students scored 80% or above in the reading strand of narrative text. Based on this data 42% need to improve their scores to reach the 80% accuracy goal for

narrative text. The strand of narrative text accounts for 21% of the overall reading MEAP assessment for fourth grade.

Based on the 2010-2011 MEAP data only 7% of our fourth grade students scored 80% or above in the reading strand of informational text. Based on this data 73% need to improve their scores to reach the 80% accuracy goal for informational text. The strand of informational text accounts for 9% of the overall reading MEAP assessment for fourth grade.

Based on the 2010-2011 MEAP data only 15% of our fourth grade students scored 80% or above in the reading strand of comprehension. Based on this data 65% of our students need to improve their scores to reach the 80% accuracy goal for comprehension. The strand of comprehension accounts for 58% of the overall reading MEAP assessment for fourth grade.

#### Fourth Grade

##### Needs:

Based upon 2010-2011 5th Grade MEAP Reading, only 23% of all students performed at the 80-100% accuracy goal for the Word Study strand. Based on this data 57% of our students need to improve their scores to reach 80-100% accuracy for the Word Study strand. 6% of all reading test items on the MEAP assess the Word Study strand.

Based upon 2010-2011 5th Grade MEAP Reading, only 38% of all students performed at the 80-100% accuracy goal for the Narrative Text strand. Based on this data 42% of our students need to improve their scores to reach 80-100% accuracy for the Narrative Text strand. 36% of all reading text items on the MEAP assess Narrative Text strand.

Based upon 2010-2011 5th Grade MEAP Reading, only 62% of all students performed at the 80-100% accuracy goal for the Informational Text strand. Based on this data 18% of our students need to improve their scores to reach 80-100% accuracy for the Informational Text strand. 3% of all reading test items on the MEAP assess the Informational Text strand.

Based upon 2010-2011 5th Grade MEAP Reading, only 17% of all students performed at the 80-100% accuracy for the Comprehension strand. Based on this data, 63% of our students need to improve their scores to reach 80-100% accuracy for the Comprehension strand. 45% of all reading test items on the MEAP assess the Comprehension strand.

#### Fifth Grade

##### Needs:

Based upon 2010-2011 6th Grade MEAP Reading, only 41% of all students performed at the 80-100% accuracy goal for the Word Study strand. Based on this data 39% of our students need to improve their scores to reach 80-100% accuracy for the Word Study strand. 12% of all reading test items on the MEAP assess the Word Study strand.

Based upon 2010-2011 6th Grade MEAP Reading, only 27% of all students performed at the 80-100% accuracy goal for the Narrative Text strand. Based on this data 53% of our students need to improve their scores to reach 80-100% accuracy for the Narrative Text strand. 33% of all reading text items on the MEAP assess Narrative Text strand.

Based upon 2010-2011 6th Grade MEAP Reading, only 45% of all students performed at the 80-100% accuracy goal for the Informational Text strand. Based on this data 35% of our students need to improve their scores to reach 80-100% accuracy for the Informational Text strand. 6% of all reading test items on the MEAP assess the Informational Text strand.

Based upon 2010-2011 6th Grade MEAP Reading, only 45% of all students performed at the 80-100% accuracy for the Comprehension strand. Based on this data, 35% of our students need to improve their scores to reach 80-100% accuracy for the Comprehension strand. 48% of all reading test items on the MEAP assess the Comprehension strand.

#### DIBELS DATA

According to 2010-2011 DIBELS data, the following grade levels ended the school year in the following categories (note - all special populations are included in the data):

Kindergarten - Intensive Support Needed: 16%  
Strategic Support: 20%  
At Benchmark: 63%

First Grade - Intensive Support Needed: 17%  
Strategic Support: 23%  
At Benchmark: 60%

Second Grade - Intensive Support Needed: 23%  
Strategic Support: 17%  
At Benchmark: 60%

Third Grade - Intensive Support Needed: 24%  
Strategic Support: 30%  
At Benchmark: 46%

Fourth Grade - Intensive Support Needed: 35%  
Strategic Support: 9%  
At Benchmark: 57%

Fifth Grade - Intensive Support Needed: 21%  
Strategic Support: 31%  
At Benchmark: 48%

#### Special Needs Students

On the MI-Access assessment, special education students scored at the following levels:

Third Grade: Surpassed - 68%  
Attained - 11%  
Emerging - 11%

Fourth Grade: Surpassed - 42%  
Attained - 6%  
Emerging - 42%

Fifth Grade: Surpassed - 66%

Attained - 0%

Emerging - 33%

**Cause for Gap:** As we transition 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 the district staff, need to be increased to more fully represent the types of questions that the students will encounter on 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 DIBELS assessment given in reading 3 times during the school year was used as an indicator of growth and showed areas of concern to be addressed.

The 2010 MEAP/MI-Access test was administered to grades 3-6 and those findings have been used to drive the school improvement plan to show areas of concern that need to be addressed so that our students can achieve success in areas of weakness.

The S.T.A.R. assessment is administered 3 times a year and those findings are also used to drive instruction and to advance learning.

D.R.A. is used as a measuring tool to assess students independent reading levels used by teachers to drive instruction on an individual and whole-class basis.

**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?** Specifically for the Diagnostic Reading Lab, we will begin using the Gates-MacGinte reading assessment at beginning of school year and ending of school year in grades K-1 and to include 2nd grade, to assess the progress and monitor success of the program.

DIBELS will continue to be used in grades K-3, 3 times a year as an indicator of growth and to show areas of concern to be addressed and monitor the success of our instruction.

The MEAP/MI-Access test administered in 2011, in grades 3-6, will continue to be used by the school improvement group to show areas of concern that need to be addressed and monitor success of our instruction.

The S.T.A.R. assessment will continue to be administered 3 times a year and those findings will be used to drive instruction and advance learning for success.

D.R.A. testing will be used in grades 4-5 in place of DIBELS, to assess students independent reading levels to drive instruction and guarantee students continued success.

**Contact Name:** Rod Dishaw

**List of Objectives:**

Name	Objective
Increase Instructional Time on Focus Areas	Teachers will increase the amount of instructional time spent on the focus areas identified to represent a ratio equivalent to that which is assessed by the state and local evaluations (i.e. third grade will spend 58% of instructional time on the reading strand of comprehension) as demonstrated by the ELA pacing guides, lesson plans, and administrator observations, and measured by state and local assessments.

## 2.1. Objective: Increase Instructional Time on Focus Areas

**Measurable Objective Statement to Support Goal:** Teachers will increase the amount of instructional time spent on the focus areas identified to represent a ratio equivalent to that which is assessed by the state and local evaluations (i.e. third grade will spend 58% of instructional time on the reading strand of comprehension) as demonstrated by the ELA pacing guides, lesson plans, and administrator observations, and measured by state and local assessments.

**List of Strategies:**

Name	Strategy
Increased Opportunities for High Success Independent Reading	Qualified instructors will provide an additional one-half hour of literacy instruction for students in grades K-1 in the Diagnostic Reading Lab. The students will work in small groups to receive deliberate, specific instruction in the reading strands of word study, narrative text, informational text, and comprehension. Teachers of K-5 students will provide additional opportunities for students to engage in high success independent reading.
Research-based Instruction	Teachers of K-5 students will utilize thinking maps and other research-based practices as mandated by the school improvement team and monitored by the building principal to promote higher level thinking skills connected to reading all texts and to provide instruction regarding text structures.

### 2.1.1. Strategy: Increased Opportunities for High Success Independent Reading

**Strategy Statement:** Qualified instructors will provide an additional one-half hour of literacy instruction for students in grades K-1 in the Diagnostic Reading Lab. The students will work in small groups to receive deliberate, specific instruction in the reading strands of word study, narrative text, informational text, and comprehension.

Teachers of K-5 students will provide additional opportunities for students to engage in high success

independent reading.

**Selected Target Areas**

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**Other Required Information for Strategy**

Schmoker, M. (2010) Focus, Washington, DC: Association of School Curriculum and Development.

Allington, R. (2009) What really matters in response to intervention. Research-based designs. Boston,MA: Allyn & Bacon.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
30 Minutes of Direct Instruction in Specific Literacy Skills	2011-09-01	2012-06-07	Title One staff and K-1 classroom teachers will all be responsible for implementing this activity. Classroom teachers in grades K - 5 will monitor and provide additional opportunities to ensure that students are engaged in high success reading.

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**2.1.1.1. Activity: 30 Minutes of Direct Instruction in Specific Literacy Skills**

**Activity Description:** Students in Grades K-1 will receive 30 additional minutes of specific literacy instruction daily by qualified instructors in small groups in the Diagnostic Reading Lab.

Students in grades K - 5 will spend additional time engaged in independent reading of various genres.

**Planned staff responsible for implementing activity:** Title One staff and K-1 classroom teachers will all be responsible for implementing this activity.

Classroom teachers in grades K - 5 will monitor and provide additional opportunities to ensure that students are engaged in high success reading.

**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
Title One Staff	Title I Part A	125,000.00	

### 2.1.2. Strategy: Research-based Instruction

**Strategy Statement:** Teachers of K-5 students will utilize thinking maps and other research-based practices as mandated by the school improvement team and monitored by the building principal to promote higher level thinking skills connected to reading all texts and to provide instruction regarding text structures.

**Selected Target Areas**

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**Other Required Information for Strategy**

Allington, R. (2009). What really matters in response to intervention. Research-based designs. Boston, MA: Allyn & Bacon.

Hyerle, D., & Piercy, T. (2007). Thinking maps: The cognitive bridge to literacy a visual language for bridging reading text structures to writing prompts. Berkeley, CA: Thinking Maps, Inc.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Research-Based Instruction	2011-09-01	2012-06-07	Midland County ESA staff will provide professional development regarding Thinking Maps. School Improvement Committee and building principal

#### 2.1.2.1. Activity: Research-Based Instruction

**Activity Type:** Professional Development

**Activity Description:** Teachers will participate in professional development regarding research-based instructional practices, including thinking maps, as recommended by the school improvement committee and monitored by building principal.

**Planned staff responsible for implementing activity:** Midland County ESA staff will provide

professional development regarding Thinking Maps.

School Improvement Committee and building principal

**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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### Goal 3: Writing Expression

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** By the 2013-2014 school year we will see a 25% increase in the number students at each grade level performing at an 80% accuracy level in Writing.

**Gap Statement:** Kindergarten ? Third Grade Writing

Needs:

Based upon 2010-2011 4th Grade MEAP Writing, only 3% of all students performed at the 80-100% accuracy goal for the Writing Process strand. Based on this data 77% of our students need to improve their scores to reach 80-100% accuracy for the Writing Process strand. This strand comprises 13% of the Writing MEAP assessment.

Based upon 2010-2011 4th Grade MEAP Writing, only 0% of all students performed at the 80-100% accuracy goal for the Personal Style strand. Based on this data 80% of our students need to improve their scores to reach 80-100% accuracy for the Personal Style strand. This strand comprises 15% of the Writing MEAP assessment.

Based upon 2010-2011 4th Grade MEAP Writing, only 11% of all students performed at the 80-100% accuracy goal for the Grammar and Usage strand. Based on this data 69% of our students need to improve their scores to reach 80-100% accuracy for the Grammar and Usage strand. This strand comprises 18% of the Writing MEAP assessment.

Goals:

By the 2013-2014 school year we will see a 25% increase in the number students at each grade level performing at an 80% accuracy level in Writing.

Fourth - Fifth Grade Writing

Needs:

Based upon 2010-2011 7th Grade MEAP Writing, only 1% of all students performed at the 80-100% accuracy goal for the Writing Process strand. Based on this data 79% of our students need to improve their scores to reach 80-100% accuracy for the Writing Process strand. This strand comprises 25% of the Writing MEAP assessment.

Based upon 2010-2011 7th Grade MEAP Writing, only 33% of all students performed at the 80-100% accuracy goal for the Personal Style strand. Based on this data 47% of our students need to improve their scores to reach 80-100% accuracy for the Personal Style strand. This strand comprises 23% of the Writing MEAP assessment.

Based upon 2010-2011 7th Grade MEAP Writing, only 52% of all students performed at the 80-100% accuracy goal for the Grammar and Usage strand. Based on this data 28% of our students need to improve their scores to reach 80-100% accuracy for the Grammar and Usage strand. This strand comprises 23% of the Writing MEAP assessment.

### MLPP Writing

Based on the MLPP writing assessment (Spring, 2011), the following percentages of students in grades K-2 scored in the following categories:

Grade Level 4 Level 3 Level 2 Level 1 (Level 4 is highest, Level 1 is emerging)

K 4% 31% 21% 11%

1st 37% 38% 24% 0%

2nd 25% 41% 19% 1%

**Cause for Gap:** Historically the amount of time spent in writing has been low and inconsistent. Resources, instructional strategies and focus areas varied by instructor. We have lacked a cohesive, researched based approach to the teaching of writing. This has led to 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:** The 2010 MEAP test was administered to grades 4 and 7 and those findings have been used to drive the school improvement plan to show areas of concern that need to be addressed so that our students can achieve success on state assessments.

MLPP Writing in grades K-2 is done 3 times a year to show areas of concern and to then drive instruction.

Themed Writing in grades 3-5 is done 3 times a year to also show areas of concern and to then drive instruction so that students can perform at a state level. The findings will be input into data director, compiled and distributed back to teachers to assist them with the instruction of lessons.

Local Assessments designed by the district are used to assist in the direction of instruction through the teachings of Lucy Caulkins.

**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 2011 MEAP test will be administered to grades 4 and 7 and will

continue to be used by the school improvement team to show areas of concern that need to be addressed to monitor the success of our instruction.

MLPP Writing in grades K-2 will continue to be done 3 times a year to show areas of concern that need to be addressed and to monitor our students success.

Themed Writing in grades 3-5 will continue to be done 3 times a year to show areas of concern that need to be addressed and to monitor our students success. The information gathered will also supply data to show we are becoming a more cohesive research-based writing team without so much fragmentation between grade levels and instructors.

**Contact Name:** Rod Dishaw

**List of Objectives:**

Name	Objective
Increase Instructional Time on Focus Areas	Teachers will increase the amount of instructional time spent on the focus areas identified for their grade level to represent a ratio equivalent to that which is assessed by the state and local evaluations (ie. K-third grade will spend 13 % of instructional time on the writing process and 4th and 5th will spend 25 % on the writing process) This will be measured and demonstrated through the pacing guides for each grade level.

### 3.1. Objective: Increase Instructional Time on Focus Areas

**Measurable Objective Statement to Support Goal:** Teachers will increase the amount of instructional time spent on the focus areas identified for their grade level to represent a ratio equivalent to that which is assessed by the state and local evaluations (ie. K-third grade will spend 13 % of instructional time on the writing process and 4th and 5th will spend 25 % on the writing process) This will be measured and demonstrated through the pacing guides for each grade level.

**List of Strategies:**

Name	Strategy
Writing Workshop	Teachers will implement writing workshop consistently with particular attention to focus areas within their grade level.

#### 3.1.1. Strategy: Writing Workshop

**Strategy Statement:** Teachers will implement writing workshop consistently with particular attention to focus areas within their grade level.

**Selected Target Areas**

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**Other Required Information for Strategy**

Scharer, Patricia L.; Su Pinnel, Gay Guiding K-3 Writers to Independence The New Essentials. Scholastic, 2008. Print.

Calkins, Lucy; Units of Study For Primary Writing (includes K-2); Units of Study for Primary Writing (Includes 3-5), 2003. Print.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional Development	2011-08-31	2012-06-08	Teachers from each grade level will participate in the professional development and in developing lessons and activities to improve skills in identified areas.

**3.1.1.1. Activity: Professional Development**

**Activity Type:** Professional Development

**Activity Description:** Staff will participate in professional development to enhance writing instruction. This will include Alicia Kubacki, a Thinking Map trainer, to overview the types of Thinking Maps available. Staff will then be given time to work with pacing guides to connect thinking maps to writing and other core areas.

Writing coach, Theresa Schroeder, will partner with teachers to enhance implementation with Writing Workshop.

Staff meetings, teachers will review pacing guides and share lessons within their grade level.

**Planned staff responsible for implementing activity:** Teachers from each grade level will participate in the professional development and in developing lessons and activities to improve skills in identified areas.

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
General Education Coordinator from Midland ESA	General Funds	0.00	
Thinking Maps Binder Resources	Title I Schoolwide	2,500.00	
Writing Coach	Section 31 a	35,000.00	

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
Section 31 a	\$35,000.00	\$0.00
Title I Schoolwide	\$2,500.00	\$0.00
General Funds	\$0.00	\$0.00
Title I Part A	\$130,500.00	\$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 a Schoolwide Reform Model, Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

### 1. How was the comprehensive needs assessment conducted?

*The Comprehensive Needs Assessment was conducted via the following timeline:*

*Step 1: Gathered committee of teachers, paraprofessionals, administrators, and parents.*

*Step 2: Collected Data*

*Step 3: Determined additional Data needed*

*Step 4: As series of meetings were held to go through the specific questions of the CNA, as well as to review our previous CNA to see what needed to be changed.*

*Step 5: Using the Advanced Ed website we inputted the data necessary to complete the CNA.*

### 2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities.

*Results and Conclusions:*

*Student Achievement - Progress in the academic areas looked at by the CNA team, as well as the school improvement team, revealed that we are in the greatest need of moving our students along to a proficiency of at least 80% in the focus areas in math, reading, and writing. This will be addressed at length in the school improvement plan.*

*School Programs/Process - While good things were occurring in individual classrooms we saw that we needed a more focused effort coordinating things that are working. This was particularly glaring in the area of Mathematics. This is addressed in the goals/objectives/strategies/activities section of the school improvement plan.*

*Perception Data - Overall the perception of the parents, staff, students, and community was positive. Additional perception data was collected through the building's use of the Instructional Consultation Team*



*and the perception data that was yielded from that process.*

*Demographic - While our population demographics have remained rather static over the past five years we all decided that particular attention needs to be made as to how we assess our special education students and what alternative assignments and tests were given to adequately assess their level of performance.*

## **Schoowide Reform Model**

1. Describe the overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students.

### *Parent Involvement and Engagement*

*A growing number of school reform initiatives seeking to transform failing schools engage significant numbers of parents. The initiatives strive to change a school's culture; the quality of relationships among educators, parents, and children; and students' educational outcomes. The initiatives work toward effecting systemic change in a school, and they situate their reform efforts within the context of the surrounding community. Further, since schools alone cannot solve the problems imported into them from society, some projects reach beyond schools; they draw upon the power of community institutions, such as churches and civic groups, to improve schools and aspects of life in the community that impact education. Successful systemic initiatives usually result in an increase in the quantity and quality of the various forms of parent involvement identified by Epstein (1995), such as parent volunteers in the school, and parents helping their children with homework.*

*To address this need the school will enroll in the National Network of Partnership Schools to build our parent involvement capacity, thus creating a strong partnership between the community, the school, and the classroom.*

### *Action Plan for Schoolwide Reform Strategy*

#### **STEP ONE: CREATE AN ACTION TEAM**

*All schools in the National Network of Partnership Schools (NNPS) use an Action Team for Partnerships (ATP) to organize and sustain a program of school, family, and community partnerships. With an ATP, teachers, administrators, parents, community members, and others can work together to connect family and community involvement with school improvement goals. The ATP in each school aims to:*

- Create a welcoming school environment for families*
- Engage families and the community in ways that support student achievement and success*

#### *What is an Action Team for Partnerships?*

*The ATP is the "action arm" or committee of the School Improvement Team or School Council. Although the ATP members oversee the school's partnership program, other teachers, parents, students, administrators, and community members also may lead family and community involvement activities.*

#### *What does an Action Team for Partnerships do?*

*Each school's ATP will conduct the following activities:*

- Write a One-Year Action Plan for Partnerships (see definition) with activities linked to selected goals in the School Improvement Plan
- Integrate all family and community involvement activities conducted by teachers and school groups in the One-Year Action Plan for Partnerships
- Recruit and recognizes other teachers, parents, community members for leadership and participation in family and community involvement activities
- Implement, coordinate, publicize, and oversee the planned involvement activities
- Monitor progress, assess the strengths and weaknesses of implemented involvement activities, document results, and resolve problems
- Report progress to the School Council (or School Improvement Team) and to the faculty, PTA/PTO, local media, and other groups
- Replace departing ATP members
- Continue improving the school's program of family and community involvement

*Who is on an Action Team for Partnerships?*

*An ATP typically has 6 to 12 members and must include:*

- The school principal
- Two or three teachers from different grade levels
- Two or three parents with children in different grade levels
- The parent liaison
- A PTA/PTO officer or representative
- Two students from different grade levels (on high school ATPs)

*The ATP should also include:*

- Members from the community at large, including: business partners, interfaith leaders, representatives from literary, cultural, civic, and other organizations.
- Others who are central to the school's work with families, including: the school nurse, social worker, instructional aide, counselor, other administrator, secretary, grandparent raising a child in the school, custodian, or etc.

*How is an Action Team for Partnerships organized?*

*An Action Team for Partnerships (ATP) may be organized in one of two ways:*

*By Improvement Goal*

*ATP members split into subcommittees for four school improvement goals for student success: two academic goals, one nonacademic goal, and one overall partnership goal for a welcoming school environment.*

*By Type of Involvement*

*The ATP forms six subcommittees or work groups. Each subcommittee designs and oversees activities for one of the Six Types of Involvement (see definition) to support student success.*

*The ATP meets as a whole team at least once a month to coordinate and monitor all activities. Subcommittees meet as needed to plan and implement activities in the One-Year Action Plan for Partnerships.*

*How is leadership delegated?*

*Any ATP member who has the respect of all other members may serve as the chair. NNPS recommends that co-chairs, often one parent and a teacher or school administrator, share leadership responsibilities.*

*Leaders should have excellent communication skills and an understanding of the partnership approach. At least one member of the ATP also may serve on the school improvement team, school council, or other decision-making body as a "linking leader" to report plans and progress on partnerships. Co-chairs also should lead each subcommittee of the ATP.*

*Why is the Action Team for Partnerships so important?*

*Having a team with at least six members (or as many as twelve or more) ensures that responsibilities for leadership and conducting planned activities can be delegated so that no one is overburdened and the work of the ATP will continue even if some members move or change schools or positions.*

*ATP members serve renewable terms of two to three years, with replacement of any who leave in the interim. Other thoughtful variations in assignments and activities may be created by small or large schools using this process.*

#### **STEP TWO: THE SIX TYPES**

##### *Parenting*

*Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.*

##### *Communicating*

*Conduct effective communications from school-to-home and from home-to-school about school programs and student progress.*

##### *Volunteering*

*Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.*

##### *Learning at Home*

*Involve families with their children on homework and other curriculum-related activities and decisions.*

##### *Decision Making*

*Include families as participants in school decisions, and develop parent leaders and representatives.*

##### *Collaborating with the Community*

*Coordinate resources and services from the community for families, students, and the school, and provide services to the community.*

#### **STEP THREE: CREATE A ONE YEAR ACTION PLAN**

#### **STEP FOUR: PROGRAM EVALUATION**

*The National Network of Partnership Schools provides a variety of research based evaluation instruments, including one that is submitted to the Partnership at the Johns Hopkins University.*

2. Describe how stakeholders were involved in the process of developing/selecting the reform model.

*Stakeholders were involved in a variety of matters. First, the school improvement team consisted of a*

*variety of members from different roles in our school (parents, teachers, paraprofessionals, administrators, content coaches). Additionally we used surveys to gather more information from parents, teachers and students to arrive this as our main Schoolwide Reform Strategy.*

### **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.

*Floyd Elementary continually examines its curriculum alignment with the Michigan Department of Education model core curriculum and national standards. In recent years, this examination has included the following areas: Language Arts, Mathematics, Social Studies, Health and Physical Education, Science and Technology. As a result of this effort, there are no longer any variances with the State's model core curriculum or recommended national standards. Floyd Elementary curricular objectives, textbooks, and teaching materials are available for public review at the school.*

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

*Bullock Creek Schools is fortunate to have the leadership of Curriculum Coordinators in all subject areas to help lead the direction of curriculum and assessment planning. This gives us direction at the district level.*

*At the building level, we have groups of staff members the are area "experts." These "experts" devise assessments, communicate plans and review curriculum to share with the staff as a whole. The school adheres to the State of Michigan GLCE's and these are communicated to all stakeholders through annual open houses and at parent teacher conferences as well as during special events such as the Parent or Student Cafe.*

*The school joining the National Network of Partnership Schools will also aid in a tremendous way toward helping all stakeholders become critical parts of the curriculum, instruction and assessment decisions made at our school.*

### **Instruction by Highly Qualified Professional Staff**

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

*Floyd Elementary Makes the assurance that all teachers employed by the school meet the requirements to be considered Highly Qualified as defined by the United States Department of Education and the Michigan Department of Education. District personnel files contain the supporting documentation of each teacher's highly qualified status Floyd Elementary makes the assurance that all paraprofessionals employed by the school meet the requirements to be considered Highly Qualified as defined by the United States Department of Education and the Michigan Department of Education. District personnel files contain the supporting documentation of each paraprofessional's highly qualified status.*

**Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools**

1. Identify the experience level of key teaching and learning personnel.

*All staff in Floyd Elementary School are highly qualified as determined by the State of Michigan. Experience Levels: Less than 4 years - 5 4-20 years - 17 20 + years - 3*

2. List the specific initiatives implemented at the district and school level for attracting/keeping high-quality, highly qualified teachers to/in high needs schools.

*The Superintendent shall have the authority to establish a procedure for the recruitment of well-qualified personnel to staff the schools. The Superintendent may request building Principals or other staff members to assist in this effort. Floyd Elementary offers competitive wages, benefits, and educational assistance plans to attract highly qualified teachers. All potential employees of the District shall verify their identity and employment status, including highly qualified status, to the Superintendent. Non-Discrimination The Board shall not discriminate in its policies and practices with respect to compensation, terms or conditions of employment because of such individual's race, color, religion, sex, national origin, height weight, age, marital status, political belief, disability or handicap which does not impair an individual's ability to perform adequately in that individual's particular position or activity. The Superintendent shall have in place all appropriate procedures relative to the Americans with Disabilities Act. This statement of non-discrimination shall be published and disseminated to all students, parents, guardians, employees, applicants and the general public in a manner determines by the Superintendent. Service Credit Newly employed teachers will be limited to 5 years of service credit on the salary schedule when initially employed. Full educational credit shall be given. In extraordinary circumstances the Superintendent may request the granting of more than five years service credit, but it requires Board of Education approval for such action.*

3. Describe the rate of teacher turnover for the school.

*Floyd Elementary, and the Bullock Creek School District as a whole, has almost no turnover of teachers. Our biggest problem at this time is keeping teachers who want to be here but are unfortunately laid off due to budget issues.*

4. If the school has identified a high teacher-turnover rate list the specific initiatives implemented to try and lower the rate. If the school does not have a high teacher turnover rate, enter "Not applicable" in the text box.

*Not applicable*

**High-Quality and Ongoing Professional Development**

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives, Strategies and Schoolwide Reform Model. The specific professional development activities must be included as Activities under

the Goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

### Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the schoolwide school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

*Floyd Elementary Parent Involvement Policy "We believe that parents play and integral role in their child's education, whereas, not every teacher is a parent, every parent is a teacher." The staff at Floyd Elementary, in partnership with parents and community, promotes learning through the dedicated efforts of many to achieve one's personal best. We believe that school clearly work best when parents take an active interest in their children's education and encourage them to do well. Research, such as Joyce Epstein (2004) on parental involvement, has demonstrated that parent involvement is a critical component of the learning process. The evidence has shown that programs with a strong parent involvement, and school that relate well to their communities have students who outperform other schools. · Floyd Elementary parents and students are involved in the research-based process called World Café ([www.worldcafe.com](http://www.worldcafe.com)). This is a process where their input and views are shared with educators on school-wide school improvement. · School View is available via the internet to parents during the school year. This allows parents immediate access to their child's academic progress, which facilitates communication between parents and teachers. · Study Island is available via the internet to parents and students during the school year. Study Island is a computerized program used at school and home to enhance students' knowledge in Math and ELA. The program follows state standards and lines up with GLCE's. Parents have access to monitor students' performance. · Compass Learning is available via the internet to parents and students during the school year. Compass is a computerized instruction driven program used at school and home to enhance students' knowledge in any academic area. The program follows state standards and lines up with GLCE's. Parents have access to monitor students' performance. · Floyd Elementary, in collaboration with the Midland Literacy Council and West Midland Family Center, provide a parent piece called Capable Kids. Capable Kids is an adult program designed to facilitate the at home relationship between parents and students, bridging the gap between parenting and education. This collaboration has inspired some parents to seek their own academic success by obtaining their GED's. · Floyd Elementary, in collaboration with the West Midland Family Center, provide continued academics by offering Together with a Purpose. This is an after school program which provides academic support in literacy. It provides a study atmosphere for homework and computerized academic programs for students. It also fosters social skills and physical fitness. Study Island and Compass Learning are available during this time to students without internet access at home. · Floyd Elementary, in collaboration with the West Midland Family Center, provide continued academics by offering Play with a Purpose. This is a summer program which provides academic support in literacy while promoting social skills, school readiness, and physical fitness. The Capable Kids program runs in conjunction with this program as well. · Floyd Elementary works in partnership with Big Brothers Big Sisters, providing students with mentorship and a location for activities. Parents are actively engaged in mentor matching to ensure the best match for their child. · Floyd Elementary, in collaboration with Midland Shelter House, provide Girls on the Run. This is an adult mentored physical activity program provided for young girls. It fosters good health, community service, and builds self-esteem. · West Midland Family Center provides a Family Mentor to work with Floyd Students and their parents. This mentor sits in on select student meetings (i.e. Conferences, IST's, IEP's, ect.) assisting parents in the process by providing comfort and direction. · At the end of every school year, Floyd Elementary provides a school-wide "family"*

*picnic. In this way, communication and involvement is maintained and good will is continually fostered between school and home. · Literacy Night is provided at the West Midland Family Center, in conjunction with Floyd Elementary, to promote literacy in school age children. Floyd staff provide literacy activities done as centers following state standards and GLCE's guiding the center activities. · A Kindergarten Literacy Night is provided at the West Midland Family Center, in collaboration with and attendance of Floyd Kindergarten Teachers, to promote literacy in pre-kindergarten/kindergarten children following state standards and GLCE's. · Floyd Elementary, in collaboration with the Arc of Midland, provides Count Me In. Count Me In is a program designed to teach school age children about physical differences, tolerance, and acceptance. · Floyd Elementary visits Head Start, a pre-kindergarten program, to talk to parents about school readiness, and other typical kindergarten rituals that their child will encounter in school. · Floyd Elementary participates in Transition IEP's in cooperation with the Midland ESA. Together, unified action plans are set in place for the success of students entering school.*

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

2a. Design

*Prior to beginning the school improvement process for this year, 20 random parents were selected and invited, via US mail, to attend a meeting on what they felt were issues they wanted addressed in the school improvement plan. In August, the same topic will be addressed with another group of random parents. The intent is to have 100% buy in from our families by including them in the planning process. Their concerns will be voiced and applied where applicable within the school improvement plan. These will be monitored, like all school improvement issues during the school year. In addition, data from a school-wide survey was used to guide the school improvement plan. Parents also sit on the school improvement team and attend the monthly meetings to ensure that we are meeting their needs as well.*

2b. Implementation

*Implementation of our school improvement plan and the parental involvement piece will happen through these small group meetings, newsletters announcing opportunities to gather in small groups, surveys and quarterly reviewing of the school improvement plan to monitor its success.*

2c. Evaluation

*Constant monitoring of parental involvement issues and concerns will be done by means of surveys, PTO involvement, Capable Kids through West Midland Family Center, quarterly meetings with random parents to discuss concerns about the existing school improvement plan and how to continue 100% buy-in from our families for the betterment of our students.*

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

*The school provides individual student academic assessment results in the following ways:*

*-Review of the MEAP Parent Report at the Parent Teacher Conferences (see Parent Teacher Conference Survey results in the additional documentation section of the SIP for additional documentation as to the value of this to parents)*

*-Reporting of student's reading level as measured by DRA on the student report card*

*-Parent access to all classroom assessment results are available online as well as on reports that are printed out for every parent on a regular interval by classroom teachers.*

*-Invitation of Family Mentors to all meetings with families that have a mentor through the West Midland Family Center. A sharing of information agreement is signed by each family. The family mentor can assist parents in asking clarifying questions as well as help the parent interpret results with the assistance of the school staff.*

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

*The Parent/Child/School compact is written collaboratively with parents, teachers, and students all having an active role in the process. Meetings are usually held at least once per year to review our current compact, discuss any changes that any member of the group may suggest, and then print the compact for every family in the school.*

*Floyd Elementary School discusses the Parent/Child/School Compact at a parent teacher conference each school year. As a change for this school year we will move one of our parent teacher conferences to the first week of school. The topic of this conference will be the Compact along with other parental, teacher, and student expectations.*

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

*As a member of the National Network of Partnership Schools we will give out several different evaluations of our parental involvement program, including a comprehensive year end evaluation that will be submitted to the NNPS with the results coming back to the local school to improve the programs.*

*Over the past year we surveyed our parents regarding various aspects of our academic and service programs. Results of these surveys are located in the previous sections of the Comprehensive Needs Assessment.*

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

*In response to the survey question "The primary purpose of the school is to improve student learning" 66% of parents strongly agreed, while 34% of parents agreed.*

*In response to the survey question "All students are expected to achieve high expectations" 38% responded with Strongly Agree, 55% Agree, and 6% Disagree*



*Further data is provided in the School Data Profile.*

*The results of the SDP led the school improvement team to determine that joining the NNPS would be the most effective tool to make sure that all stakeholders have a critical role in the decision making at the school.*

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

### **Preschool Transition Strategies**

1. Describe preschool transition strategies (more than once a year visitation) and the training that is provided to preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level transitions that occur, if appropriate. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

#### *Preschool Transitions Strategies*

*The administration and kindergarten teaching staff of Floyd Elementary work together to ensure that all incoming kindergarten students and parents feel welcome and comfortable. Four strategies used to meet this goal:*

##### *- Kindergarten Round Up*

*Every year in March, parents and incoming kindergarteners are invited to attend Kindergarten Round Up. Here, parents are given information about the kindergarten curriculum, introduced to the kindergarten staff, and are able to register their child for the next school year. Local agencies, such as the Health Department, Educational Services Agency, and summer camps also attend. While the parents are walked through the pertinent information, the incoming kindergarteners are taken to the classrooms to familiarize them with the school environment and the staff. Before leaving, families are encouraged to participate in a scavenger hunt around the school.*

##### *- Preschoolers and Popsicles*

*Held in the late spring, a district bus picks up the incoming kindergarteners at their preschools and brings them to Floyd. Here, the students are given another opportunity to play on the playground with current kindergarteners. Popsicles are served to all preschoolers and kindergarteners at the end of the afternoon.*

##### *- Kindergarten and Preschool Teacher Meetings*

*Before the end of the school year, our kindergarten teachers set up meeting times with the local preschool teachers to discuss incoming students. The teachers are given the opportunity to discuss individual needs, behaviors, and possible separations of students.*

*These notes are then used when creating class list for the following year.*

*One kindergarten teacher attends a day with the local Educational Services Agency staff when a majority of the IEP's for the incoming kindergarteners are held. This teacher is involved in the discussion of the transition for students with special needs.*

*- Open House*

*Floyd Elementary holds a formal Open House within the first week of school. Some years, the Open House is before the first day of school, other years it is after the first day. Either way, the kindergarten staff sends a note to the families of the incoming students inviting them to drop by before the first day of school. This gives students the chance to meet their teacher, see their locker, their classroom, and their seat.*

## **Teacher Participation in Making Assessment Decisions**

1. Describe how teachers participate in making assessment decisions (Ex. selection, development, frequency).

*Teacher Participation in Making Assessment Decisions*

*Statement of assurance: Floyd Elementary Staff has an active voice in the decisions made regarding student assessments. We believe in the necessity of utilizing valid assessments (both formative and summative). We understand that it is NOT sufficient to simply administer assessments for the purpose of assigning students' grades. We believe that the assessment results must be analyzed to inform our instruction and reflect on our use of best practice in teaching strategies. We also believe that by collaborating in regards to our assessment analysis, we will be better prepared to identify the strengths and meet the needs of all Floyd students.*

- Staff participates in district curriculum teams in the core content areas. These teams work to develop and implement assessments. These teams have been working (and will continue to work) to build and evaluate common assessments to enable school-wide staff to determine if students are learning essential skills.*

- Students who benefit from differentiated instruction may or may not qualify for accommodations or modifications on assessments. Staff collaboration is used to help determine and meet those needs for students identified as being "at risk" (standard assessments and classroom assessments).*

- Staff meets in small groups at the school level to score some common school-wide assessments (writing practice) and evaluate efficacy of our writing program.*

- Staff meets with DIBELS administrators to analyze the results of DIBELS school-wide assessments. Students are identified and scheduled for intervention and progress monitoring through this collaborative effort.*

- Staff collaborates to analyze the results of progress monitoring to evaluate student progress from the scheduled intervention. This collaboration leads to decision-making in regards to the need for the continuation of same intervention, or recommendation for alternate intervention(s).*

- Staff will attend meetings to analyze MEAP data.*

- STAR testing is utilized as one facet of reading assessment. This program offers suggested strategies to assist students who are not meeting an agreed upon benchmark for a particular grade level.*

- K-2 staff has participated in training for DIBELS administration and in training for "I've DIBELED Now What?" This training gives instruction regarding possible strategies to utilize in assisting "at risk" students.
- Selected staff members have been trained in the Barton Tutoring system to be utilized as a phonemic awareness or phonic-based intervention.
- Selected staff members have been trained in Orton-Gillingham methods of phonics instruction utilized as one facet of intervention.
- Selected staff members have participated in SDE training regarding RTI and the three tier system of intervention.
- Several staff members have completed formalized instruction in differentiated instruction.
- Many staff members have been trained in MLPP which is utilized as another facet of Reading assessment.

2. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

*Staff meets in small groups at the school level to score some common school-wide assessments (writing practice) and evaluate efficacy of our writing program. · Staff meets with DIBELS administrators to analyze the results of DIBELS school-wide assessments. Students are identified and scheduled for intervention and progress monitoring through this collaborative effort. · Staff collaborates to analyze the results of progress monitoring to evaluate student progress from the scheduled intervention. This collaboration leads to decision-making in regards to the need for the continuation of same intervention, or recommendation for alternate intervention(s). · Staff will attend meetings to analyze MEAP data. · STAR testing is utilized as one facet of reading assessment. This program offers suggested strategies to assist students who are not meeting an agreed upon benchmark for a particular grade level.*

### **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.

*Statement of Assurance: Teachers at Floyd Elementary School are involved in the development of accommodated and alternative measures that are used in the classroom as authentic assessments of the pupils' skills, achievements, and competencies.*

*Special education teachers are involved in all weekly grade level meetings. At these meetings assessments are discussed and designed and adaptations to the content on the assessment are made. For example, a social studies assessment in third grade may have the multiple choice answers reduced to 2 choices. Special education teachers also provide alternative assessments to get the information that the general education teacher may be assessing. This could involve the use of a Brigance assessment in lieu of a district common assessment. The administration of tests one on one or having questions read by a trained adult in the building are additional strategies used.*

### **Timely and Additional Assistance**

1. Provide a summary of the effective, timely, additional assistance activities provided to students that are not mastering the State's academic achievement standards. These must also be included in greater specificity as Activities under the Goals section. Timely, additional assistance should include differentiation of instruction to meet students' individual needs within the classroom.

*Our school provides the following interventions for students experiencing difficulty within the general learning environment: -Instructional Consultation Team -Tier Groups led by Title One staff -Morning Tutoring -Coordination with outside resources (West Midland Family Center, etc.) -Barton Tutoring with training from the Literacy Council of Midland*

2. Describe the identification process for students that are not mastering the State's academic achievement standards.

*Students are identified through teacher academic observations, assessments given, and behaviors observed within school. Once flagged, a number of Title I interventions can occur and the IC process can begin if needed. All responsible team members; teacher, parent, Title I staff, IC team members and student, meet and converse about strategies that can be used to provide support for the student. These strategies are closely monitored, evaluated and modified as needed to continue providing the correct needs for the student for success.*

### **Coordination and Integration of Federal, State and Local Programs and Resources**

1. Include a list of State educational agency and local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program.

*Title II  
At-Risk 31a  
General Fund  
Grant Funding (ICT)*

2. Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan.

*The school uses resources from a multitude of sources to ensure that effective implementation of the school improvement plan occurs. Below is a summary of funding sources and how they are used and integrated toward the achievement of the schoolwide goals.*

*Title I - All Title One funding is directed at student services for any student not meeting grade level targets. We purchase almost no materials with our Title I funding and instead use the money toward employment of highly qualified personnel at the building level. One example of how this funding is used in support of the school improvement plan is the Diagnostic Reading Lab. Here, students are assessed WEEKLY to gain relevant and timely data on progress in reading. Those not meeting standards are given additional reading instruction by Title One staff. In this manner we can quickly identify weaknesses and work quickly to solve the issues.*

*Title IIA - Quality professional development is a key to the school improvement plan. One use of these funds*

*calls for grade levels to meet at least four times this year to target the instructional objectives in math directly at the focus areas of our school's curriculum. Moving away from simply using the textbook and instead developing innovative lessons using research based pedagogy is a goal with our title II A funding.*

*General Fund - The general fund supports the school improvement planning process by paying for teachers to work extra hours in the development of the plan.*

*Grant Funds - The school has obtained a variety of grant funding and these funds are used in support of our school improvement mission. As a participant in the SPLASH grant teachers are given additional resources to teach nutrition as part of the core curriculum, thus leading to more effective weaving of instruction into the teaching day and maximizing the use of time. The ICT grant, through the Midland Community Foundation, allows one staff member to spend half of her day assisting teachers with developing solid, research based and supported instructional strategies so that changes are made in the classroom rather than removing struggling students from the room for additional support.*

3. Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide components.

*As described above, Floyd Elementary is committed to using all of our funding - whether state, federal or local dollars - to maximize adult training in effective teaching pedagogy and to identify and assist students and parents that may need additional support. Whether it be Popsicles for Preschoolers, the Capable Kids Parenting program, or parent involvement in the school improvement process our school is committed to make effective use of resources in the mission to reach the aggressive school improvement goals that we have outlined.*

4. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

*1. Comprehensive Needs Assessment: General Fund*

*Programs Funded: Floyd Elementary School Improvement Team*

*2. School-wide Reform Strategies: General Fund, Title I A, 31a*

*Programs Funded: Floyd Elementary School Improvement/School-wide Plan*

*3. Instruction by Highly Qualified Professional Staff: Title II A, General Fund.*

*Programs Funded: All staff are currently highly qualified*

*4. Strategies to Attract Highly Qualified Teachers to High Needs Schools: General Fund, Title II A, PTO, Foundation Grants*

*Programs Funded: New Teacher Orientation Program, Mentoring, Appreciation Gifts, Lunch for special occasions, Educational Conferences*

*5. High-Quality and Ongoing Professional Development: Title II A, Michigan Nutrition Network Grant, Title I A, General Fund, Grant Dollars*

*Programs funded: Lucy Calkins Writing Workshop training Instructional Consultation Team training DIBELS training SPLASH training TAH training Marzano Vocabulary Development Bi-Monthly School*

*Instructional Improvement Meetings*

6. *Strategies to Increase Parental Involvement: Title I A, General Fund, Safe and Drug Free School Funds, Grant Dollars*

*Programs Funded: Capable Kids Program Compass Learning, Study Island, Spelling City, Rainforest Maths School View On-line Grading Girls on the Run Family Mentor Program Preschools, Parents, and Popsicles*

7. *Preschool Transition Strategies: General Fund, Title I A*

*Programs Funded: Preschools, Parents, and Popsicles Family Fun Night Literacy Night Kindergarten Round-Up Play With a Purpose*

8. *Teacher Participation in Making Assessment Decisions: General Fund, Title II A*

*Programs Funded: DIBELS training Writing Test Development Grade Level Meetings*

9. *Timely and Additional Assistance to Students Having Difficulty Mastering the Standards: Title I A, Title II A, IDEA, 31A, General Fund, Grant Dollars*

*Programs Funded: Pyramid of Interventions (Buffum, et. el., 2009)*

10. *Coordination and Integration of Federal, State, and Local Programs and Resources: General Fund*

*Programs Funded: Coordination of funds is completed by the State and Federal Programs Coordinator with staff, administration, and Central Office*

**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.

*Floyd Elementary has been a critical part of a 1.3 million dollar grant through the Midland Community Foundation, as well as the fortunate recipient of a voter approved bond issue to pay for technology. This focus on technology has enabled us to make use of mobile labs, writing programs, science implements (Vernier probes, etc.). All teachers have access to a trained lab manager throughout the school day as well.*

**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.

*A team of highly qualified professionals are assigned to go over state assessments and other indicators (i.e. DIBELS) to reflect and change goals and objectives for the following year. The results from state assessments guide the school improvement team to the point of initialing adequate professional development for staff so that we are providing our students with the most effective researched-based education. The process is helping to minimize the fragmentation between instructors and grade levels so that consistency is key. The data is being readily supplied and explained to staff so that expectations can be met.*

2. Describe how the school improvement team determines whether the schoolwide program has been effective

in increasing the achievement of students who had been furthest from achieving the standards.

*The school improvement team examines the data from the state assessment to establish success. Those students who have been the furthest from achieving the standards set forth are flagged. Classrooms practices are examined as well individual students performance. When all information is gathered and assimilated, success is determined or adjustments are made to curriculum, current practices in alignment with the common core.*

3. Describe how the school improvement team revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

*We hold monthly meetings with the school improvement team to ensure we are on target and revise the plan as necessary to meet the success of our students. The quarterly meetings with parent groups will also be considered to modify the SIP is necessary.*

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

*It is important to us to have a wide diversity of parents, students, and staff represented on our committee. This ensures that all members of the school improvement team can communicate with various stakeholders in the community. Students can bring information home to parents, parents can share information regarding the school at games and other events, and teachers communicate through weekly memos as well as parent conferences and open houses.*

### **Building Level Decision-Making**

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

*The stakeholders attended various school improvement conferences sponsored by the Michigan Department of Education and the Michigan Association of Administrators of State and Federal Programs to help identify significant issues within our data.*

*We then met several times over the school year to develop goals and to analyze what we wanted to maintain from prior practice.*

*Using the technique of the "World Cafe" ([www.worldcafe.com](http://www.worldcafe.com)) to elicit feedback and data from parents and students led the school improvement team toward the development of the goals found within this plan.*

## Assurances

### EdYES!

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

### Educational Development Plan (EDP)

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

Response: *N/A (our school does not have grade 8)*

Comments:

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

Response: *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:

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: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Exemplary Physical Education Curriculum (EPEC)*

Comments:

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

Response: *Yes*

Comments:

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

Response: *60-90 minutes at elementary level, 106-135 minutes at middle/high level*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *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:

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

Response: *Yes, but we do not have a health services provider or school nurse for every 650 students*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

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

Response: *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 all 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.	Rodney	Dishaw	Principal	rod.dishaw@bcreek.k12.mi.us
Mrs.	Judy	Lee	Teacher	judy.lee@bcreek.k12.mi.us
Ms.	Erin	Southwell	Teacher	erin.brooks@bcreek.k12.mi.us
Mrs.	Jennifer	Hand	Paraprofessional	jennifer.hand@bcreek.k12.mi.us
Mrs.	Pam	Foye	Paraprofessional	pam.foye@bcreek.k12.mi.us
Mrs.	Theresa	Schroeder	Writing Coach/ICT Facilit	theresa.schroeder@bcreek.k12.mi.us
Mrs.	Sara	Schroeder	Teacher	sara.schroeder@bcreek.k12.mi.us
Mrs.	Tina	Pretzer	Special Education Teacher	christina.pretzer@bcreek.k12.mi.us
Ms.	Sara	Glynn	Parent	sglynn@carrollton.k12.mi.us
Mrs.	Gail	Crosby	Community Member (WMFC)	gcrosby@wmfc.org
Mrs.	Lois	Burton	Parent	lburton@wmfc.org
Ms.	Janie	Hollingshead	Community Member	jhollingshead@wmfc.org
Mrs.	Carmen	Toner	Parent	n/a
Mrs.	Jessica	Reder	Teacher	jessica.reder@bcreek.k12.mi.us
Mrs.	Karrie	VanBuskirk	Parent	n/a

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# 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 Instructional Services
Address:	1420 S. Badour Road
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

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact
- This attachment has the professional development calendar for the 2011-12 school year. It also contains results of student and parent surveys that were used in the development of this plan.



## **Section 7000 – Instructional Program**

7175 Parent(s)/Guardian(s) Involvement Policy (Cf. 7170) 7175

State of Michigan Parent/Guardian Involvement Initiative

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their

interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.<sup>3</sup>

District Plan

In accordance with the requirement of the No Child Left Behind Act, the Bullock Creek Board of Education encourages parent(s)/guardian(s) participation in all school programs. Parent(s)/Guardian(s) shall be offered substantial and meaningful opportunities

to participate in the education of their children by this policy.

<sup>3</sup>MCL 380.1294 (1) No later than January 1, 2005, the board of a school district or intermediate school district, or the board of directors of a public school academy shall adopt and implement a parent involvement plan designed to encourage parental participation. (2) The board or board of directors shall provide a copy of the parent involvement plan to the parent or legal guardian of each pupil. The board of directors may provide the copy of the policy by including the policy in its student handbook or a similar publication that is distributed to all pupils and parents. (3) The board or board of directors shall provide a copy of the parent involvement plan to the department upon request by the department.

## **Section 7000 – Instructional Program**

7175 Parent(s)/Guardian(s) Involvement Policy (Cf. 7170) 7175-2

The Board directs that the following actions be implemented by the administration to insure compliance with state and federal law and to invite parents to become involved highly in the education of their children:

- The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of District programs/services through participation on building School Improvement Teams;
- Invitations to parent(s)/guardian(s) to attend at least one annual meeting, with additional meeting opportunities being available as needed, designed to provide information about programs and services, and to solicit parent(s)/guardian(s) suggestions on program development, planning, evaluation and operation;
- Assistance to parent(s)/guardian(s) in understanding Title I and other District programs including the providing of information in a language understandable to the parent(s)/ guardian(s) if practicable;

- Parent(s)/Guardian(s) notification of Title I student selection and criteria for selection;
- Information regarding child's achievement and progress;
- A provision for input by staff at regularly scheduled parent/guardian-teacher conferences and any additional communication as requested by the staff or parent(s)/guardian(s);
- Opportunities to enhance parent(s)/guardian(s) capacity to work with children in the home on school learning;
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent(s)/guardian(s) involvement strategies;
- Ongoing communication between school and parent(s)/guardian(s); and

### **Section 7000 – Instructional Program**

7175 Parent(s)/Guardian(s) Involvement Policy (Cf. 7170) 7175-3

- Other appropriate activities (i.e. Family Math Nights, parent(s)/guardian(s) sessions, science, theatre, etc.)

Written Plans/Policies

The Bullock Creek School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District-wide plan for parent(s)/guardian(s) involvement in the development of a Title I plan. Individual buildings may personalize the District plan to meet the particular needs of their school, subject to review by the Superintendent. The Board directs the administration to:

- Involve parent(s)/guardian(s) in the development of the plan;
- Develop a plan that provides for the involvement of parent(s)/guardian(s) in the Title I activities of the school;
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent(s)/guardian(s) involvement activities to improve student academic achievement and school performance;
- To integrate and coordinate the plans/policies for parent(s)/guardian(s) involvement in Title I programs with parent(s)/guardian(s) involvement in other programs, including but not limited to Head Start;
- To review and evaluate the District's plan annually and to share the results of that review and evaluation with the Board;
- To assure that the policy/plan contains a compact that outlines how parent(s)/guardian(s), the school staff and students will share the responsibility of improved student achievement; and
- To distribute the District plan to parent(s)/guardian(s) of participating children and to the local community.

### **Section 7000 – Instructional Program**

7175 Parent(s)/Guardian(s) Involvement Policy (Cf. 7170) 7175-4

Migrant Education Program (MEP) Parent(s)/Guardian(s) Involvement

Parent(s)/Guardian(s) of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation, and evaluation of the program.

Limited English Proficiency (LEP) Parent(s)/Guardian(s) Involvement

In accordance with federal law, parent(s)/guardian(s) of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program. Parent(s)/Guardian(s) will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.

Approved: October 17, 2005

LEGAL REF: 20 USCA 6318 (No Child Left Behind Act); MCL 380.1294 (PA 107 of 2004); 380.1295;

# Floyd Elementary School Student, Parent, and School Compact

## **Mission Statement:**

We the staff at Floyd Elementary, share a commitment to provide an environment in which all students will develop their learning potential while fostering positive growth in social and emotional behaviors and attitudes.

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## **What is a school compact?**

A school compact is a written agreement between parent(s)/guardian(s), student, and educators/staff, which outlines the responsibilities of each person's role in fulfilling our mission.

## **What do I do?**

**Please read carefully** the section of the school compact that pertains to your responsibilities and sign to

acknowledge your responsibilities as well as agree to follow through with your commitment.

***I want my child to achieve. Therefore, I will encourage him/her by doing the following:***

- See that my child attends school regularly and on time.
- Make sure that my child is well rested and prepared for school each and every day.
- Support the school's discipline program (RTC), procedures, and rules in an effort to maintain a safe, orderly, friendly, and nurturing environment.
- Establish a time and place for doing homework and review homework regularly.
- Read with my child and let my child see me read.
- Communicate special circumstances that pertain to my child to the school.
- Communicate regularly with my child and his/her teacher(s).
- Keep my child's contact file updated so that teachers may reach me during school hours.
- Receive and respond to communication sent by staff in a timely manner.

## **Parent/Guardian Signature:**

**Please return to school after signing this document.**

***It is important that I work to the best of my ability. Therefore, I will try to do the following:***

- Attend school and follow school day schedules
- Arrive at school prepared to learn with appropriate supplies and attitude.
- Follow all school rules and procedures.
- Accept responsibilities for my actions and respect others and myself.
- Complete my homework and turn in completed assignments when they are due.
- Read with my parent and let my parent read to me.
- Communicate regularly with my teachers and parents truthfully and ask for assistance when needed.
- Take responsibility for delivering any written communication between school and home.

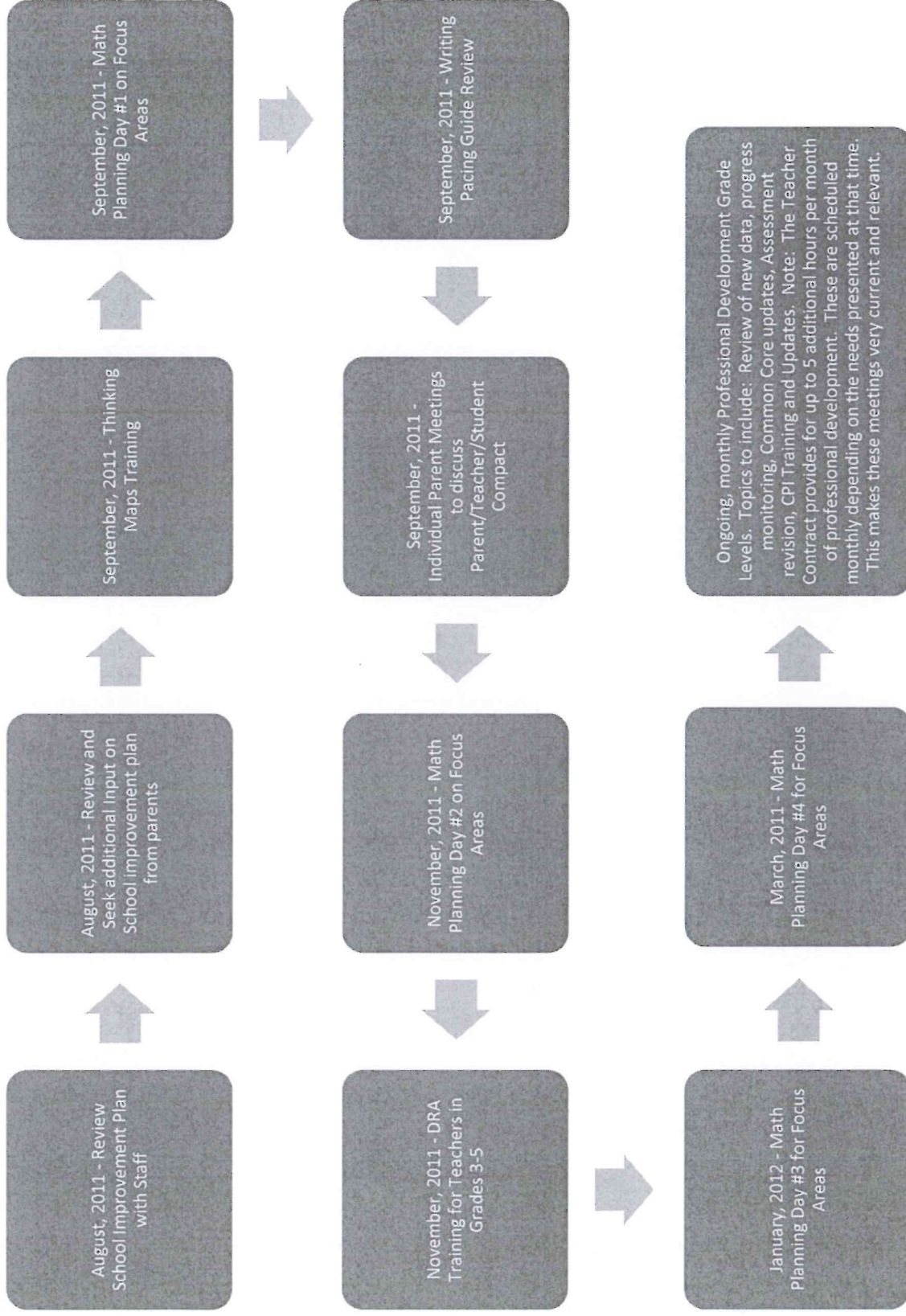
## **Student Signature:**

***It is important that students achieve. Therefore, I will try to do the following:***

- ❑ Maintain attendance records on all students.
- ❑ Provide necessary supplies needed for learning.
- ❑ Respect parents, students, and co-workers. I will follow school procedures and rules.
- ❑ Provide a safe and healthy learning environment for students.
- ❑ Communicate regularly with students and parents.
- ❑ Provide meeting times for conferences with parents and communicate each student's progress to his/her parent during these conference times.
- ❑ Respond to communication sent from home in a timely manner.

**Teacher Signature:**

# PROFESSIONAL DEVELOPMENT PROCESS CHART



Ongoing, monthly Professional Development Grade Levels. Topics to include: Review of new data, progress monitoring, Common Core updates, Assessment revision, CPI Training and Updates. Note: The Teacher Contract provides for up to 5 additional hours per month of professional development. These are scheduled monthly depending on the needs presented at that time. This makes these meetings very current and relevant.

# Parent Teacher Conferences Fall, 2010

## Results Overview



Date: 7/18/2011 9:10 AM PST

Responses: Completes

Filter: No filter applied

### 1. How useful did you find the parent teacher conferences?

Very Helpful		28	74%
Helpful		10	26%
Not Helpful		0	0%

### 2. Is the time of our conferences convenient for you?

Yes		37	97%
No		1	3%
Total		38	100%

### 3. How long was your wait for your conference?

0-5 minutes		25	66%
6-10 minutes		8	21%
11 or more minutes		5	13%

### 4. I was able to get all of my questions answered.


Yes		37	97%
No		1	3%
Total		38	100%

### 5. I found the conversation with the teacher to be valuable.







Yes		37	100%
No		0	0%
Total		37	100%

### 6. I have met or plan to meet with other school staff (i.e. speech teacher, music teacher, title one staff, etc.)

Yes		11	29%
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No		27	71%
Total		38	100%

**7.** I regularly get information regarding school from the following sources (check all that apply):

Teacher's Weekly Newsletter		32	84%
District Website		6	16%
Principal's News and Notes		26	68%
Child's Planner		15	39%
Child's Take Home Folder		31	82%
Other, please specify		1	3%

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## 5th Grade Survey Results Overview



Date: 7/18/2011 9:12 AM PST

Responses: Completes

Filter: No filter applied

### 1. Are you a boy or a girl?

Boy		24	45%
Girl		29	55%

### 2. Have you been bullied in the past month?

Yes		17	32%
No		36	68%
Total		53	100%

### 3. Do you think that boys in your grade bully girls?

Yes		31	58%
No		22	42%
Total		53	100%

### 4. Do you think girls bully boys in this grade level?

Yes		22	42%
No		31	58%
Total		53	100%



### 5. Do girls bully other girls in this grade?

Yes		28	53%
No		25	47%
Total		53	100%




### 6. Do boys bully other boys in your grade level?

Yes		35	66%
No		18	34%
Total		53	100%




**7.** Have you been hit on purpose by another student in your grade level in the past year?

Yes		25	48%
No		27	52%
Total		52	100%

**8.** I feel safe at school.

Yes		31	58%
No		1	2%
Sometimes		21	40%
Total		53	100%

**9.** My teachers listen and help me feel safe.

Yes		38	72%
No		3	6%
Sometimes		12	23%
Total		53	100%

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# FLOYD ELEMENTARY PARENT SURVEY



## Results Overview

Date: 7/18/2011 9:13 AM PST

Responses: Completes

Filter: No filter applied

### 1. THE SCHOOL'S PRIMARY PURPOSE IS IMPROVING STUDENT LEARNING.

<b>1</b> STRONGLY AGREE		31	66%
<b>2</b> AGREE		16	34%
<b>3</b> DISAGREE		0	0%
<b>4</b> STRONGLY DISAGREE		0	0%
Total		47	100%




### 2. ALL STUDENTS IN THIS SCHOOL ARE EXPECTED TO MEET HIGH EXPECTATIONS.

<b>1</b> STRONGLY AGREE		18	38%
<b>2</b> AGREE		26	55%
<b>3</b> DISAGREE		3	6%
<b>4</b> STRONGLY DISAGREE		0	0%
Total		47	100%




### 3. MY CHILD UNDERSTANDS WHAT NEEDS TO BE LEARNED.

<b>1</b> STRONGLY AGREE		22	47%
<b>2</b> AGREE		21	45%
<b>3</b> DISAGREE		4	9%
<b>4</b> STRONGLY DISAGREE		0	0%
Total		47	100%




### 4. SCHOOL WORK IS MEANINGFUL AND RELEVANT.

<b>1</b> STRONGLY AGREE		26	57%
<b>2</b> AGREE		19	41%
<b>3</b> DISAGREE		1	2%
<b>4</b> STRONGLY DISAGREE		0	0%
Total		46	100%




**5.** HOMEWORK IS MEANINGFUL AND RELEVANT.

<b>1</b> STRONGLY AGREE		19	41%
<b>2</b> AGREE		25	54%
<b>3</b> DISAGREE		2	4%
<b>4</b> STRONGLY DISAGREE		0	0%
Total		46	100%

**6.** TEACHERS DO WHATEVER IT TAKES TO HELP MY CHILD MEET HIGH ACADEMIC STANDARDS.



<b>1</b> STRONGLY AGREE		27	59%
<b>2</b> AGREE		15	33%
<b>3</b> DISAGREE		4	9%
<b>4</b> STRONGLY DISAGREE		0	0%
Total		46	100%

**7.** TEACHERS MAKE ADJUSTMENTS TO MEET THE INDIVIDUAL NEEDS OF LEARNERS.




<b>1</b> STRONGLY AGREE		21	47%
<b>2</b> AGREE		20	44%
<b>3</b> DISAGREE		4	9%
<b>4</b> STRONGLY DISAGREE		0	0%

Total	45	100%
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**8. CLASSES CHALLENGE STUDENTS TO THINK AND SOLVE PROBLEMS.**

<b>1</b> STRONGLY AGREE		20	43%
<b>2</b> AGREE		27	57%
<b>3</b> DISAGREE		0	0%
<b>4</b> STRONGLY DISAGREE		0	0%
Total		47	100%



**9. STUDENTS RECIEVE DETAILED INFORMATION REGARDING THE QUALITY OF WORK THEY DO.**

<b>1</b> STRONGLY AGREE		18	38%
<b>2</b> AGREE		21	45%
<b>3</b> DISAGREE		8	17%
<b>4</b> STRONGLY DISAGREE		0	0%
Total		47	100%

**10. TEACHERS GIVE STUDENTS HELP WHEN IT IS NEEDED.**




<b>1</b> STRONGLY AGREE		22	47%
<b>2</b> AGREE		23	49%
<b>3</b> DISAGREE		2	4%
<b>4</b> STRONGLY DISAGREE		0	0%
Total		47	100%

**11. GRADES ARE GIVEN IN A FAIR MANNER.**




<b>1</b> STRONGLY AGREE		24	51%
<b>2</b> AGREE		23	49%

<b>3</b> DISAGREE		0	0%
<b>4</b> STRONGLY DISAGREE		0	0%
Total		47	100%





**12.** STUDENTS TREAT EACH OTHER IN A RESPECTFUL MANNER.

<b>1</b> STRONGLY AGREE		15	32%
<b>2</b> AGREE		29	62%
<b>3</b> DISAGREE		3	6%
<b>4</b> STRONGLY DISAGREE		0	0%
Total		47	100%



**13.** THE ADULTS IN THIS SCHOOL TREAT ALL STUDENTS WITH RESPECT.

<b>1</b> STRONGLY AGREE		23	51%
<b>2</b> AGREE		20	44%
<b>3</b> DISAGREE		2	4%
<b>4</b> STRONGLY DISAGREE		0	0%
Total		45	100%




**14.** DISCIPLINE PROBLEMS ARE HANDLED FAIRLY.

<b>1</b> STRONGLY AGREE		21	47%
<b>2</b> AGREE		20	44%
<b>3</b> DISAGREE		3	7%
<b>4</b> STRONGLY DISAGREE		1	2%
Total		45	100%




**15.** MY CHILD FEELS SAFE AT SCHOOL.

<b>1</b> STRONGLY AGREE		27	57%
<b>2</b> AGREE		20	43%
<b>3</b> DISAGREE		0	0%
<b>4</b> STRONGLY DISAGREE		0	0%
Total		47	100%



**16.** THE SCHOOL ENVIRONMENT HELPS THE LEARNING PROCESS.

<b>1</b> STRONGLY AGREE		25	53%
<b>2</b> AGREE		21	45%
<b>3</b> DISAGREE		1	2%
<b>4</b> STRONGLY DISAGREE		0	0%
Total		47	100%

**17.** THE SCHOOL STAFF LISTENS CAREFULLY WHEN I EXPRESS MY OPINIONS AND CONCERNS.





<b>1</b> STRONGLY AGREE		27	57%
<b>2</b> AGREE		17	36%
<b>3</b> DISAGREE		3	6%
<b>4</b> STRONGLY DISAGREE		0	0%
Total		47	100%

**18.** SCHOOL LEADERS SHOW THEY CARE ABOUT ALL STUDENTS.




<b>1</b> STRONGLY AGREE		26	55%
<b>2</b> AGREE		21	45%
<b>3</b> DISAGREE		0	0%
<b>4</b> STRONGLY DISAGREE		0	0%

Total	47	100%
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**19.** THE SCHOOL CONTACTS PARENTS WHEN STUDENTS ARE STRUGGLING ACADEMICALLY.

<b>1</b> STRONGLY AGREE		14	30%
<b>2</b> AGREE		26	57%
<b>3</b> DISAGREE		5	11%
<b>4</b> STRONGLY DISAGREE		1	2%
Total		46	100%

**20.** I FEEL WELCOME WHEN I VISIT THE SCHOOL.

<b>1</b> STRONGLY AGREE		29	63%
<b>2</b> AGREE		12	26%
<b>3</b> DISAGREE		5	11%
<b>4</b> STRONGLY DISAGREE		0	0%
Total		46	100%