

Saranac Community School

Board of Education Agenda
Regular Meeting
October 11, 2012
7:00 PM

Media Room, Saranac Jr/Sr High School

1. Call to Order_____
2. Pledge of Allegiance
3. Approval of Minutes 2
4. Additions & Deletions
5. Student Report
6. Administrator's Update
7. Comments from Guests
8. Action Items
 - a. Accept Gifts 6
 - b. Approve Policy Revision - 8440 - Early Graduation 7
 - c. Approve Out-of-State Field Trips 10
 - d. Approve JV Boys Basketball Coach 11
9. Reports/Presentations
 - a. Out-of-State Field Trip 12
 - b. Leave of Absence from Playground Position 13
 - c. Letter of Understanding #4 - Yearbook Advisor 15
 - d. Elementary School Improvement Plan 17
10. Superintendent Report
 - a. Enrollment Update 87
 - b. Operating Millage Renewal Proposal Update
11. Board Requests/Reports
12. Communications
13. Approve Executive Session Minutes
14. Closed Session for Negotiations Planning
15. Other
16. Adjournment_____

Saranac Community Schools
Board of Education
Meeting #5

The regular meeting of the Saranac Community Schools Board of Education was held on Thursday, September 20, 2012 in the Media Room, Saranac Jr/Sr High School, 150 Pleasant Street, Saranac, MI.

Board President, Steve LaWarre called the meeting to order at 7:00 p.m.

Present: Adgate, Coulson, Denny, Hardy, Lauer, LaWarre & Tutak-Hill.

The second grade classes led in the Pledge of Allegiance and sang a couple of patriotic songs in honor of Constitution Day. Thank you to the students and their teachers Bridget Harder, Maureen Jorgensen and June Truswell.

Minutes from regular meeting #4, dated September 6, 2012 were approved as written.

TREASURER'S REPORT: The Treasurer's Report for August was approved as presented

ADDITIONS & DELETIONS: Superintendent Geiger would like to add Headlee Bond Election Update to the agenda under Superintendent's Report.

STUDENT REPORT: Andrea Borup from Student Council reported they will be holding a Blood Drive on October 16. They have been working on Homecoming preparations. The school store will be selling items to fit in with the schools wellness policy.

ADMINISTRATOR'S UPDATE: Elementary Co-Principal, Jason Smith reported the Elementary School Fundraiser kickoff is tomorrow. Money raised is used for field trips, March is Reading Month and assemblies. On Tuesday, students and staff wore orange to help create awareness of childhood hunger. Students were welcome to bring in canned goods which, were donated to Saranac Food Pantry. The Watch DOGS program is off to a great start. Preschool started this week. Their first Pizza Hut fundraiser was this week.

Jr/Sr High Co-Principal, Beth Simpson reported MEAP materials have arrived. Students will test Tuesday through Thursday of the weeks of October 8th and 15th. 7th Graders will be tested on Reading, Writing and Math. 8th Graders will take the Math, Reading and Science tests. 9th graders are tested over Social Studies.

Monday is a professional development day for teachers. We will be spending the vast majority of the time discussing strategies related to improving instruction and our Focus School designation. Friday night is our Second Annual Staff Appreciation Night at the varsity football game. Staff, chosen to be honored by senior players and cheerleaders, will be recognized. Senior High School students held the first class meetings of the year last Friday.

Initial preparations were made for homecoming week and the court representatives were chosen. Members of the Homecoming Court: Freshman: Josie Manion and Drake Edwards; Sophomores: Kaylee Hardy and Hunter Videan; Juniors: Briley Harder and Danny Barnick; Seniors: Tarah Beaudry, Andrea Bedard, Peggi Grose, Jenna Klynstra Dustin Hardy, Nick Kooiman, Ryan Gowling, Tim Young.

Seventh Grade Student Council elections were held this week. Congratulations to those who were elected! Deb Woodard is working with this group regarding homecoming festivities and the first 7/8 dance.

Mrs. Simpson also went over class size and courses.

COMMENTS FROM GUESTS: None

BIILLS PAID: Motion by Coulson, supported by Lauer and unanimously approved that the Saranac Board of Education authorize the payment of September bills from General Fund totaling \$531,113.55.

REQUEST FOR PROPOSAL: Motion by Tutak-Hill, supported by Denny and unanimously approved that the Saranac Board of Education approve the attached Request for Proposal (RFP) for Transportation as presented.

APPROVE 2012 TAX RATE REQUEST – MILLAGE REPORT: Motion by Coulson, supported by Hardy and unanimously approved that the Saranac Board of Education approve the 2012 Tax Rate Request – Millage Request Report as presented.

POLICY REVISION – 8440 – EARLY GRADUATION: Superintendent Geiger reported there are a few changes to this policy that Co-Principal, Beth Simpson would like to make. The reasons for the change is because the E2020 and GO Programs have opened opportunities for students to accelerate or recover courses.

This will be brought back at the October 11 meeting for action.

OUT-OF-STATE FIELD TRIPS: Teacher, Glenn Fountain presented information on the 8th Grade Reward Trip to Cedar Point in May, 2013; and the 8th Grade Trip to Washington DC in June, 2013. This will be brought back for approval at the October 11 meeting.

JV BOYS BASKETBALL COACH: Superintendent Geiger reported we posted for this position and received three applications. All three were offered interviews. They would like to recommend Steve Tompkins to this position. This will be brought back for action at the October 11 meeting.

BUILDING/ROAD SIGNAGE: Superintendent Geiger reported we have been asked by the Village and Central Dispatch if the district could have the road in back of the Jr/Sr High School by the athletic fields to be named. This would make it easier for Central Dispatch to have signage on this road in case of an emergency.

It was suggested that the students come up with the name. This will brought back again at a later date for approval of a name.

ELEMENTARY CLASS SIZES: Elementary Co-Principal, Jason Smith presented class size information and special's schedules.

SUPERINTENDENT'S REPORT: Mr. Geiger presented the latest enrollment numbers, stating, "We are within 10 of where we projected to be. We will continue to monitor this as it gets closer to count day." Mr. Geiger added that all districts within Ionia ISD are down in numbers. Mr. Geiger also reviewed budget information.

Mr. Geiger has met with a few groups within the Saranac Community and talked about the upcoming election and the Operating Millage Renewal Proposal that will be on the November 6 ballot. He has received positive feedback from these groups.

BOARD REQUESTS/REPORTS: Mr. Geiger reported their next Adopt-A-Highway trash pickup is Saturday, weather permitting, if anyone is interested in volunteering.

COMMUNICATIONS: None

APPROVE EXECUTIVE SESSIONN MINUTES: The Executive Session minutes dated September 6, 2012 were approved as written

CLOSED SESSION FOR NEGOTIATIONS PLANNING: Motion by Lauer, supported by Coulson and unanimously approved that the Saranac Board of Education go into closed session at 8:17 p.m. for the purpose of negotiation planning returning to open session at 8:32 p.m. Roll call vote was taken: Voting Yes: Adgate, Coulson, Denny, Hardy, Lauer, LaWarre and Tutak-Hill. Motion Carried.

OTHER: Board President, Steve LaWarre requested that we move the October 4 meeting to October 11. Also, he would like to hold a meeting on October 18 to review Mr. Geiger's mid-year evaluation.

Mr. LaWarre asked board members if anyone would be interested in forming a Finance Committee to go through and review the budget.

Mr. Geiger requested that a special meeting be held on October 2 for the purpose of a student expulsion hearing.

There being no further business to come before the Board at this time, and no objection, the meeting adjourned at 8:46 p.m.

Respectfully submitted,

Andrea Adgate
Secretary

Saranac Community Schools
Board of Education
Special Meeting

The special meeting of the Saranac Community Schools Board of Education was held on Tuesday, October 2, 2012 in the Media Room, Saranac Jr/Sr High School, 150 Pleasant Street, Saranac, MI.

Board President, Steve LaWarre called the meeting to order at 7:00 p.m.

Present: Adgate, Coulson, Hardy, Lauer, LaWarre & Tutak-Hill.

Absent: Denny

Steve LaWarre led in the Pledge of Allegiance.

COMMENTS FROM GUESTS: None

STUDENT HEARING: The parent and student requested a closed hearing. Motion by Coulson, supported by Lauer that the Saranac Board of Education go into Closed Session for the purpose of a student hearing at 7:00 pm returning to open session at 7:46 pm.
Yes Votes: Adgate, Coulson, Hardy, Lauer, LaWarre & Tutak-Hill. Motion Carried.

Motion by Lauer, supported by Coulson and unanimously approved that the Saranac Board of Education expel the student for up to a period of 180 school days, and that the student not be allowed on school property for any reason without the permission of the superintendent or his designee.

There being no further business to come before the Board at this time, and no objection, the meeting adjourned at 7:50 p.m.

Respectfully submitted,

Andrea Adgate
Secretary

TO: Board of Education

FROM: Maury Geiger, Superintendent

SUBJECT: Accept Gifts

POLICY: 9350 Public Gifts and Bequests

I am pleased to ask the Board to accept additional generous gifts.

Received From	Purpose	Amt Rec'd
Cindy Sanford	Girls' Golf Team	200.00
Mr. & Mrs. Winthrop Setchfield	Boys' Football Program	2,400.00
Mrs. Julie Klynstra	Band Program	200.00
Mr. & Mrs. Wackerlin	Band Program	300.00
Watkins, Ross & Co.	School Supplies for the Elementary	300.00
Total This Month		\$ 3,400.00
Total Gifts for 2012-2013 Including This Month		\$ 3,400.00

Suggested Resolution

"I move that the Saranac Board of Education accept the donations as listed above, totaling \$3,400.00."

Motion by: _____ Supported by: _____

Discussion: Yes _____ No _____

Approved/Denied: Yes _____ No _____

TO: Board of Education

FROM: Maury Geiger, Superintendent

SUBJECT: Revision to Policy 8440 – Early Graduation

At the last two meetings we have reviewed changes to this policy. If there is no further discussion we will make the changes to this policy.

As a reminder I have attached Jr/Sr High School Co-Principal, Beth Simpson's memo explaining the rationale for suggested changes to this policy.

Suggested Resolution

I move that the Saranac Board of Education approve the changes to Policy 8440 – Early Graduation as presented.

Motion by _____ Supported by _____

Discussion: Yes _____ No _____

Approved/Denied: Yes _____ No _____

A student who, for educational and vocational reasons, wishes to graduate from high school in less time than the normal four-year grade 9-12 sequence may request permission for early graduation. The student and parents/guardians shall consult with high school administrative and/or guidance personnel in order to develop a graduation plan.

The student shall request in writing to the Superintendent or designee ~~Board~~ permission for early graduation with reasons supporting his/her plan and request. Examples of reasons to be given consideration are:

- Hardship circumstances,
- Vocational opportunities,
- Enlistment in the military occupations,
- Pursuit of a continuous specialized education objective,
- College entrance, and
- Meeting State of Michigan and Saranac Community Schools Graduation Requirements

~~The student, parent, or the legal guardian of the student must submit a letter in support of the student's request for early graduation, and such letter is to accompany the student's written request. The request letters to the Board are to be submitted to the Superintendent no later than three months before the anticipated completion of the required high school program.~~

The student will be expected to complete all state and local graduation requirements of subjects and credit units or their accepted equivalents satisfactorily in order for consideration to be given to any request.

Each request is to be determined by the Superintendent or designee ~~Board~~ on the merits of the individual circumstances; one case shall not set a precedent for others.

Approved: August 2, 2007

Saranac Community Schools

Maury Geiger, Superintendent
88 Pleasant Street
Saranac, Michigan 48881

www.saranac.k12.mi.us

Telephone 616-642-1400
Fax 616-642-1405

To: Maury Geiger and Board of Education
From: Beth Simpson
Date: August 31, 2012
Re: Early Graduation Policy 8440

Policy 8440 pertains to Early Graduation. A portion of this policy states:

“The student shall request in writing to the Board permission for early graduation with reasons supporting his/her plan and request.”

I propose that where it states “the Board” throughout the document, that it be changed to “Superintendent or designee.”

Reasons for this change:

Our e2020 program and GO program has opened opportunities for students to accelerate or recover courses. These students enroll at different times of the year and finish at different times of the year. I believe that this process would become very time consuming to the Board if they are required to grant permission for each student.

Saranac Elementary School
Connie Hamilton, Co-Principal, Curriculum Director
Jason Smith, Co-Principal, Transportation Director
Phone 616.642.1200
Fax 616.642.1205

Saranac Junior-Senior High School
Beth Simpson, Co-Principal, Special Ed Director
Josh Leader, Co-Principal, Athletic Director
Phone 616.642.1100
Fax 616.642.1105

Preparing youth today for tomorrow...

TO: Board of Education

FROM: Maury Geiger, Superintendent

SUBJECT: Out-Of-State Field Trip

POLICY: 7490 Field Trips and Excursions

At the last meeting we reviewed two requests for Out-of-State field trips for next spring & summer. I will ask for approval at this meeting.

- 8th Grade Reward Trip – Cedar Point – May 24, 2013
- 8th Grade Trip – Williamsburg/Washington D.C. – June 10-15, 2013

Suggested Resolution

I move that the Saranac Board of Education approve the two Out-of-State Field Trips for 2013 as presented.

Motion by _____ Supported by _____

Discussion: Yes _____ No _____

Approved/Denied: Yes _____ No _____

TO: Board of Education

FROM: Maury Geiger, Superintendent

SUBJECT: Boys JV Basketball Coach

We posted for the JV Boys Basketball Coach position and received three applications for the position that we reviewed at the last meeting.

I have met with Mr. Steve Tompkins, and support the committee's recommendation for the JV boys basketball coaching position.

Suggested Resolution

I move that the Saranac Board of Education appoint Steve Tompkins for the Boys JV Basketball position as presented.

Motion by _____ Supported by _____

Discussion: Yes _____ No _____

Approved/Denied: Yes _____ No _____

TO: Board of Education

FROM: Maury Geiger, Superintendent

SUBJECT: Out-Of-State Field Trip

POLICY: 7490 Field Trips and Excursions

We have received another request for an Out-of-State field trip for the National FFA Convention in Indianapolis, IN from October 24 – 27, 2012. There is one student attending, who will be going with Ionia Public Schools FFA students, on a chartered bus.

TO: Board of Education

FROM: Maury Geiger, Superintendent

SUBJECT: Leave of Absence

I have received a letter from Dee Gardner, which is attached, requesting a one-year leave of absence from her school paraprofessional (playground) duties for 2012-2013 school year.

I will bring a recommendation for Dee Gardner's request at the October 18 meeting.

September 24, 2012

Dee Gardner
2901 West Goodemoot Road
Lake Odessa, MI 48849

Hello,

This letter is to confirm my leave of absence from my recess position from the Saranac Elementary building, due to being re-called as classroom paraprofessional for the Jr./Sr. High School for the 2012-2013 school year.

If you have any questions, please contact me at 616 374 9038.

Thanks you,

A handwritten signature in cursive script that reads "Dee Gardner". The signature is written in black ink and is positioned below the typed name.

Dee Gardner

TO: Board of Education

FROM: Maury Geiger, Superintendent

SUBJECT: Letter of Understanding #4 – Yearbook Advisor

We did a Letter of Understanding for Diana Smith as the Yearbook Advisor 2011-2012 school year and need to do one for the 2012-2013 school year. Attached is the Letter of Understanding for this position which is part of Schedule B. I will ask for approval at the November 1 meeting.

Letter of Understanding # 4 (2012-13)

It is mutually agreed that for 2012-13 the following position will be added to Schedule B:

Schedule B: Activities (based on the employee's base scale)

8. High School Yearbook Adviser 5%

This letter of understanding binds neither the SEA nor the Board to any position in future situations or contracts.

Beth Kelly, President

Board of Education

Carrie Smith, Vice President

Maury Geiger, Superintendent

June Thomas Truswell, Secretary

Date

Jason Douma, Treasurer

Mike McGee, UBC

Diana Smith, Yearbook Advisor
Saranac Education Association

Date

TO: Board of Education

FROM: Maury Geiger, Superintendent

SUBJECT: Elementary School – School Improvement Plan

Members of the Elementary Schools – School Improvement Plan will be presenting their School Improvement Plan for their building along with their school data profile/analysis.

School Data Profile/Analysis

School Year: 2011
School District: Saranac Community Schools
School Name: Saranac Elementary School
Principal: Mrs. Constance Hamilton
Building Code: 07567

School Data Profile/Analysis

Contents

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Introduction

The School Data Profile/Analysis (SDP/A) is a tool to assist school staff in determining the strengths and needs for improvement of their school based on an analysis of data and responses to a series of data related questions. It provides the model of the kind of school and student data that should be reviewed, along with your local school data. The SDP/A is intended to support deeper dialogue about the data and information, and to draw thoughtful conclusions about the areas of need. Completion of the SDP/A is required.

The process of completing the SDP/A enables a school to utilize student demographic and student achievement data to more effectively plan its school improvement goals and actions. By engaging in this process, school staff will become engaged in meaningful and rich dialogue- leading the staff to make thoughtful conclusions about the school's areas of progress and areas in which to focus. When the SDP/A is completed and submitted, the school has a comprehensive blueprint to proceed to the next phase of school improvement planning.

The School Data Profile/Analysis is an effective tool for schools to....

- identify issues of achievement for all students;
- identify areas of need to be included in the School Improvement Plan;
- serve as the basis for all other needs assessments that may be required of the school;
- determine the basis of the school's professional learning plan;
- satisfy AdvancED and Michigan requirements for a School Profile Report and;
- comply with federal grant requirements (including NCLB and IDEA 2004) for appropriate resource alignment with identified needs through a comprehensive needs analysis.

The SDP/A is aligned to the Michigan Department of Education's School Improvement Framework that establishes a vision for school improvement. The Process Cycle for School Improvement has five major components that move in continuous praxis. They are:

Gather Data	Where are we now (status) and where do we want to be?
Study/Analyze	What did the data/information we collected tell us (gap analysis)?
Plan	How do we organize our work so that it aligns to our goals and resources (SIP)?
Do	What strategies and action steps do staff members need to implement to meet the goals?
Gather Data II	Where are we now (status) and did we reach our goals? How effective were the strategies and action steps we implemented?

Structure of the SDP/A Report

Each section of the School Data Profile/Analysis presents data and a series of questions that probe deeper into the data and information. Along with the pre-populated data, schools should look at local data, common assessments and any other data that informs instruction regarding student achievement.

The SDP/A consists of twelve components:

1. Demographic Enrollment
2. Full Academic Year(FAY) and Attendance
3. Grade Level Achievement

4. Sub Group Achievement
5. Students with Disabilities
6. Limited English Proficient
7. Extended Learning Opportunities
8. Staff Demographics
9. Perception Data
10. Parent and Community Involvement
11. Health and Safety (Grades 7, 9, and 11) - MiPHY Only
12. School Data Analysis

Additional resources for completing the SDP/A can be accessed at:

www.michigan.gov/baa and www.mischooldata.org

Revisions to the School Data Profile /Analysis Data gathering is standard practice for schools looking at student achievement and continuous school improvement. Some of the data readily available to schools include: The Regional Data Initiative, MI School Data Portal, Intermediate School Districts data collection tools, individual District data portals and local building assessments.

The Michigan Department of Education funds a competitive grant known as the Regional Data Initiative. The purpose of the grant program is to continue the work that the Intermediate School District (ISD)-led consortia are doing to provide all Michigan educators with real-time access to student data at the classroom level to facilitate instructional decision making. Data access and use support professional development at all organizational levels.

The Center for Educational Performance and Information (CEPI) collects and reports data about Michigan's K-12 public schools. The initiatives in data collection and reporting facilitate school districts' compliance with the federal No Child Left Behind Act of 2001 and the Michigan Department of Education's accreditation plan, Education Yes!

The streamlined School Data Profile is easier to complete and provides a basis for school improvement teams to begin meaningful conversations that assist in the process to analyze student achievement data in terms of strengths, challenges, and gaps, and to establish the contributing causes for the gaps. Using the data from the School Data Profile/Analysis will assist schools to set goals to improve student achievement within the school building.

All data that schools utilize for completion of the School Data Profile/Analysis (no matter what data source) must be clearly marked and readily available in any format to school staff, district staff, ISD staff and MDE representatives upon request. This information will serve as a portion of the Comprehensive Needs Assessment.

Unique entity providing schools (special education center based schools, alternative education schools, schools for adjudicated youth, early childhood schools and career technical centers) will find that the revised School Data Profile/Analysis will allow for the use of data sources specific to their particular institution. This will allow all schools to showcase special circumstances or alternative ways to show student progress.

Additional information regarding MI School Data Portal

Do I have access to MI School Data?

MI School Data will have both a public-facing and secure side. Security approval will be required for access to the

secure portion of the site. Data 4 Student Success (Data4SS) registered authorized users will be automatically grandfathered into the secure side of MI School Data, but will be prompted to change their password when they first attempt to log-in. In order to obtain a secure user name and password, please contact the MI School Data Help Desk at helpdesk@misd.net

Can I download information from MI School Data?

Yes. Data will be presented using several views that will include the following (where applicable): Summary Snapshot Trend (Longitudinal Data Table). The comparison view will initially allow comparisons of a school or a district with state data and with one additional user selected school or district. A more advanced comparison function will be developed in future phases. Each of these views will prepare a report that will be defined by parameters entered by the user. The finalized report will then be available by download in pdf and csv formats.

Is this different from Data 4 Student Success (D4SS)?

The security and display design of Data for Student Success forms the foundation of MI School Data. The Data for Student Success site will continue to function and be maintained during design of MI School Data. Your login and password for Data for Student Success works with MI School Data. The Data for Student Success Dynamic Inquiries will in time be moved to MI School Data. The Data for Student Success professional development modules also continue to be available.

I am a registered user of Data 4 Student Success (D4SS). Will I still be able to access my account?

The security and display design of Data for Student Success forms the foundation of MI School Data. The Data for Student Success site will continue to function and be maintained during design of MI School Data. Your login and password for Data for Student Success work with MI School Data. The Data for Student Success Dynamic Inquiries will be moved to MI School Data in due course. The Data for Student Success professional development modules continue to be available.

What will I need to do to complete my Annual Education report (AER) reporting obligations?

The Annual Education Report (AER) is available in MI School Data and MI School Data provides printable reports for AER. Please note that <http://www.michigan.gov/aer> still works.

Where can I get additional information regarding MI School Data?

Information regarding MI School Data can be found at <http://www.michigan.gov/cepi>. Additional information will be posted as it becomes available. If you have any further questions, the MI School Data Help Desk will be happy to address your questions. Please contact helpdesk@misd.net

What if a question does not apply to my school?

Enter "Does not apply" in the appropriate text box followed by the reason.

Demographic Enrollment

1. What patterns or trends in enrollment need to be addressed?

Declining enrollment due to people moving out the district

2. What implications do the data present for the school in the following areas: staffing, fiscal resource allocations, facility planning, parent involvement, professional development, public relations, and/ or recruitment? What are the possible action(s) that can be taken to address the implications identified?

Reduced enrollment means reduced funding

Full Academic Year (FAY) and Attendance

1. What are the areas of challenge based on the attendance data?

Data is still being reviewed.

2. What has the staff/school determined to be the leading cause(s) for the challenge(s)?

Data is still being reviewed.

Grade Level Achievement

1. List any other data source or assessments utilized to measure student achievement.

DIBELS, Observation Survey STAR, CTBM

2. How has student achievement changed over the last 5 years?

Lower elementary reading scores have increased, while upper elementary scores have decreased. Math scores have been consistently low in the past 5 years. Writing scores have increased in the past 3 years.

3. What actions were taken that led to improved student achievement?

Implementation of writers workshop, CAFE, Daily Five and a year long study on balance of teaching math concepts and procedures.

4. What are the possible actions that can be taken to address the areas of decline?

Multiple changes in student expectations, the use of technology and the increased need to consider data when making educational decisions.

5. What are the possible action(s) that can be taken to address the factors identified?

Professional Development in differentiated instruction Parent Trainings Maximizing class time, interventions for low achieving students, approach to classroom instruction as it relates to thinking and teacher questioning. We are also looking at a better alignment to CCSS through Webb's depth of knowledge levels.

6. What are the factors identified that contribute to opportunities for improvement? What are the possible action(s) that can be taken to address the factors identified?

Funding. We are seeking grants and look for the most efficient ways to spend our federal dollars.

7. When comparing the school with the district and state, which content area would the staff identify as a challenge area for the school?

Special Education proficiency rates are lower than the state average. According to our Z scores as reported on the top to bottom list, Saranac Elementary School is rated as above average or excellent in all core areas.

Sub Group Achievement

1. What has the school staff determined to be the contributing cause(s) for the gaps?

Instructional approaches, lack of interventions, need for PD for staff and parents

2. What trends have been identified when looking at the 5 years of state assessment data?

Declining scores in reading and SWD

3. What are the area(s) of improvement for Student Achievement Sub Group Analysis Data (i.e. race, gender, migrant, homeless, LEP, special needs, and economically disadvantaged)? What are the possible action(s) that can be taken to address the areas for improvement?

The SI team will be reviewing that data in the 2011-12 school year.

Students with Disabilities

1. What grade levels, subject areas, or disability groups had significant changes in their MEAP/MI-Access performance over the past 5 years?

At Saranac Elementary, the only grade level that qualifies as a sub group for SWD is 6th grade with 11 students. Of those students, 18% of SWD were proficient in reading compared to 75% of students without disabilities. In math, 0% of 6th graders with disabilities were proficient while 42% of students without disabilities were proficient. 91% of the 6th graders in 2011-12 were "not proficient" in math.

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

Monthly data meetings are held for each grade level. Data for all students is reviewed and interventions are identified. SWD have full access to tutoring, summer school, and intervention opportunities.

Limited English Proficient

1. How is each of the LEP group demographics achieving in comparison to the school aggregate?

We do not have LEP sub-groups.

2. How are students who are most at risk of failing to meet the current state academic achievement standards identified for support services?

We do not have LEP sub-groups

3. What are the area(s) for improvement for LEP group demographics data?

We do not have LEP sub-groups

4. What has the school staff determined to be the leading cause(s) for the gap in performance?

We do not have LEP sub-groups

Extended Learning Opportunities

1. What percentages of students participate in Extended Learning Opportunities?

N/A - This is an elementary building.

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

N/A - This is an elementary building.

Staff Demographics

1. What is the total number of teachers in your school? *45*
2. Indicate how many teachers have been teaching 0-3 years. *0*
3. Indicate how many teachers have been teaching 4-8 years. *10*
4. Indicate how many teachers have been teaching 9-15 years. *25*
5. Indicate how many teachers have been teaching >15 years. *10*
6. Indicate the total number of days for teacher absences the past school year. *0*
7. Indicate how many teachers had a sub-teacher the past year for 0 – 3 days. *0*
8. Indicate how many teachers had a sub-teacher the past year for 4 – 5 days. *0*
9. Indicate how many teachers had a sub-teacher the past year for 6 – 10 days. *0*
10. Indicate how many teachers had a sub-teacher the past year for > 10 days. *0*

Perception Data

Students

1. What are the perceptions of students regarding the quality of the instructional program?
The SI team will be reviewing that data in the 2011-12 school year.
2. What are the perceptions of students regarding support for student learning?
The SI team will be reviewing that data in the 2011-12 school year.
3. What are the perceptions of students regarding school climate?
The SI team will be reviewing that data in the 2011-12 school year.
4. What are the perceptions of students regarding student/school relationships?
The SI team will be reviewing that data in the 2011-12 school year.
5. What are the areas of strength identified from the students perception data?
The SI team will be reviewing that data in the 2011-12 school year.
6. What are the areas of improvement identified from the students perception data, and how might this be addressed?
We need to develop perception data surveys.

Parents/Guardians

1. What are the perceptions of parents/guardians regarding the quality of the instructional program?
The SI team will be reviewing that data in the 2011-12 school year.
2. What are the perceptions of parents/guardians regarding support for student learning?
The SI team will be reviewing that data in the 2011-12 school year.
3. What are the perceptions of parents/guardians regarding school climate?
The SI team will be reviewing that data in the 2011-12 school year.
4. What are the perceptions of parents/guardians regarding parent/school relationships?
The SI team will be reviewing that data in the 2011-12 school year.
5. What are the perceptions of parents/guardians regarding resource management?
The SI team will be reviewing that data in the 2011-12 school year.
6. What are the areas of strength identified from the parents/guardians perception data?
The SI team will be reviewing that data in the 2011-12 school year.
7. What are the areas of improvement identified from the parents/guardians perception data, and how might this be addressed?

We need to develop perception data surveys.

Teachers/Staff

1. What are the perceptions of teachers/staff regarding the quality of the instructional program?

The SI team will be reviewing that data in the 2011-12 school year.

2. What are the perceptions of teachers/staff regarding support for student learning?

The SI team will be reviewing that data in the 2011-12 school year.

3. What are the perceptions of teachers/staff regarding school climate?

The SI team will be reviewing that data in the 2011-12 school year.

4. What are the perceptions of teachers/staff regarding school organization and administration?

The SI team will be reviewing that data in the 2011-12 school year.

5. What are the areas of strength identified from the teachers/staff perception data?

The SI team will be reviewing that data in the 2011-12 school year.

6. What are the areas of improvement identified from the teachers/staff perception data, and how might this be addressed?

Perception data surveys need to be developed.

Community

1. What are the perceptions of the community regarding the quality of the instructional program?

The SI team will be reviewing that data in the 2011-12 school year.

2. What are the perceptions of the community regarding support for student learning?

The SI team will be reviewing that data in the 2011-12 school year.

3. What are the perceptions of the community regarding school climate?

The SI team will be reviewing that data in the 2011-12 school year.

4. What are the perceptions of the community regarding community/school relationships?

The SI team will be reviewing that data in the 2011-12 school year.

5. What are the perceptions of the community regarding resource management?

The SI team will be reviewing that data in the 2011-12 school year.

6. What are the areas of strength identified from the community perception data?

The SI team will be reviewing that data in the 2011-12 school year.

7. What are the areas of improvement identified from the community perception data, and how might this be addressed?

Perception data surveys need to be developed.

Parent and Community Involvement

1. What types of parent/community participation/engagement are in place that encourage two way communications, actively involve parents/community in the decision making at the building, and actively involve parents/community in student learning?

BaSE meetings, Title I parent meetings, planned parent trainings for literacy, math, and general social activities to help build the relationships between home and school have been provided in the 2011-12 school year.

2. What are the areas of improvement for parent/community participation and engagement? What are the possible action(s) that can be taken to address the factors identified?

We have improved in our opportunities for parent training. We would like to increase the attendance for these activities. We have partnered with the local media to help promote these events for our home families.

Health and Safety (Grades 7, 9, and 11) - MiPHY Only

1. How does your school use the MiPHY online survey health risk behavior results to improve student learning?
N/A

2. How does your school use the MiPHY results along with other school-reported data to help make data-driven decisions?
N/A

School Data Analysis

1. Strengths

Our district is beginning to move into better use of data.

2. Challenges

We are a small district and find it difficult to find the time to analyze data. We need to be more creative with our use of time and train teachers to think about data and the need to review it when making decisions.

School Improvement Plan

Title I - Targeted Assistance

School Year: 2012 - 2013

School District: Saranac Community Schools

ISD/RESA: Ionia ISD

School Name: Saranac Elementary School

Grades Served: PK,K,1,2,3,4,5,6

Mrs. Constance Hamilton

Building Code: 07567

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: **Saranac Elementary School**
District: **Saranac Community Schools**
Public/Non-Public: **Public**
Grades: **PK,K,1,2,3,4,5,6**
School Code Number: **07567**
City: **Saranac**
State/Province: **Michigan**
Country: **United States**

Vision, Mission and Beliefs

Vision Statement

Saranac Community School District, through its strong community support and involvement, will provide an education for all students which enables them to become contributing, productive members of society.

Mission Statement

Our mission is to provide a quality education appropriate for all students that will allow them to compete in an ever changing society.

Beliefs Statement

We believe all students can learn and all staff have an impact on student learning.

Goals

Name	Development Status	Progress Status
Math	Complete	Open
Reading	Complete	In Progress
Writing	Complete	Open

Goal 1: Math

Content Area: Math

Development Status: Complete

Student Goal Statement: All students at Saranac Elementary School will be proficient in math.

Gap Statement: Saranac Elementary students scored below the State average in math.

3rd - 33%

4th - 37%

5th - 24%

6th - 34%

Cause for Gap: A lack of conceptual knowledge in math contributes to students' low achievement in math. Compounded gaps in learning make achievement at the upper levels more difficult.

Multiple measures/sources of data you used to identify this gap in student achievement: Strand data from STAR math indicates the following areas to be the lowest strands per grade level:

2nd - Foundations for Multiplication

3rd - Represent and solve problems related to multiplication and division, Geometric measurement, problem solving and explaining patterns in arithmetic, perimeter as an attribute

4th - Problem solving with whole numbers, Fractions, measurement and conversions of measurements, angles

5th - Fractions (equivalent, multiplying/dividing), numerical expressions, decimals to hundredths place, converting measurement, volume, graphing points on a coordinate plane, classifying 2D shapes

6th -

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? MEAP Math assessment, STAR math assessment and local benchmark assessments.

Contact Name: Cathy Cooper

List of Objectives:

Name	Objective
Math Improvement	The average percent proficient of all 3rd grade students will increase from 33% to 47% on the MEAP by Fall 2013. The average percent proficient of all 4th grade students will increase from 37% to 51% on the MEAP by Fall 2013. The average percent proficient of all 5th grade students will increase from 24% to 38% on the MEAP by Fall 2013. The average percent proficient of all 6th grade students will increase from 34% to 48% on the MEAP by Fall 2013.

1.1. Objective: Math Improvement

Measurable Objective Statement to Support Goal: The average percent proficient of all 3rd grade students will increase from 33% to 47% on the MEAP by Fall 2013.

The average percent proficient of all 4th grade students will increase from 37% to 51% on the MEAP by Fall 2013.

The average percent proficient of all 5th grade students will increase from 24% to 38% on the MEAP by Fall 2013.

The average percent proficient of all 6th grade students will increase from 34% to 48% on the MEAP by Fall 2013.

List of Strategies:

Name	Strategy
Best Practices	Teachers will use research based best practices to improve student achievement in math.
Curriculum Alignment	Saranac will have a curriculum that aligns with the National Common Core standards for math.
Family Engagement	Each grade level will host an evening to share GLCEs with families and provide them with strategies to support geometry outside the school day.
Interventions	Teachers of Title I students will collaborate with the intervention team to identify research based interventions to be used during instruction to meet the needs of at risk students.

1.1.1. Strategy: Best Practices

Strategy Statement: Teachers will use research based best practices to improve student achievement in math.

Selected Target Areas

--

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

Many research studies have shown that ideas of probability and statistics are very difficult for students to learn and often conflict with many of their own beliefs and intuitions about data and chance (Shaughnessy, 1992; Garfield & Ahlgren, 1988).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
K-12 Math Coherence	2009-09-01	2015-06-30	Curriculum Director, Stephanie Smith, Sue Chipman, Tara Rasmus, Bridget Harder, Steve Tompkins, Brien Simpson, and Nancy Helminski
Math Exchange	2012-09-06	2013-06-06	Maureen Jorgensen and Curriculum Director
Questioning	2012-09-24	2013-06-05	Curriculum Director will provide training
Spiral Math Task Review	2012-05-23	2013-06-05	School improvement team, Math committee, and all teachers.
Thinking Maps	2012-09-24	2013-06-05	One staff member will receive "train the trainer" professional learning in the area of Thinking Maps. The Ionia ISD will provide training for select teachers.
Universal Design for Learning	2010-06-20	2011-06-30	Curriculum Director

1.1.1.1. Activity: K-12 Math Coherence

Activity Type: Professional Development

Activity Description: Teachers of Math from K-12 will meet three times during the 2012-13 school year with expert math consultant Mary Bouck to look at curriculum alignment, depth of knowledge and balance of concepts and procedures.

Planned staff responsible for implementing activity: Curriculum Director, Stephanie Smith, Sue Chipman, Tara Rasmus, Bridget Harder, Steve Tompkins, Brien Simpson, and Nancy Helminski

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-09-01, End Date - 2015-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Coherence	Title II Part A	1,000.00	
Subs for teachers to attend Math coherence	Title II Part A	1,320.00	

1.1.1.2. Activity: Math Exchange

Activity Type: Professional Development

Activity Description: Teachers of math will research and implement the Math Exchange concept of math workshop in their classrooms

Planned staff responsible for implementing activity: Maureen Jorgensen and Curriculum Director

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Exchange books	General Funds	300.00	
PLC Time for Math Exchange	No Funds Required		

1.1.1.3. Activity: Questioning

Activity Type: Professional Development

Activity Description: Teachers will be provided with professional learning in the area of questioning. This instructional strategy will help teachers facilitate math talk and math thinking in the classroom.

Planned staff responsible for implementing activity: Curriculum Director will provide training

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-24, End Date - 2013-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Questioning 101 Train the Trainer	Other	1,000.00	

1.1.1.4. Activity: Spiral Math Task Review

Activity Type: Other

Activity Description: School Improvement Team will identify strands to target in the development of spiral tasks -

Math Committee will develop 30 specific spiral math tasks for grades K-6.

Teachers will administer the spiral math tasks a minimum of one time per week.

Planned staff responsible for implementing activity: School improvement team, Math committee, and all teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-05-23, End Date - 2013-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Coherence Team	Title II Part A	1,000.00	
Subs for teachers to attend math coherence	Title II Part A	660.00	

1.1.1.5. Activity: Thinking Maps

Activity Type: Professional Development

Activity Description: A select group of teachers will be trained on the use of thinking maps.

Planned staff responsible for implementing activity: One staff member will receive "train the trainer" professional learning in the area of Thinking Maps.

The Ionia ISD will provide training for select teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-24, End Date - 2013-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Thinking Map Train the Trainer	Other	900.00	

1.1.1.6. Activity: Universal Design for Learning

Activity Description: Selected teachers of Title I students will be trained in Universal Design for Learning to learn how to embed technology to increase student engagement and improve instruction in math.

Planned staff responsible for implementing activity: Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-06-20, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
UDL Training	Title II Part A	250.00	0.00

1.1.2. Strategy: Curriculum Alignment

Strategy Statement: Saranac will have a curriculum that aligns with the National Common Core standards for math.

Selected Target Areas

- I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
- 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.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.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching

the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)
 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.
 II.2.B.4 Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the plan based upon the data analyzed.

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

An aligned curriculum is required by the State of Michigan.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Align the curriculum to the Common Core Standards	2010-06-20	2011-06-30	Curriculum Director
Hair on Fire	2012-08-06	2015-06-30	Curriculum Director

1.1.2.1. Activity: Align the curriculum to the Common Core Standards

Activity Description: The curriculum will be aligned with the National Common Core standards.

Planned staff responsible for implementing activity: Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-06-20, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Time	No Funds Required	0.00	0.00

1.1.2.2. Activity: Hair on Fire

Activity Type: Professional Development

- Activity Description:**
1. Teachers will learn how to evaluate and level the CCSS for Webb Depth of Knowledge (DOK).
 2. Teachers will learn how to deconstruct Common Core State Standards (CCSS) into clearly defined content, skills, and into teachable and assessable learning targets in language understandable by teachers, students, and parents.
 3. Teachers will learn how to arrange standards into logical curricular units based on grade level and content area.
 4. Teachers will learn how to evaluate curricular units for vertical and horizontal alignment.
 5. Teachers will learn how to collect student work that exemplifies the Webb DOK found within the CCSS.
 6. Teachers will learn how to focus the rigor, relevance, and real-world application of the CCSS for increased student achievement.

Planned staff responsible for implementing activity: Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-06, End Date - 2015-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Subs for Teachers to Attend Hair on Fire	Title II Part A	3,500.00	

1.1.3. Strategy: Family Engagement

Strategy Statement: Each grade level will host an evening to share GLCEs with families and provide them with strategies to support geometry outside the school day.

Selected Target Areas

--

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

Research shows that students and schools are most successful when parents and teachers work together as active partners. {Parent Partners: Workshops to Foster School/Home/Family Partnerships (May, 2007)}

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Increase communication with Parents in math	2010-09-01	2011-06-30	Classroom teachers

1.1.3.1. Activity: Increase communication with Parents in math

Activity Description: Teachers will communicate math curriculum and student progress in math on a montly basis.

Planned staff responsible for implementing activity: Classroom teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
None	No Funds Required	0.00	0.00

1.1.4. Strategy: Interventions

Strategy Statement: Teachers of Title I students will collaborate with the intervention team to identify research based interventions to be used during instruction to meet the needs of at risk students.

Selected Target Areas

--

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

Research shows that collaboration between teachers can be a powerful tool for professional development and a driver for school improvement by providing "opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement." (Annenberg Institute for School Reform, 2004, p.2).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Lab	2012-09-03	2013-06-05	Certified Teacher
Teacher Collaboration	2009-09-01	2010-06-30	Elementary Administration

1.1.4.1. Activity: Math Lab

Activity Type: Other

Activity Description: A math lab will be available for students to attend once a week after school. The intent is that the lab will be staffed by a certified teacher.

Planned staff responsible for implementing activity: Certified Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.4.2. Activity: Teacher Collaboration

Activity Description: Teachers will meet with their grademates to collaborate on math curriculum and review formative assessments for the purpose of guiding instruction. Teachers will share challenges and successes and support one another to improve student learning.

Planned staff responsible for implementing activity: Elementary Administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-09-01, End Date - 2010-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teachers	Title II Part A	3,347.82	0.00

Goal 2: Reading

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: All students will be proficient readers.

Gap Statement: Saranac's reading scores have continued to slowly decline while State averages have improved slightly each year, widening the gap between local and State averages.

Cause for Gap: Curriculum gaps and lack of early interventions contribute to the gap.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, DIBELS, DRA, STAR, and local assessments.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Saranac students will perform at or above the State average on the 2012 MEAP in the area of reading. Economically disadvantaged students will increase their performance by 10 percentage points by 2012 MEAP.

Contact Name: Sarah Gallagher

List of Objectives:

Name	Objective
Reading Improvement	Saranac students will perform at or above the State average on the 2012 MEAP in the area of reading.

2.1. Objective: Reading Improvement

Measurable Objective Statement to Support Goal: Saranac students will perform at or above the State average on the 2012 MEAP in the area of reading.

List of Strategies:

Name	Strategy
Best Practices	Saranac Elementary will use research based practices to improve the reading achievement of K-5 students.
Curriculum	Saranac Elementary will have a reading curriculum that aligns with the National Common Core standards.
Interventions	ES Teachers will use interventions to provide appropriate and timely support to at-risk students in the area of reading.
Parent Involvement	Saranac Elementary school will strengthen the home/school connection through parent education and on-going two-way communication.

2.1.1. Strategy: Best Practices

Strategy Statement: Saranac Elementary will use research based practices to improve the reading achievement of K-5 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.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.

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.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range

of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

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

Dickman, G.E. (2006). RTI and Reading: Response to Intervention in a Nutshell. Perspectives on Language and Literacy, Special Conference Edition. International Dyslexia Association: Baltimore, MD.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Daily 5 - CAFE	2011-09-01	2013-06-30	Curriculum Director, Carrie Smith, Sally Mutschler, and Jason Douma
Literacy Coaches Network	2010-07-01	2015-06-30	Teri Brunette, Sarah Gallagher, Carrie Smith, Jason Douma, Sally Mutschler, and Roxie Gullikson
Questioning Strategies	2012-09-24	2013-06-30	Curriculum Director
Thinking Maps	2012-09-24	2013-06-30	Curriculum Director

2.1.1.1. Activity: Daily 5 - CAFE

Activity Type: Professional Development

Activity Description: Teachers will be trained on the format of Daily 5 and CAFE Reading strategies for reading instruction. Lab classrooms will be offered from teachers participating in the Literacy Coaches Network in grades 1, 4, and 5.

Planned staff responsible for implementing activity: Curriculum Director, Carrie Smith, Sally Mutschler, and Jason Douma

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-01, End Date - 2013-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Daily 5 CAFE Training	Title II Part A	141.00	

Subs for Daily 5 - CAFE	Title II Part A	315.00	
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2.1.1.2. Activity: Literacy Coaches Network

Activity Type: Professional Development

Activity Description: Two Title I Teachers and 3 classroom teachers will participate in the Literacy Coaches Network to be trained in best practices for reading instruction and to network with other Title I teachers.

Planned staff responsible for implementing activity: Teri Brunette, Sarah Gallagher, Carrie Smith, Jason Douma, Sally Mutschler, and Roxie Gullikson

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-07-01, End Date - 2015-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Literacy Coaches Network	Title II Part A	500.00	0.00

2.1.1.3. Activity: Questioning Strategies

Activity Type: Professional Development

Activity Description: Teachers will learn to use questioning techniques to increase students higher order thinking

Planned staff responsible for implementing activity: Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-24, End Date - 2013-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.1.4. Activity: Thinking Maps

Activity Type: Professional Development

Activity Description: Thinking Maps are a visual tool that provides a common visual language throughout the school. Thinking Maps are based on the following 8 Cognitive Skills:

- Defining in context /Circle map
- Describing qualities /Bubble map
- Comparing and contrasting /Double bubble map
- Classifying /Tree map
- Part-whole /Brace map
- Sequencing /Flow map
- Cause and effect /Cause and effect
- Seeing analogies /Seeing analogies

Thinking Maps are used together by students for life long learning across disciplines and with greater complexity as students move through each grade level. Defining the cognitive skills, students quickly become aware of the thinking skills that drive their learning , giving them explicit pathways for thinking about their thinking and improving performance.

Planned staff responsible for implementing activity: Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-24, End Date - 2013-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Thinking Maps Train the Trainer	Other	900.00	

2.1.2. Strategy: Curriculum

Strategy Statement: Saranac Elementary will have a reading curriculum that aligns with the National Common Core standards.

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

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.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

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.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

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

An aligned curriculum is required for schools in the State of Michigan.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Alignment	2010-06-20	2011-06-30	Curriculum Director
Hair on Fire	2012-08-06	2015-06-30	Curriculum Director

2.1.2.1. Activity: Curriculum Alignment

Activity Description: Saranac will have a curriculum that is aligned with the National Common Core standards.

Planned staff responsible for implementing activity: Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-06-20, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Common Core Curriculum Camp	Title II Part A	900.00	0.00

2.1.2.2. Activity: Hair on Fire

Activity Type: Professional Development

Activity Description: 1. Teachers will learn how to evaluate and level the CCSS for Webb Depth of Knowledge (DOK).
 2. Teachers will learn how to deconstruct Common Core State Standards (CCSS) into clearly defined content, skills, and into teachable and assessable learning targets in language understandable by teachers, students, and parents.
 3. Teachers will learn how to arrange standards into logical curricular units based on grade level and content area.
 4. Teachers will learn how to evaluate curricular units for vertical and horizontal alignment.
 5. Teachers will learn how to collect student work that exemplifies the Webb DOK found within the CCSS.
 6. Teachers will learn how to focus the rigor, relevance, and real-world application of the CCSS for increased student achievement.

Planned staff responsible for implementing activity: Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-06, End Date - 2015-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Subs for Teachers to attend Hair on Fire	Title II Part A	3,500.00	

2.1.3. Strategy: Interventions

Strategy Statement: ES Teachers will use interventions to provide appropriate and timely support to at-risk students in the area of reading.

Selected Target Areas

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
 I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
 I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

- 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.
- I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)
- I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.
- II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.
- II.1.A.2 School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.
- II.1.A.4 The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn and the impact of developmental states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.
- II.1.A.5 School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.
- II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.
- II.1.B.2 School leaders model the behaviors and strategies that reflect best practices in teaching and learning. They organize their school around professional learning communities and serve as facilitators within these communities. They serve as a skilled coach to staff members requiring additional assistance in implementing best practices.
- 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.2 All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.
- II.3.A.1 The school's vision, mission and educational goals are focused on student achievement. School leaders allocate human resources accordingly and measure the effectiveness of their allocation decisions based upon data.
- II.3.A.4 Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders place a high priority on collaborative team planning time within the school day.
- II.3.A.5 There is schoolwide recognition that space is shared for the benefit of instruction and to support the teaching and learning goals. Space is seen as a tool for providing relevant and meaningful instruction.
- III.1.B.2 All staff members communicate effectively and regularly both orally and in written form with parents, students and each other. Accurate and direct communication is a high priority of the school.

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

Dickman, G.E. (2006). RTI and Reading: Response to Intervention in a Nutshell. Perspectives on Language and Literacy, Special Conference Edition. International Dyslexia Association: Baltimore, MD.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
2 Intervention Teachers	2012-07-01	2013-06-30	Sarah Gallagher and Teri Brunette
Intervention Collaboration Time	2010-10-01	2013-05-15	Sarah Gallagher
Leveled Literacy Intervention - Fountas and Pinnell	2010-04-04	2015-06-06	Intervention Teachers
Paraprofessional Support	2010-09-07	2011-06-01	Title I paraprofessionals
Title I Literacy Teacher	2010-07-01	2011-06-30	Teri Brunette

2.1.3.1. Activity: 2 Intervention Teachers

Activity Type: Other

Activity Description: An intervention teacher will be provided services to Title I students and to collaborate with teachers of Title I students to provide timely interventions that are research based and will help to meet the needs of students who are not meeting the content standards in reading.

Planned staff responsible for implementing activity: Sarah Gallagher and Teri Brunette

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-07-01, End Date - 2013-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
2 Intervention Teacher	Title I Part A	180,000.00	0.00

2.1.3.2. Activity: Intervention Collaboration Time

Activity Type: Professional Development

Activity Description: Substitutes will be provided for teachers of Title I students to collaborate with the intervention team for the purpose of identifying intervention strategies for timely use with Title I students.

Planned staff responsible for implementing activity: Sarah Gallagher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-10-01, End Date - 2013-05-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Substitute Teachers	Title II Part A	5,460.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2012	Constance Hamilton	In Progress	continued

2.1.3.3. Activity: Leveled Literacy Intervention - Fountas and Pinnell

Activity Type: Other

Activity Description: Based on progress monitoring data, the lowest students based on DIBELS, STAR, and local assessments will be provided an intervention group to use Fountas and Pinnell's LLI Kits in grades K-3

Planned staff responsible for implementing activity: Intervention Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-04-04, End Date - 2015-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
LLI Kits	Other	4,500.00	

2.1.3.4. Activity: Paraprofessional Support

Activity Description: Paraprofessionals will be employed to support students who qualify for Title I services and to assist classroom and Title I staff in implementing timely interventions for students who are not meeting classroom expectations.

Planned staff responsible for implementing activity: Title I paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2011-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Paraprofessional Salaries and Benefits	Title I Part A	62,345.00	0.00

2.1.3.5. Activity: Title I Literacy Teacher

Activity Type: Other

Activity Description: A title I teacher will be employed to work with teachers of Title I students and at-risk students in the area of reading. She will provide resources for teachers to assist them in differentiating their instruction and will work directly with Title I students.

Planned staff responsible for implementing activity: Teri Brunette

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-07-01, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title I Teacher Salary/Benefits	Title I Part A	94,793.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
09/01/2012	Constance Hamilton	Inactive	Literacy Teacher is no longer funded through Title I.

2.1.4. Strategy: Parent Involvement

Strategy Statement: Saranac Elementary school will strengthen the home/school connection through parent education and on-going two-way communication.

Selected Target Areas

III.1.B.2 All staff members communicate effectively and regularly both orally and in written form with parents, students and each other. Accurate and direct communication is a high priority of the school.

IV.1.B.1 The school believes that an important aspect of maintaining purposeful, active, positive relationships with families is through opportunities to volunteer. The school utilizes volunteers in a variety of capacities and pays particular attention to recruiting volunteers from underrepresented groups.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

IV.1.B.3 The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.

IV.2.A.1 The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with the community.

IV.2.A.2 In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

IV.2.B.1 Collaboration between the school and various businesses takes many forms. The school partners with a variety of businesses to enhance the relevance of student experience and provide the school additional resources.

IV.2.B.2 Students' learning is enhanced through partnerships with educational institutions and other organizations that offer educational programs within and beyond the school walls. Members of these institutions enhance student achievement through their active involvement in the school and community.

IV.2.B.4 The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.

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

Parent involvement is linked to children's school readiness. Research shows that greater parent involvement in children's learning positively affects the child's school performance, including higher academic achievement (McNeal, 1999; Scribner, Young, & Pedroza, 1999; Sui-Chu & Willms, 1996; Trusty, 1998; Yan & Lin, 2002) and greater social and emotional development (Bredekamp & Copple, 1997; Fantuzzo &

McWayne, 2002). Simple interactions, such as reading to young children, may lead to greater reading knowledge and skills (Snow, Burns, & Griffin, 1998). And, children with richer home literacy environments demonstrate higher levels of reading knowledge and skills at kindergarten entry (Nord, Lennon, Liu, & Chandler, 2000). Parent involvement outside of home, such as participation in extracurricular activities (e.g., concerts, sports, scouts), relates to their reading, general knowledge, and mathematics knowledge and skills (Reaney, Denton, & West, 2002). However, more information is needed to examine what specific types of parent involvement are related to kindergartners' early literacy and how the relationship varies for children from diverse backgrounds.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parent Education Reading Strategies	2010-09-15	2010-11-15	Teri Brunette

2.1.4.1. Activity: Parent Education Reading Strategies

Activity Description: Parent education will be provided to review ways parents can support their children's reading at home. Personal contacts will be made to parents of Title I students and offerings to assist in their participation (providing child care, transportation, additional materials, etc.) will be given.

Planned staff responsible for implementing activity: Teri Brunette

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2010-11-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Transporation, Child care, etc. for Title I families	Title I Part A	500.00	0.00

Goal 3: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students at Saranac Elementary School will be proficient writers.

Gap Statement: Based on a review of MEAP tests over time, the data shows that Saranac Elementary students scored below the state average at 3rd, 4th, and 5th grades.

Cause for Gap: The item analysis of the writing MEAP shows that among the students who were proficient on the MEAP test, 98% of 3rd graders showed a weakness in the strand of writing process. 100% of 4th and 5th grade students who were proficient still showed weakness in their writing process skills.

Multiple measures/sources of data you used to identify this gap in student achievement: 2007 MEAP, 2008 MEAP. District writing assessments will be developed during the 2009-10 school and used for additional data.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP Writing Assessments, District Writing Prompt Assessments, Formative Assessments

Contact Name: Sarah Gallagher

List of Objectives:

Name	Objective
Writing Improvement	Each grade level will improve their proficiency in the overall MEAP writing score by 10%. Grade level district assessments will administered in March 2010 and used to measure grade level growth in March 2011. September 2010 district writing assessments will be used as a baseline to measure individual student growth during their 2010-11 academic year.

3.1. Objective: Writing Improvement

Measurable Objective Statement to Support Goal: Each grade level will improve their proficiency in the overall MEAP writing score by 10%. Grade level district assessments will administered in March 2010 and used to measure grade level growth in March 2011. September 2010 district writing assessments will be used as a baseline to measure individual student growth during their 2010-11 academic year.

List of Strategies:

Name	Strategy
Best Practices for Writing	Saranac elementary teachers will use best practices to deliver instruction that differentiates in ways that meet the needs of each individual student, including all sub groups.
Interventions for Writing	Teachers at Saranac Elementary school will use research based interventions to improve academic achievement for all students including all subgroups.
Parent Involvement for Writing	Saranac Elementary will involve parents in the school improvement process, will partner with parents and will educate parents to improve home/school connections.

3.1.1. Strategy: Best Practices for Writing

Strategy Statement: Saranac elementary teachers will use best practices to deliver instruction that differentiates in ways that meet the needs of each individual student, including all sub groups.

Selected Target Areas

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.

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

In "The Academic Achievement Challenge," a book that exhaustively compares studies of student-centered and teacher-centered models over the last 30 years, Jeanne S. Chall, a renowned reading expert at Harvard University who died in 1999, concluded that the teacher-centered approach had proved substantially more effective, especially with "children of average or low socioeconomic status." Middle-class children are far more likely to arrive at school with significant language skills; disadvantaged children, she noted, depend on school much more heavily to learn basic skills and benefit more from direct instruction.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Every Day Editing	2012-12-06	2012-12-06	Curriculum Director
Lucy Calkins Training and Materials	2010-09-01	2011-06-15	Sarah Gallagher
Train the Trainer Writers' Workshop	2011-08-15	2011-08-25	Sarah Gallagher
Writers' Workshop Training	2012-07-16	2012-07-20	Curriculum Director

3.1.1.1. Activity: Every Day Editing

Activity Type: Professional Development

Activity Description: Elementary teachers will be trained on how to use every day editing to embed mini-lessons into the writers' workshop format in order to address grammar and language standards within the context of students' daily writing time.

Planned staff responsible for implementing activity: Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-12-06, End Date - 2012-12-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Every Day Editing	Title II Part A	420.00	
Subs for teachers to attend Every Day Editing	Title II Part A	735.00	

3.1.1.2. Activity: Lucy Calkins Training and Materials

Activity Description: Teachers will be trained and will implement Lucy Calkins writers' workshop.

Planned staff responsible for implementing activity: Sarah Gallagher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Lucy Calkins Training and Materials	Title II Part A	2,040.00	0.00

3.1.1.3. Activity: Train the Trainer Writers' Workshop

Activity Description: A Title I teacher will be sent to get training on Writers' Workshop and differentiating instruction to return and work with teachers of Title I students on how to differentiate their instruction to meet the unique learning needs of at-risk students

Planned staff responsible for implementing activity: Sarah Gallagher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-15, End Date - 2011-08-25

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Transportation, training, lodging, per diem	Title I Part A	3,000.00	0.00

3.1.1.4. Activity: Writers' Workshop Training

Activity Type: Professional Development

Activity Description: Elementary teachers will attend the K-ISD July 2012 to continue their training on Writers' Workshop.

Planned staff responsible for implementing activity: Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-07-16, End Date - 2012-07-20

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writers' Workshop Summer Training	Title II Part A	3,825.00	

3.1.2. Strategy: Interventions for Writing

Strategy Statement: Teachers at Saranac Elementary school will use research based interventions to improve academic achievement for all students including all subgroups.

Selected Target Areas

<p>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.</p> <p>I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.</p> <p>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.</p> <p>III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.</p> <p>III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.</p>

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

Research based best pract

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Summer Writing	2011-06-01	2011-08-31	Teri Brunette and Sarah Gallagher

3.1.2.1. Activity: Summer Writing

Activity Description: Title I students will be invited to participate in a summer writing exchange program. Students will be mailed books at their reading level throughout the summer and asked to write their thoughts and reactions to the books to the teachers mailing the books.

Planned staff responsible for implementing activity: Teri Brunette and Sarah Gallagher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-06-01, End Date - 2011-08-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Postage	Title I Part A	250.00	0.00

3.1.3. Strategy: Parent Involvement for Writing

Strategy Statement: Saranac Elementary will involve parents in the school improvement process, will partner with parents and will educate parents to improve home/school connections.

Selected Target Areas

<p>II.1.A.5 School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.</p> <p>V.2.A.2 The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.</p>

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

Clark, R.M. (1990). Why Disadvantaged Children Succeed. Public Welfare (Spring): 17-23.

Cotton, K., Wikelund, K., Northwest Regional Educational Laboratory, School Improvement Research Series. In Parent Involvement in Education.

Cotton, K., Wikelund, K., Northwest Regional Educational Laboratory, School Improvement Research Series. In Parent Involvement in Education.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parent trainings on home/school connection	2011-02-01	2011-02-15	Teri Brunette - Title I Teacher

3.1.3.1. Activity: Parent trainings on home/school connection

Activity Description: Parents will be invited to come attend a training on ways to support curriculum at home. Resources, communication methods, networking and strategies will all be provided. Parents of Title I students will receive personal contacts from their child's teacher encouraging them to attend and offering to assist with any barriers that would make it difficult for them to attend (transportation, childcare, etc.)

Planned staff responsible for implementing activity: Teri Brunette - Title I Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-02-01, End Date - 2011-02-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Child care, transportation, invitations for Title I Families	Title I Part A	500.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$300.00	\$0.00
Title II Part A	\$28,913.82	\$0.00
Other	\$7,300.00	\$0.00
Title I Part A	\$341,388.00	\$0.00
No Funds Required	\$0.00	\$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?

School Improvement team met and review available data.

2. Describe the process to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

At the beginning of the year, the Title I teachers look at MEAP (Michigan Education Assessment Program) scores, STAR (Standardized Test for Assessment of Reading) reading scores, DIBELS (Dynamic Indicators of Basic Early Literacy Skills) scores, observation survey scores, and those who attended summer school. Throughout the school year, teachers are provided opportunities to add or remove students from the title program based on current performance.

3. List the multiple, educationally, related, objective criteria established for the needs assessment process that will be used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core areas. The criteria must be consistent by grade level and content area.

Student selection is determined by student performance on the MEAP (Michigan Education Assessment Program), STAR reading test (Standardized Test for Assessment of Reading), STAR math test, Accelerated Reader program results, and student performance on district curriculum assessments.

4. Preschool through Grade 2 students shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and other developmentally appropriate academic measures. Describe those criteria, if applicable. Enter "Not Applicable" if the school does not allocate Title I funds to serve Preschool through Grade 2 students.

Teacher recommendations are solicited throughout the year. Kindergarten students are given the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) three times a year. The Observation Survey is administered twice each year to first grade students. Second grade students take the STAR (Standardized Test for Assessment of Reading) twice each year.

Services for Eligible Students

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the Goals section of the school improvement plan.

Incorporated into Existing School Program Planning

1. Describe how the program planning for Title I, Part A students is incorporated into the existing school improvement planning process.

As strategies and activities are identified through a thorough school improvement process, the most appropriate resources are identified for each specific activity. Our conversations include discussion about meeting the needs of our at-risk population, so strategies and activities are developed with this particular sub-group in mind. General fund, local and Title I grants are all used as fiscal resources within our school improvement plan.

Instructional Strategies

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

Title I and Regular Education Coordination

1. Describe the coordination of Title I, Part A services with the traditional educational services offered at the school, including those services offered to students with limited English proficiency (if applicable).

The Title I, Part A program supports the regular education program by accelerating student learning to enable them to succeed in meeting the core curriculum standards. A kindergarten readiness program, Beginergarten, is offered for students who will be 5 years old by December 1. Each child, accompanied by parent(s), attends three, 1 1/2 hour sessions. It is a readiness program to help children become acclimated to the school setting and allow parents to network with each other. GSRP (Great Start Readiness Program) is available for at-risk 4 year olds. This program provides a natural transition as it utilizes the same facilities as kindergarten. During kindergarten roundup each spring, children are introduced to teachers, and assessed for hearing, vision, speech, language, and overall readiness. There is an infrequent need for services for children with limited English proficiency. A county facilitator is available as needed.

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.

Our district is in the process of aligning ELA and Math curriculum to the CCSS.

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

Decisions are made through collaboration with staff, parents, and community. Our school improvement team prepares a plan and the Board supports that plan through fiscal and human resources.

Instruction by Highly Qualified Professional Staff

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

All teachers and paraprofessionals meet NCLB Highly Qualified requirements.

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 and Strategies. The 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. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

Strategies to Increase Parental Involvement

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

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

A school-parent compact has been developed which outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The compact describes the responsibilities of the school, parents, and students. Parent teacher conferences are held at a minimum 2 times each year with additional conferences set-up as warranted by the parent or teacher. There are multiple opportunities for parents to volunteer and attend classroom events. The school improvement team, which includes parents of students, offers parent involvement activities in the evenings (e.g. Family Math Night, Family Reading Night) as well as distributing parent input surveys. The library staff offers Family Book Nights during the Book Fairs. All students are provided with home-school communication folders to promote contact between the parents and the school. All students in 1st through 5th grade are provided with a planner which is carried between home and school daily to facilitate communication. An open house is held annually for parents and students. Grandparent/VIP (very important person) days are held annually in the spring for parents, guardians, grandparents, etc. to participate in the classroom. A school newsletter is sent every two weeks and includes Title tips for parents. The school parent organization, BASE (Building a

Stronger Elementary), meets monthly. A school webpage is updated frequently with information about upcoming events as well as photos and information about recent events. An annual Title I meeting for parents details the Title I program. It is offered at multiple times in order to be convenient for parents. Parents are notified of Title I student selection and criteria for selection. Title paraprofessionals provide parents with periodic updates on student's progress and recommendations on how to help their child at home.

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

2a. Design

Parents are involved on our school improvement team, and are invited to annual Title I meetings. We also communicate with parents of all students, including at-risk through a variety of mediums including two way technology to get feedback and input from parents.

2b. Implementation

Transparent reporting of Title I progress and school improvement progress is reported publicly throughout the school year in a variety of formats. Our annual report is posted on our school website that gives scores summaries of interventions and initiatives provided through Title I funds.

2c. Evaluation

Student test scores are reported on our annual report and in a public Board meeting that clearly provides data related to the progress of economically disadvantaged students.

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

Parents receive student report cards three times annually. The reports are written in parent friendly language. Parents also receive reports of student performance on the MEAP (Michigan Education Assessment Program) which are written for their understanding. Accelerated Reader results are available online in a parent friendly format.

4. All Title I schools must have a School-Parent Compact. Describe the role of parents in the development of the School-Parent Compact, including the most recent review and revision of content. Elementary schools must also provide an assurance statement that the compact is discussed at least annually at parent-teacher conferences.

Title I teachers and paraprofessionals will support identified students through small group and individual instruction utilizing research based instructional strategies in reading, writing and math. The identified needs of th Title I students in science and social studies will be supported through reading and writing instruction.

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

Surveys and other data will be used to evaluate the parent involvement plan.

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

Increased parent training is necessary to build families as educational partners.

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). 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".

Kindergarten helps to prepare students for Compulsory Education.

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.

Teachers have been trained in PBL. We're in the process of aligning our curriculum and identifying common assessments for all grade levels that are authentic and provide alternate measures.

Coordination of Title I, Part A and Other Resources

1. 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.

At risk, Homeless set-aside, Title I Part A and Title II Part A funds are provided to provide support for students at the elementary level where our target assisted program is implemented. Homeless, 31a and Title IIa funds are used to support students 6-12 beyond the elementary level to keep all at-risk students to minimize the academic impact students with these risk factors face.

Ongoing Review of Eligible Student Progress

1. Describe the ongoing process and assessment tools utilized to monitor the progress of participating eligible students.

The progress of eligible students is monitored using several assessment tools throughout the year. In kindergarten, students are tested using DIBELS (Dynamic Indicators of Basic Early Literacy Skills). First grade students receive some components of DIBELS testing. They are also tested using Marie Clay's Observation Survey. First through fifth grade students take the STAR reading test (Standardized Test for Assessment of Reading). Kindergarten through fifth grade students are assessed using the district curriculum assessments.

2. Describe how data will be utilized to inform instruction.

Data will be analyzed to determine the specific area(s) of need for each eligible student. Students performing in the "some risk" or "at risk" categories of the DIBELS receive extra instruction in the identified areas. Students performing below grade level on the text-leveling portion of the Observation Survey are given extra instruction on the identified areas of weakness. Students who perform below grade level on district core curriculum, will receive extra instruction in that area until they are competent.

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services for students.

Performance data will be collected regularly to determine the success of the chosen intervention. The program will be revised as needed.

4. Describe how evaluation of program services will be used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom.

Professional development will be provided to teachers as needed in the areas of student identification and achievement standards. Need will be determined by data related to the success of the program services and teacher survey results.

Effective Use of Technology

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

We have a current tech plan.

Evaluation of the School Improvement Plan

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

We use data from the IGOR system.

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

Information will be shared through multiple communication avenues. Saranac Community Schools is transparent in the reporting of student achievement. Two-way communication is promoted for families and teachers to share information on the specific progress of individual students.

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.

Stakeholders are represented on our school improvement and communications teams.

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: *No*

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, but not fully implemented*

Comments:

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

Response: *No*

Comments: *Many, but not all teachers have received Capturing Kids' Hearts Training.*

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: *No*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *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: *59 minutes or less at elementary level, 105 minutes or less at middle/high level*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *No*

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: *No*

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: *No Written Policy*

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: *No action taken*

Comments:

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

Response: *No*

Comments:

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

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

Response: *Yes*

Comments:

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: *No*

Comments:

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

Response: *No*

Comments:

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
Mrs.	Connie	Hamilton	Principal	hamiltoncon@scs-staff.org
Mr.	Jason	Smith	Principal	smithjas@scs-staff.org
Ms.	Sarah	Gallagher	Intervention Teacher	gallaghersar@scs-staff.org
Mrs.	Roxie	Gullikson	SpEd Teacher	gulliksonrox@scs-staff.org
Mr.	Steve	Laware	Parent	swlawarre@gmail.com
Mrs.	Cathy	Cooper	School Improvement Co- Cha	coopercat@scs-staff.org
Mr.	Mike	Catrell	School Improvement Co- Cha	catrellmik@scs-staff.org
Mrs.	Helene	Alfano	Speech Pathologist	alfanohel@scs-staff.org
Mrs.	Trisha	Hassett	School Psychologist	hassettri@scs-staff.org
Mrs.	Laura	Loveless	4th Grade Teacher	lovelesslau@scs-staff.org
Mrs.	Teri	Brunette	Title I Teacher	brunetteter@scs-staff.org
Mrs.	Tanya	Greenfield	Title I Parent	greenfield@gmail.com

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: Maury Geiger

Address: 88 Pleasant

Telephone Number: 616-642-1400

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 (*NOTE: This attachment was invalid and could not be included.*)
- School-Parent Compact (*NOTE: This attachment was invalid and could not be included.*)

TO: Board of Education

FROM: Maury Geiger, Superintendent

SUBJECT: Enrollment

Based on our figures on count day October 3 here is the current enrollment:

Grade	5-Oct	8-Feb	6-Sep	14-Sep	19-Sep	3-Oct
	Count	Count	Count	Count	Count	Count
	11-12	11-12	12-13	12-13	12-13	12-13
ECC	16.2	22.6	16	16	16	16
KDG	114	115	101	94	95	97
1st	85	87	96	95	95	96
2nd	78	76	75	75	76	77
3rd	84	81	76	76	75	74
4th	80	81	81	82	82	82
5th	83	82	79	77	77	77
6th	75	77	83	83	83	83
7th	94	93	75	75	77	80
8th	80	78	87	87	88	87
9th	85	87	85	85	85	86
10th	76	75	85	85	90	90
11th	111	109	73	73	76	77
12th	98	94	113	113	113	114
Total	1159.2	1157.6	1125.0	1116.0	1128.0	1136.0

	11-12	11-12	12-13	12-13	12-13	12-13
ECC-6	615.2	621.6	607	598	599	602
7-8	174	171	162	162	165	167
9-12	370	365	356	356	364	367
	11-12	11-12	12-13	12-13	12-13	12-13
Total	1159	1158	1125	1116	1128	1136