

School Improvement Plan

School Year: 2012 - 2013

School District: Bullock Creek School District

ISD/RESA: Midland County Educational Service Agency

School Name: Bullock Creek Elementary School

Grades Served: PK,K,1,2

Mrs. Vicki Mikusko

Building Code: 00444

District Approval of Plan:



Authorized Official Signature and Date

Board of Education Approval of Plan:



Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

School Information

School:	Bullock Creek Elementary School
District:	Bullock Creek School District
Public/Non-Public:	Public
Grades:	PK,K,1,2
School Code Number:	00444
City:	MIDLAND
State/Province:	Michigan
Country:	United States

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 to 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 Math Proficiency	Complete	Open
Reading	Complete	Open
Writing	Complete	Open

Goal 1: Increase Math Proficiency

Content Area: Math

Development Status: Complete

Student Goal Statement: All students kindergarten through second grade will demonstrate proficiency at an increase of 6% per year per grade level as measured by the MEAP and district assessments. Additionally, each grade level will analyze one Focus Area strand based on matching the data with the Career and College Readiness benchmarks. In that focus area, students should see a 25% increase by the 2013 school year.

Gap Statement: At the third grade level, fall of 2010 saw 99% students proficient on the MEAP assessment. 2011 showed a decline in MEAP math scores at the third grade level. While the new cut scores are part of the decline, BCEL is not performing at an acceptable growth rate. The current 3rd grade MEAP scores show only 23% proficiency rate and student with disabilities only scored at a rate of 13% proficiency.

NEED:

The strand of addition and subtraction fluency accounts for 43% of the overall Mathematics MEAP assessment for third grade. On the 3rd grade MEAP assessment, addition and subtraction fluency was a weakness for 100% of our non proficient students and a weakness for 50% of proficient students.

Cause for Gap: While it appears that students are meeting the proficiency scores set by the MEAP for 2010, they are not mastering the content enough to meet the new cut scores. This has caused a great decrease in the 3rd grade MEAP scores for 2011. Our school has been teaching with a method that is referred to as "A mile wide and an inch deep." Based on our district's review of the data it is clear that more time needs to be given to specific focus areas at each grade level. The inconsistency in our math program has led to lack of mastering skills necessary to achieve at least an 80% proficiency in main focus areas. A plan is in place to alter our math delivery model for the upcoming school year.

Multiple measures/sources of data you used to identify this gap in student achievement: The 2011 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 in our district.

Local assessments developed in the district were used at the end of each math unit in each grade to assess areas of concern that need to be addressed. The findings were compiled and reviewed in order for staff to understand areas of need.

EasyCBM assessments will be administered 3 times a year in grades K-1. In addition, the Data Director Riverside Educational Interim Assessments will also be administered 3 times a year in grade 2. This will give us another data source to assess areas of need.

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 grade 3, will continue to be used by the school improvement team to show area of concern that needs to be addressed and monitored.

EasyCBM test in grades K-1 and the Data Director Riverside Educational Interim assessments in grade 2, will be given three times a year as an indicator of growth and assessor of needed improvement.

Local assessments will continue to be utilized, but they will be revised this year to increase vigor to replicate the formula used by the NAEP.

Contact Name: Vicki Mikusko

List of Objectives:

Name	Objective
Increase Proficiency of Math MEAP Scores of all students	Teachers will increase the amount of instructional time spent on the instruction of addition and subtraction fluency to represent a ratio equivalent to that which assessed by the state and local evaluations. This is identified as 43%.

1.1. Objective: Increase Proficiency of Math MEAP Scores of all students

Measurable Objective Statement to Support Goal: Teachers will increase the amount of instructional time spent on the instruction of addition and subtraction fluency to represent a ratio equivalent to that which assessed by the state and local evaluations. This is identified as 43%.

List of Strategies:

Name	Strategy
Constructivist Instruction	Teachers will implement constructivist teaching strategies in the identified focus area. The training for this activity will be provided by math educator, Kathie Greziak.
Instructional Consultation Teams	Teachers will have access to Instructional Consultation Teams to help improve math scores in sub groups such as, At Risk, Students with Disabilities, and socio - economically disadvantaged students.

1.1.1. Strategy: Constructivist Instruction

Strategy Statement: Teachers will implement constructivist teaching strategies in the identified focus area. The training for this activity will be provided by math educator, Kathie Greziak.

Selected Target Areas

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

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

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

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

What research did you review to support the use of this strategy and action plan?

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	2011-10-04	2013-06-30	Principal, trainer, and teachers
Data Review Teams	2012-09-04	2013-06-07	Principal and teachers
Instructional Consultation Teams	2012-09-04	2014-06-06	ICT coordinator, ICT team Members, Teachers, Principal

1.1.1.1. Activity: Collaborative Planning

Activity Type: Professional Development

Activity Description: Each nine weeks, grad level cohorts will gather together to plan for the upcoming nine week instructional period. Using training provided by the Constructivist mathematics teaching, teachers will develop lessons that center on the focus area of addition and subtraction fluency.

Planned staff responsible for implementing activity: Principal, trainer, and teachers

Actual staff responsible for implementing activity: Principal

Planned Timeline: Begin Date - 2011-10-04, End Date - 2013-06-30

Actual Timeline: Begin Date - 09/04/2012, End Date - 06/07/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher materials/ Teacher Training	Title II Part A	6,000.00	6,000.00
Trainer	Title II Part A	6,000.00	0.00

1.1.1.2. Activity: Data Review Teams

Activity Type: Professional Development

Activity Description: Data Review Teams will be established as part of the school improvement process. These teams will review prevalent math assessments and teacher input to help drive instruction in the classroom.

Planned staff responsible for implementing activity: Principal and teachers

Actual staff responsible for implementing activity: Principal

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-07

Actual Timeline: Begin Date - 09/04/2012, End Date - 06/06/2014

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Grade Level Meetings	Title II Part A	0.00	
Release time	Title II Part A	1,000.00	0.00
Support from ESA and Clare Gladwin	General Funds	0.00	

1.1.1.3. Activity: Instructional Consultation Teams

Activity Type: Professional Development

Activity Description: Teachers will have access to Instructional Consultation Teams to help improve math scores in sub groups such as, At Risk, Students with Disabilities, and socio - economically disadvantaged students.

Planned staff responsible for implementing activity: ICT coordinator, ICT team Members, Teachers, Principal

Actual staff responsible for implementing activity: Principal and teaching staff

Planned Timeline: Begin Date - 2012-09-04, End Date - 2014-06-06

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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1.1.2. Strategy: Instructional Consultation Teams

Strategy Statement: Teachers will have access to Instructional Consultation Teams to help improve math scores in sub groups such as, At Risk, Students with Disabilities, and socio - economically disadvantaged students.

Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.
I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

What research did you review to support the use of this strategy and action plan?

Rosenfield, S. (1987). Instructional consultation. Hillsdale, NJ: Lawrence Erlbaum Associates.

Rosenfield, S., & Gravois, T. (1996). Instructional consultation teams. New York: Guilford.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
ICT Team Meetings	2012-09-04	2013-06-07	Principal, ICT facilitator, and ICT staff members.

1.1.2.1. Activity: ICT Team Meetings

Activity Type: Professional Development

Activity Description: The building Instructional Consultation Team will meet once a week to discuss the progress of cases and provide support and input on the implementation and strategies and the recording of relevant data. In addition, the ICT team will attend required trainings and professional development opportunities that are provided through the ICT consortium.

Planned staff responsible for implementing activity: Principal, ICT facilitator, and ICT staff members.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
ICT Facilitator - ICT Buddy	Other	35,000.00	

Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: By the 2013-14 school year, we see a 25% increase in the number of students performing at an 80% accuracy level on the 3rd grade MEAP.

Gap Statement: Based on the 2011-12 MEAP data 3rd grade students scored an over all proficient rating at 64%.

In addition, focus areas or identified weaknesses amongst all students was word study and comprehension. 64% of tested 3rd grade students showed a weakness in word study where 62% of tested students showed a weakness in comprehension. There were 18 students close to meeting the state standards. In addition, the number of students with disabilities who scored proficient on the reading MEAP was slightly lower at 43%.

Cause for Gap: As we transition to the Common Core standards, we have learned through professional development that the rigor of our common assessments needs to be increased to more fully represent the types of questions that students will encounter on statewide assessments. In addition, instruction levels need to change to a mastery system where students acquire the skills needed before moving on to the next lesson.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP data, DRA assessments, DIBELS, MLPP, and District and Classroom Assessments, IEP goal attainment

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? DIBLES will continue to be given 3 times a year giving teachers valuable feedback on students who may be struggling in the area of reading.

The MEAP/MI- Access tested for grade 3 will continue to be used by the school improvement team and teaching staff to guide instruction and identify gaps.

D.R.A will be used another indicator in reading in grades 1-2.

MLPP will also serve as indicator in mastery of reading skills in grades K-1 (or until skill is acquired)

Contact Name: Vicki Mikusko

List of Objectives:

Name	Objective
Increase Instructional Time In Focus Area	Teachers will increase the amount of instructional time spent on a focus area of word study as demonstrated by the ELA pacing guides, lesson plans, district and state assessments and administrator observations.

2.1. Objective: Increase Instructional Time In Focus Area

Measurable Objective Statement to Support Goal: Teachers will increase the amount of instructional time spent on a focus area of word study as demonstrated by the ELA pacing guides, lesson plans, district and state assessments and administrator observations.

List of Strategies:

Name	Strategy
Instructional Consultation Teams	Teachers will have access to Instructional Consultation Teams to help improve reading scores in sub groups such as, At Risk, Students with Disabilities, and socio - economically disadvantaged students.
Research Based Instruction	K-2 teachers will utilize research based practices such as, Academic Vocabulary, thinking maps, guided reading, and Reader's Workshop to promote higher level thinking skills connected to reading all texts and provide instruction regarding text structure.

2.1.1. Strategy: Instructional Consultation Teams

Strategy Statement: Teachers will have access to Instructional Consultation Teams to help improve reading scores in sub groups such as, At Risk, Students with Disabilities, and socio - economically disadvantaged students.

Selected Target Areas

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

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

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

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

What research did you review to support the use of this strategy and action plan?

Rosenfield, S. (1987). Instructional consultation. Hillsdale, NJ: Lawrence Erlbaum Associates.

Rosenfield, S., & Gravois, T. (1996). Instructional consultation teams. New York: Guilford.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instructional Consultation Teams	2012-09-04	2013-06-10	ICT Facilitator, IC Team members, teachers and principal

2.1.1.1. Activity: Instructional Consultation Teams

Activity Type: Professional Development

Activity Description: The building Instructional Consultation Team will meet once a week to discuss

the progress of cases and provide support and input on the implementation and strategies and the recording of relevant data. In addition, the ICT team will attend required trainings and professional development opportunities that are provided through the ICT consortium.

Planned staff responsible for implementing activity: ICT Facilitator, IC Team members, teachers and principal

Actual staff responsible for implementing activity: Teaching staff and Principal

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-10

Actual Timeline: Begin Date - 09/04/2012, End Date - 06/07/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Ict Facilitator - ICT Buddy	Other	35,000.00	0.00

2.1.2. Strategy: Research Based Instruction

Strategy Statement: K-2 teachers will utilize research based practices such as, Academic Vocabulary, thinking maps, guided reading, and Reader's Workshop to promote higher level thinking skills connected to reading all texts and provide instruction regarding text structure.

Selected Target Areas

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

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

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

What research did you review to support the use of this strategy and action plan?

Waters, J.T., Marzano, R.J., & McNutty, B.A. (2003) Balanced Leadership: What 30 years of research tells us about effective leadership on students achievement. Aurora, CO: Mid - Continent Research for Education and Learning. Building Academic Vocabulary: Teacher's Manual by Marzano, Robert J.; Pickering, Debra J.

Teachers will be using Kathy Collins' "Growing Readers - Units of Study in the Primary Classroom" - 2004,

as book study towards readers' workshop.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Principal Professional Development	2011-08-31	2012-06-07	Building Principal, other district Principals, trainer
Training in Researched Based Instruction	2012-09-04	2013-06-07	District staff will provide professional development regarding Thinking Maps. A consultant in reading instruction will provide training and development for teachers in reading workshop. School Improvement Committee and building principal

2.1.2.1. Activity: Principal Professional Development

Activity Type: Professional Development

Activity Description: Principal will attend targeted professional development to improve her supervision of curriculum and assessment, with emphasis on the common core. In addition, the building principal will attend planned training dates for the roll out of the Common Core with the building curriculum team.

Planned staff responsible for implementing activity: Building Principal, other district Principals, trainer

Actual staff responsible for implementing activity: Principal

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

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

Fiscal Resources Needed for Activity:

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

2.1.2.2. Activity: Training in Researched Based Instruction

Activity Type: Professional Development

Activity Description: Teachers will participate in professional development regarding research based instructional practices, including readers' workshop and thinking maps

Planned staff responsible for implementing activity: District staff will provide professional development regarding Thinking Maps. A consultant in reading instruction will provide training and development for teachers in reading workshop.

School Improvement Committee and building principal

Actual staff responsible for implementing activity: Principal

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-07

Actual Timeline: Begin Date - 08/28/2012, End Date - 06/07/2013

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Workshop Training	Title II Part A	50,000.00	0.00
Thinking Maps Training	General Funds	1,100.00	

Goal 3: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Students at Bullock Creek Elementary School will become proficient writers. Students will increase their performance on district writing assessments by 6% by the school year 2013-14.

In addition, 4th grade students at Pine River will see an increase by 6% on the 4th grade reading MEAP.

Gap Statement: Our building is a feeder school for Pine River Elementary and we look to their 4th grade scores for our data as well as our own district assessments. There needs statement is as follows:

Based on the 2011-12 4th grade writing MEAP Pine River students scored at a 50% proficiency rate, which is 5% above the state average. Yet, only 13% of students with disabilities received a proficient score.

In addition, in 2010-2011 MEAP data only 39% of our fourth grade students scored 80% or above in the Grammar Usage strand. Based on this data 41% of our students need to improve their scores to reach the 80% accuracy level in grammar usage. The grammar usage strand accounts for 18% of the overall writing MEAP assessment for fourth grade

For third grade students, Pine River Elementary had 60% of the students proficient in 2005, 67% proficient in 2006, 66% proficient in 2007 and 56% proficient in 2008.

Cause for Gap: There is a gap in our district curriculum instruction and assessment. Staff is getting comfortable with the new writing workshop strategies that have been planned in their pacing guides. Staff still needs more coaching in the implementation of this program. Implementation of the MAISA writing units will help us provide a more cohesive k-5 writing program. Alicia Kubacki from the MCESA will provide our district with professional

development and training. In addition, more of focus needs to be placed on our lowest achieving groups such as our students with disabilities.

Multiple measures/sources of data you used to identify this gap in student achievement: Students should see increase in performance on the following assessments that are used kindergarten through second grade:

MLPP Writing Assessments

Theme Writing Assessments

All assessments are graded through a rubric.

In addition, students are assessed in 4th grade by the MEAP/MI-Access.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? At grades K-2, students will demonstrate a writing proficiency level of 2 or higher on the MLPP writing assessment.

In addition, staff will have fully implemented the Lucy Caulkins Units of study.

Contact Name: Vicki Mikusko Principal

List of Objectives:

Name	Objective
Increase Instructional Time In Focus Area	Teachers will increase the amount of instructional time/ time on task identified for their grade level to represent a ratio to that which is assessed on state a local evaluations. (k-3 will spend 13% of the instruction time on the writing process) This will be measured and demonstrated by through the pacing guides for each grade level.

3.1. Objective: Increase Instructional Time In Focus Area

Measurable Objective Statement to Support Goal: Teachers will increase the amount of instructional time/ time on task identified for their grade level to represent a ratio to that which is assessed on state a local evaluations. (k-3 will spend 13% of the instruction time on the writing process) This will be measured and demonstrated by through the pacing guides for each grade level.

List of Strategies:

Name	Strategy
Instructional Consultation Teams	Teachers will have access to Instructional Consultation Teams to help improve writing scores in sub groups such as, At Risk, Students with Disabilities, and socio - economically disadvantaged students.
Writing Workshop	Teachers will implement writers workshop consistently following the guides set by MAISA units of study and using Lucy Caulkins as a teaching resource.

3.1.1. Strategy: Instructional Consultation Teams

Strategy Statement: Teachers will have access to Instructional Consultation Teams to help improve writing scores in sub groups such as, At Risk, Students with Disabilities, and socio - economically disadvantaged students.

Selected Target Areas

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What research did you review to support the use of this strategy and action plan?

Rosenfield, S. (1987). Instructional consultation. Hillsdale, NJ: Lawrence Erlbaum Associates.

Rosenfield, S., & Gravois, T. (1996). Instructional consultation teams. New York: Guilford.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instructional Consultation Teams	2012-09-04	2013-06-07	ICT Facilitator, ICT Team, staff and principal

3.1.1.1. Activity: Instructional Consultation Teams

Activity Type: Professional Development

Activity Description: The building Instructional Consultation Team will meet once a week to discuss the progress of cases and provide support and input on the implementation and strategies and the recording of relevant data. In addition, the ICT team will attend required trainings and professional development opportunities that are provided through the ICT consortium.

Planned staff responsible for implementing activity: ICT Facilitator, ICT Team, staff and principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
ICt Facilitator - ICT Buddy	Other	35,000.00	

3.1.2. Strategy: Writing Workshop

Strategy Statement: Teachers will implement writers workshop consistently following the guides set by MAISA units of study and using Lucy Caulkins as a teaching resource.

Selected Target Areas

II.1.B.5 School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.
II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.
III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

What research did you review to support the use of this strategy and action plan?

Research on the Lucy Calkins Units of Study program (available through the Columbia Teachers College and the National Writing Project) was reviewed. Based upon this research, it was determined as a district to implement the Units of Study Program.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implementation of Explicit Strategy Instruction	2009-08-25	2010-06-10	Teachers, Writing Coach and Principal
Monitoring of Implimentation	2012-09-04	2013-06-07	Principal and teaching staff.
Training and Coaching of Teachers	2011-08-31	2012-06-07	Principal and Writing Coach

3.1.2.1. Activity: Implementation of Explicit Strategy Instruction

Activity Type: Professional Development

Activity Description: The elementary staff will be provided with copies of, and training in, the implementation of the MAISA writing units - which are aligned to the Common Core. Alicia Kubacki and Cathy Cooper-Stickney, MCESA Curriculum Specialists, will train staff in the implementation and pacing of this writing instruction.

Planned staff responsible for implementing activity: Teachers, Writing Coach and Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-08-25, End Date - 2010-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writing Coach, substitutes, Unit of Study materials	Title II Part A	50,000.00	0.00

3.1.2.2. Activity: Monitoring of Implimentation

Activity Type: Other

Activity Description: During the following weeks: November 12, 2012, March 4, 2013, and May 27, 2013, each teacher will put in my mailbox a low, medium and high narrative from their classroom which will be returned within three days.

Planned staff responsible for implementing activity: Principal and teaching staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.1.2.3. Activity: Training and Coaching of Teachers

Activity Type: Professional Development

Activity Description: . Through the use of the Writing Coach, staff will be trained with the Lucy

Calkins' Unit of Study materials. Staff will be trained in both "live" class instruction and modeling and by training at iservices.

Planned staff responsible for implementing activity: Principal and Writing Coach

Actual staff responsible for implementing activity: Principal, Writing Coach

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writing Coach, Unit of Study materials, substitutes	Section 31 a	40,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title II Part A	\$114,000.00	\$6,000.00
General Funds	\$1,100.00	\$0.00
Other	\$105,000.00	\$0.00
Section 31 a	\$40,000.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

A school improvement team was assembled to review data, strategies and plans to identify strengths and weaknesses in the curriculum. The team reviewed data from various sources: MEAP, district assessments, ICT, RAP Team data, and past school improvement plans. The team also took this information and presented it to the entire teaching staff to make sure input was gathered from all stakeholders.

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.

Curriculum maps have been created for each subject area. A process has been put in place for review of student data to determine changes in instruction. These process are reviewed by school improvement teams, grade level teams and curriculum teams. The building meets as a staff once a month to review student data. Grade level meetings take place five times a year to discuss any changes in instructional needs, review assessments, and make adjustments to the curriculum maps. School improvement teams then meet six times a year to discuss what if any professional development needs should be in place and review the progress towards the building's achievement goals. In addition to this planning, Bullock Creek Elementary will be joining Floyd Elementary in creating grade level math teams that will meet each trimester to review the Common Core and make changes to assessments and instructional strategies to meet these new expectations. Curriculum designees were assigned to attend Common Core planning days at The Clare/Gladwin ISD

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

Decisions regarding curriculum, instruction and assessment are made through a collaborative process between the curriculum leaders of the district, building principals and teaching staff.

With the Grade Level Content Expectations, curriculum is very well defined. Discussions regarding the

instruction of the curriculum occur during staff meetings and grade level team meetings. Assessments have been designed by district teaching staff and are used throughout the district.

Staff Development

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

Alternative Measures of Assessment

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

Staff review common assessments yearly. Each review includes a analysis of students achievement data and is adjusted to meet student instructional needs and changes in curriculum. This review takes place during the five planed grade level meetings through the year. In addition, each building staff review their own results and discuss student achievement and skills based on the data.

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.

The district has used Data for Student Success to help analyze its data in the development of the school improvement plan. This data helped identify gaps in our data to help improve instruction. In addition, staff continue their training on Data Director and how to use the information to help guide instruction. K-5 have now adopted interim assessments through EasyCBM and DataDirector.

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.

The plan is reviewed by the building school improvement team at the beginning of each year. This group makes a plan for monitoring how the SIP will be carried out. This plan is then taken to the entire staff so they have a clear understanding of not only the plan, but how it will implemented and monitored.

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

Information regarding student progress is shared with teaching staff through staff meetings, school

improvement meetings and district wide meetings. This information is also shared with parents via the Annual Report, at parent teacher conferences, informational meetings, and newsletters home to parents.

Building Level Decision-Making

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

Members of the School Improvement team analyze the data from student assessments to determine the goals of the School Improvement Team. The principal monitors the implementation of the goals and provides professional development in the areas of need. In addition, the principal meets with teachers to ensure the fidelity of the implementation of goals. The School Improvement Team gathers information from staff observations and assessment data in order to analyze the effectiveness of the program.

Assurances

EdYES!

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

Response: *Yes*

Comments: *Common assessments have been created in K-2 in reading, writing and math. In addition,*

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

Response: *Yes*

Comments: *http://www.bccreek.k12.mi.us/forms/BCEL_Annual_Report_2010-2011.pdf*

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: *N/A*

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: *Teachers have been trained CPI techniques which includes lessons on how to approach various situations. They receive an update yearly.*

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: *School safety is explained in the parent handbook. Students and staff practice different safety procedures throughout the year. We have a staff committee that has developed as well as student safety policies that are taught to students and displayed throughout the building.*

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:

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: *Current health educator recently update his certificate.*

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: *No*

Comments: *The program calls for this to happen more than it is. We are lacking in the parent involvement and community piece. While some does occur, it is not enough to be consider good.*

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: *Our older kids can participate in Girl's on the run, Our local Girl scout troop offers programs after school for families*

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: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *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: *Groups do need to sign up to use the facilities. Our grounds also include a nice outdoor walking track that can be used by anyone, anytime.*

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mrs.	Vicki	Mikusko	Principal	vmikusko@bcreek.k12.mi.us
Mrs.	Magen	Lombard	Teacher	magen.lombard@bcreek.k12.mi.us
Mrs.	Alison	Beatty	Parent	"Beatty, Alison (AI)" <AIBeatty@dow.com>
Ms.	Kara	Arrington	Teacher	Kara.Arrington@bcreek.k12.mi.us
Mrs.	Erin	Evans	Teacher	Erin.Evans@bcreek.k12.mi.us
Mrs.	Dawn	Chartier	Teacher	dawn.chartier@bcreek.k12.mi.us
Mrs.	Beth	Bredt	Teacher	Beth.Bredt@bcreek.k12.mi.us

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:

Debbie Bradford Director of Instructional Services
and Vicki Mikusko Director of Special Education

Address:

1420 S. Badour, Midland, MI

Telephone Number:

989-631-9022

References

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

Supporting Documentation

No documentation was attached.