

School Improvement Plan

Title I - Schoolwide

School Year: 2012 - 2013

School District: Conner Creek Academy East

ISD/RESA: Macomb ISD

School Name: Conner Creek Academy East

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

Mr. Charles Meredith

Building Code: 08726

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.

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School Information

School:	Conner Creek Academy East
District:	Conner Creek Academy East
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5,6
School Code Number:	08726
City:	Roseville
State/Province:	Michigan
Country:	United States

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Vision, Mission and Beliefs

Vision Statement

Conner Creek Academy East... A community of independent thinkers who contribute positively to society and live with a sense of purpose.

Mission Statement

Conner Creek Academy East

- Inspires students to become lifelong learners
- Creates responsible citizens
- Empowers students to develop their potential

in a caring, supportive, and diverse environment.

Beliefs Statement

1. Students learn best when they are actively engaged in the learning process and set learning goals.
2. All students in our school need to have an equal opportunity to learn through the incorporation of a variety of learning activities.
3. Teachers, administrators, parents, students, and the community share the responsibility for helping students learn and maintaining mutual respect.
4. Students learn best when our staff maintains high expectations for learning.
5. A successful student links new information with existing knowledge in meaningful ways.

Goals

Name	Development Status	Progress Status
Language Arts	Complete	Open
Mathematics	Complete	Open
Science	Complete	Open

Goal 1: Language Arts

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: All students will be able to read and write independently with appropriate comprehension skills and writing strategies.

Gap Statement: Based on the review of student achievement data sources only 38.9% of grades 3-8 FAY students scored proficient on the MEAP compared to the state proficiency goal of 85% in ten years.

Cause for Gap: Students enter our school anywhere from 1-5 years behind grade level. They typically lack the basic skills needed to perform on more advanced tasks. Specifically, they lack experience with informational text and deciphering unfamiliar vocabulary.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, MLPP, Dibels, Scantron Performance Series, Success Maker, Teacher Observation/assessment

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, Scantron Performance Series, Writing Common Assessments, SuccessMaker, and Dibels will determine if students are reading and writing at or above grade-level with appropriate comprehension skills.

Contact Name: Tina Gurganus

List of Objectives:

Name	Objective
Reading & Writing Proficiency	All FAY elementary students will meet the percent proficiency trajectories set by Ferris State for the reading MEAP assessment: 3rd grade: 53.6% 4th grade: 46% 5th grade: 57.5% 6th grade: 55% 7th grade: 52.9% Based on the Michigan "Closing the Gap" strategy, we will also aim for a 52.7% proficiency goal for all students (3-8) on the MEAP reading assessment by the year 2015.(2012-2013:43.5%, 2013-2014:48.1%) This rate of growth will help us attain the goal of 85% proficiency by 2022, as instituted by the MDE. The 4th grade writing FAY MEAP average will increase from 10% to 20%. The 7th grade writing FAY MEAP average will increase from 20% to 30%. Our 3-year cohort Scantron Performance Series results will meet the trajectories set by Ferris State University: The percent of students achieving within the grade level interquartile range or higher for

reading will increase to 86.5% in 2013. The percent of students achieving within the grade level interquartile range or higher for language arts will increase to 78.5% in 2013.

1.1. Objective: Reading & Writing Proficiency

Measurable Objective Statement to Support Goal: All FAY elementary students will meet the percent proficiency trajectories set by Ferris State for the reading MEAP assessment:

3rd grade: 53.6%

4th grade: 46%

5th grade: 57.5%

6th grade: 55%

7th grade: 52.9%

Based on the Michigan "Closing the Gap" strategy, we will also aim for a 52.7% proficiency goal for all students (3-8) on the MEAP reading assessment by the year 2015.(2012-2013:43.5%, 2013-2014:48.1%) This rate of growth will help us attain the goal of 85% proficiency by 2022, as instituted by the MDE.

The 4th grade writing FAY MEAP average will increase from 10% to 20%. The 7th grade writing FAY MEAP average will increase from 20% to 30%.

Our 3-year cohort Scantron Performance Series results will meet the trajectories set by Ferris State University:

The percent of students achieving within the grade level interquartile range or higher for reading will increase to 86.5% in 2013.

The percent of students achieving within the grade level interquartile range or higher for language arts will increase to 78.5% in 2013.

List of Strategies:

Name	Strategy
Close & Critical Reading	Staff will provide instructional best practices in close & critical reading as well as incorporating reading skills across the curriculum.
Daily Five	Staff will use the Daily Five literacy framework to promote student independence and provide time for small group instruction.
PLC Data Teams	Staff will analyze and use data from standardized tests, local data team pre/post assessment cycles, and Teachscape videos. This data will be regularly used to inform instruction.
RtI School-wide Data-based decision making process for Tier I, II, and III.	Administrators and teachers will implement a data-based decision making process using a 3-tiered model of instruction/intervention support.
Tier II/Tier III Language Arts Interventions	Staff will provide extended day and targeted intervention for at-risk students not achieving grade-level expectations in literacy.
WriteSteps	Teachers will use the WriteSteps program to teach the 6 traits of writing (Voice, Organization, Content & Ideas, Word Choice, Sentence Fluency,

Conventions).

1.1.1. Strategy: Close & Critical Reading

Strategy Statement: Staff will provide instructional best practices in close & critical reading as well as incorporating reading skills across the curriculum.

Selected Target Areas

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

Research Supporting Step # 1 What does the text say?

Schema Theory

Anderson, R.C., & Pearson, P.D. (1984). Schema-Theoretic View of Basic Processes in Reading Comprehension. In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), *Handbook of Reading Research* (pp.255-291). New York: Longman.

Summary

Robert Marzano Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano Research Laboratory

Retelling

Cambourne, B., 'Retelling: a whole-language, natural learning activity for helping learner-writers' in Walshe, R. D., March, P. & Jenson, D. (eds), (1998)*Writing and learning in Australia*, Dellasta Books in association with Oxford University Press, Melbourne,.

Research Supporting Step # 2 How does the text says it?

Beck, I.L., McKeown, M.G., Sandora, C., & Worthy, J.(1996). Questioning the Author: A Yearlong Classroom Implementation to Engage Students With Text. *The Elementary School Journal*, 96, 385-414.

Meyer, B.J.F., & Rice, G.E. (1984). The Structure of Text. In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), *Handbook of Reading Research* (pp.319-351). New York: Longman.

Taylor, B.M. & Beach, R.W. (1984). The Effects of Text Structure Instruction on Middle-Grade Students Comprehension and Production of Expository Text. *Reading Research Quarterly*, 19, 134-146.

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Research Supporting Step # 3 What does the text mean?

Gallagher, M., & Pearson, P.D. (1989)*Discussion, Comprehension, and Knowledge Acquisition in Content Area*

Classrooms(Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

Raphael, T.E., & Wonnacott, C.A., & Pearson, P.D. (1983).

Increasing Students Sensitivity to Sources of Information: An Instructional Study in Question-Answer Relationships (Tech. Rep. No. 284). Urbana, IL University of Illinois, Center for the Study of Reading.

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Research Supporting Step #4, What does the text mean to me?

Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say About Reading Instruction, 2nd Edition. Newark, DE: International Reading Association

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
CCR 4 Questions	2012-09-04	2013-06-14	Teachers
Framing the Text	2012-09-04	2013-06-14	Teachers
Guided Highlighted Reading	2012-09-04	2013-06-14	Teachers
Key Vocabulary	2012-09-04	2013-06-14	Teachers
Social Studies and Science Cross Curricular Component	2012-09-04	2013-06-14	Teachers

1.1.1.1. Activity: CCR 4 Questions

Activity Type: Other

Activity Description: The entire four question process of CCR will be used and posted in each ELA classroom.

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.1.2. Activity: Framing the Text

Activity Type: Other

Activity Description: Teachers will provide background (context) and tap students' prior knowledge before reading new text. The objective will also be provided to the student to provide purpose and relevance.

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.1.3. Activity: Guided Highlighted Reading

Activity Type: Other

Activity Description: Grades 3-6 teachers will use Guided Highlighted Reading Passages throughout the year to supplement their standard ELA units.

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.1.4. Activity: Key Vocabulary

Activity Type: Other

Activity Description: Teachers will model how key vocabulary (Tier I, II, and III words) is uncovered by the reader to support the main idea of the text.

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.1.5. Activity: Social Studies and Science Cross Curricular Component

Activity Type: Other

Activity Description: Teachers will include close and critical components into social studies and science units.

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.2. Strategy: Daily Five

Strategy Statement: Staff will use the Daily Five literacy framework to promote student independence and provide time for small group instruction.

Selected Target Areas

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

The Daily 5 helps students develop independent literacy habits in five areas (read to self, read to someone, listen to reading, writing, working with words). This allows teachers time to work with small groups, have individual conferences, or assess individual students. It is about developing shared awareness and instructional routines with students, through specific focused teaching, while balancing students' needs for choice and independence (Boushey & Moser, p.14).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Listen to Reading	2012-09-04	2013-06-14	Teachers
Read to Self	2012-09-04	2013-06-14	Teachers
Read to Someone	2012-09-04	2013-06-14	Teachers
Word Work & Spelling	2012-09-04	2013-06-14	Teachers
Working on Writing	2012-09-04	2013-06-14	Teachers

1.1.2.1. Activity: Listen to Reading

Activity Type: Other

Activity Description: Students hear examples of good literature and fluent reading from their teacher or from books on tape/CD. They learn more words, thus expanding their vocabulary and become better readers.

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.2.2. Activity: Read to Self

Activity Type: Other

Activity Description: Students practice choosing and reading books at their appropriate reading level to promote independence and stamina while reading.

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.2.3. Activity: Read to Someone

Activity Type: Other

Activity Description: Reading to someone (another student) allows students time to practice strategies, work on fluency and expression, check for understanding, hear their own voice, and share in the learning community.

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.2.4. Activity: Word Work & Spelling

Activity Type: Other

Activity Description: Students will work on activities to improve their spelling and understanding of words. Correct spelling allows for more fluent writing, thus speeding up the ability to write and get thinking down on paper, an essential foundation for writers.

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.2.5. Activity: Working on Writing

Activity Type: Other

Activity Description: In order to become more proficient & fluent writers, students need time to practice writing each day.

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.3. Strategy: PLC Data Teams

Strategy Statement: Staff will analyze and use data from standardized tests, local data team pre/post assessment cycles, and Teachscape videos. This data will be regularly used to inform instruction.

Selected Target Areas

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

Richard DuFour states that professional learning communities focus on learning rather than teaching, work collaboratively, and hold themselves accountable for results. Best practices, curriculum, and student achievement are reviewed and shared in collaborative groups.

The Data Teams process, as designed by Douglas B Reeves, is a powerful teacher-led, teacher-driven model that can be sustained internally and is a highly effective form of professional development where teachers collaborate and keep meetings focused on students, standards, data analysis and instruction.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Unit Data Cycles	2012-09-04	2013-06-14	Teachers, data coordinator, curriculum coordinator
Teachscape	2012-09-04	2013-06-04	Teachers, admin
Vertical Teams	2012-09-04	2013-06-14	Teachers, admin, curriculum coordinator, data coordinator

1.1.3.1. Activity: Curriculum Unit Data Cycles

Activity Type: Professional Development

Activity Description: Teachers will work collaboratively in Data Teams to address weak common core standards through the use of pre/post assessment cycles. They will use the pretest results to determine instructional strategies and interventions that best fit the student needs for each cycle.

Planned staff responsible for implementing activity: Teachers, data coordinator, curriculum coordinator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.3.2. Activity: Teachscape

Activity Type: Professional Development

Activity Description: Teachers will use innovative technology (Teachscape 360-degree panoramic camera) to video tape their instruction. Individual teachers, administration, and/or PLC teams will be able to use the captured lessons to evaluate for effectiveness.

Planned staff responsible for implementing activity: Teachers, admin

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.3.3. Activity: Vertical Teams

Activity Type: Professional Development

Activity Description: Vertical teams (K-2 & 3-6) will meet at least three times during the year to analyze instruction & determine curricular gaps. These will take place after the fall & winter Scantron assessment as well as after MEAP results are released.

Planned staff responsible for implementing activity: Teachers, admin, curriculum coordinator, data coordinator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.4. Strategy: RtI School-wide Data-based decision making process for Tier I, II, and III.

Strategy Statement: Administrators and teachers will implement a data-based decision making process using a 3-tiered model of instruction/intervention support.

Selected Target Areas

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.7 Provides for articulation and alignment between and among all levels of schools
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement

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

The What Works Clearinghouse standards and their relevance to data-driven decision making at the school level: ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
1. Tier I Data Collection	2012-09-04	2013-06-14	Teachers, Reading Specialists, Paraprofessionals, SuccessMaker/Waterford Facilitators
2. Tier I Data Input and Report Generation	2012-09-04	2013-06-14	Curriculum Coordinator, Data Coordinator, RtI team, teachers
3. Tier I Data Analysis and Dialogue	2012-09-04	2013-06-14	All teachers
4. Tier I Data Collection and Analysis Professional Development	2012-09-04	2013-06-14	All staff
5. Tier II/Tier III Data Collection	2012-	2013-	RtI team

	09-04	06-14	
6. Tier II/Tier III Data Input and Report Generation	2012-09-04	2013-06-14	Data Coordinator, teachers, RtI team
7. Tier II/Tier III Data Analysis and dialogue	2012-09-04	2013-06-14	Reading Specialists, paraprofessionals
8. Tier II/Tier III Data Collection and Analysis Professional Development	2012-09-04	2013-06-14	Reading specialists, paraprofessionals, SuccessMaker/Waterford Facilitators

1.1.4.1. Activity: 1. Tier I Data Collection

Activity Type: Other

Activity Description: The following assessments will be administered for all students: MEAP (Fall) Scantron Performance Series (Fall, Winter, Spring) SuccessMaker/Waterford Initial Placement (Fall) Dibels Benchmark (Fall, Winter, Spring) MLPP assessments for strategic/intensive students

Planned staff responsible for implementing activity: Teachers, Reading Specialists, Paraprofessionals, SuccessMaker/Waterford Facilitators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.4.2. Activity: 2. Tier I Data Input and Report Generation

Activity Type: Other

Activity Description: Staff will input the assessment results into a school created warehouse system to organize the data, use for data analysis, and determine eligibility for interventions. Reports for MEAP will also be generated by MEAP Viewer(Orange Grove) and reports for Scantron Performance Series will be generated from Global Scholar.

Planned staff responsible for implementing activity: Curriculum Coordinator, Data Coordinator, RtI team, teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.4.3. Activity: 3. Tier I Data Analysis and Dialogue

Activity Type: Professional Development

Activity Description: All teachers will meet weekly to review and analyze data to inform and make decisions about core instruction. They will also communicate with RTI team in regards with Tier II/III students.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.4.4. Activity: 4. Tier I Data Collection and Analysis Professional Development

Activity Type: Other

Activity Description: Staff will participate in professional development (SuccessMaker, Waterford, Dibels Next, Global Scholar, Data Teams) to learn how to administer assessments, analyze data, and utilize data dialogue protocols.

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.4.5. Activity: 5. Tier II/Tier III Data Collection

Activity Type: Other

Activity Description: Staff will use Dibels assessments bi-weekly for progress monitoring of Tier II and III students. MLPP assessments, SuccessMaker/Waterford reports, and Scantron Performance Series assessment will also provide data for strategic/intensive students.

Planned staff responsible for implementing activity: RtI team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.4.6. Activity: 6. Tier II/Tier III Data Input and Report Generation

Activity Type: Other

Activity Description: Staff will input progress monitoring data from Dibels into the school created warehouse system to organize data and prepare the reports for data analysis. Reports will also be generated from SuccessMaker/Waterford and Scantron Performance Series.

Planned staff responsible for implementing activity: Data Coordinator, teachers, RtI team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.4.7. Activity: 7. Tier II/Tier III Data Analysis and dialogue

Activity Type: Other

Activity Description: All staff responsible for Tier II and III interventions (RtI team) will meet weekly to review and analyze the data to inform and make decisions about the impact of interventions and the actions they will take to support students who are not achieving.

Planned staff responsible for implementing activity: Reading Specialists, paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.4.8. Activity: 8. Tier II/Tier III Data Collection and Analysis Professional Development

Activity Type: Other

Activity Description: RtI team (reading specialists, paraprofessionals, SuccessMaker facilitators) will also participate in professional development (SuccessMaker, Waterford, Dibels Next) to learn how to administer the assessments, analyze the data, and utilize data dialogue protocols.

Planned staff responsible for implementing activity: Reading specialists, paraprofessionals, SuccessMaker/Waterford Facilitators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.5. Strategy: Tier II/Tier III Language Arts Interventions

Strategy Statement: Staff will provide extended day and targeted intervention for at-risk students not achieving grade-level expectations in literacy.

Selected Target Areas

3.8 Implements interventions to help students meet expectations for student learning
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
5.10 Provides appropriate support for students with special needs
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels

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

The RtI Model uses multiple tiers of support with more intensive instruction given at each level. Targeted intervention and additional instruction are supported in Tier 2 and 3 of this model.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Reading Specialist & Paraprofessionals	2012-09-04	2013-06-14	Reading Specialist, Paraprofessionals
Resource Room	2012-09-04	2013-06-14	Special Education Staff
SuccessMaker/Waterford	2012-09-04	2013-06-14	SuccessMaker teachers, paraprofessionals
Summer School	2012-09-04	2013-06-14	Summer School Staff
Walk to Read	2012-09-04	2013-06-14	Kdg, 1st, and 2nd grade teachers, reading specialist, paraprofessionals

1.1.5.1. Activity: Reading Specialist & Paraprofessionals

Activity Type: Other

Activity Description: Reading specialists & paraprofessionals will work with students (individually and/or in small groups) who need additional support in the classroom. The RtI program uses FAST reading for students who need decoding support. There provide direct instruction in reading skills (main idea/details, inferencing, etc.) for students needing comprehension support.

Planned staff responsible for implementing activity: Reading Specialist, Paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.5.2. Activity: Resource Room

Activity Type: Other

Activity Description: Students not making significant progress through the RtI program will be referred to the Child Study Team. Those students who qualify for special education services will receive instruction (FAST Reading, Read Naturally, Explode the Code) in the resource room per thier IEP.

Planned staff responsible for implementing activity: Special Education Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.5.3. Activity: SuccessMaker/Waterford

Activity Type: Other

Activity Description: All students will receive individualized instruction through instructional software called SuccessMaker (2-6) and/or Waterford (K-2). These programs have a strong emphasis on critical

reading & math concepts through a highly interactive and engaging interface, with embedded assessment and reporting to inform instruction.

Planned staff responsible for implementing activity: SuccessMaker teachers, paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.5.4. Activity: Summer School

Activity Type: Other

Activity Description: Summer School will be provided for students not meeting grade-level expectations in reading & writing.

Planned staff responsible for implementing activity: Summer School Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.5.5. Activity: Walk to Read

Activity Type: Other

Activity Description: Kindergarten, first, and second grade students will participate in a walk to read program for 35 minutes each day. Each student will be designated to a specific group and receive specific interventions/guided reading based on diagnostic reading assessments.

Planned staff responsible for implementing activity: Kdg, 1st, and 2nd grade teachers, reading specialist, paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.6. Strategy: WriteSteps

Strategy Statement: Teachers will use the WriteSteps program to teach the 6 traits of writing (Voice, Organization, Content & Ideas, Word Choice, Sentence Fluency, Conventions).

Selected Target Areas

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

<http://writestepswriting.com/TestingData.aspx>

<http://writestepswriting.com/WhyWriteSteps.aspx>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Student Conferencing	2012-09-04	2013-06-14	Teachers
WriteSteps Units/Lessons	2012-09-04	2013-06-14	Teachers

1.1.6.1. Activity: Student Conferencing

Activity Type: Other

Activity Description: Teachers will conference with 3 students per day, giving each student 1 teaching point for revising and 1 teaching point for editing.

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.6.2. Activity: WriteSteps Units/Lessons

Activity Type: Other

Activity Description: Teachers will effectively utilize the pre-writing graphic organizers, teacher modeling, student samples, and revising & editing lessons in the various WriteSteps units for their grade-level.

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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Goal 2: Mathematics

Content Area: Math

Development Status: Complete

Student Goal Statement: All students will be proficient in all strands of mathematics including operations & algebraic thinking, numbers & operations, measurement & data, and geometry.

Gap Statement: Based on the review of student achievement data on MEAP, only 11.8% of grades 3-8 FAY students scored proficient compared to the state proficiency goal of 85% in ten years.

Cause for Gap: The number of at-risk students in our population has continued to increase. As a school, our focus has been on providing basic skill knowledge in an attempt to bring these students back to grade level. Much of our effort has been aimed at providing interventions to encourage this growth.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, Scantron Performance Series, Success Maker, teacher observations

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, Scantron Performance Series, and SuccessMaker will determine if all students are performing at grade-level in mathematics.

Contact Name: Kristen Guinn

List of Objectives:

Name	Objective
Mathematics Proficiency	All students will increase skills in mathematics focusing on operations & algebraic thinking, numbers & operations, measurement & data, and geometry. Our MEAP objective statement will follow our Ferris State FAY trajectories for percent proficient: 3rd grade - 26.7% 4th grade - 24% 5th grade - 33.5% 6th grade - 30.9% 7th grade - 43.3% Additionally, the percentage of all students proficient on the MEAP math assessment will increase from 11.8% to 33.7% by the year 2015. That growth increase rate will result in us reaching the 85% target by the year 2022. (2012-2013= 19.1%, 2013-2014%= 26.4, 2014-2015= 33.7%) Our 3-year cohort Scantron Performance Series results will meet the trajectories set by Ferris State University: The percent of students achieving within the grade level interquartile range or higher will be 82% in 2013.

2.1. Objective: Mathematics Proficiency

Measurable Objective Statement to Support Goal: All students will increase skills in mathematics focusing on operations & algebraic thinking, numbers & operations, measurement & data, and geometry.

Our MEAP objective statement will follow our Ferris State FAY trajectories for percent proficient:

- 3rd grade - 26.7%
- 4th grade - 24%
- 5th grade - 33.5%
- 6th grade - 30.9%
- 7th grade - 43.3%

Additionally, the percentage of all students proficient on the MEAP math assessment will increase from 11.8% to 33.7% by the year 2015. That growth increase rate will result in us reaching the 85% target by the year 2022. (2012-2013= 19.1%, 2013-2014%= 26.4, 2014-2015= 33.7%)

Our 3-year cohort Scantron Performance Series results will meet the trajectories set by Ferris State University: The percent of students achieving within the grade level interquartile range or higher will be 82% in 2013.

List of Strategies:

Name	Strategy
Math Process Standards	Staff will incorporate the following process standards into their mathematics curriculum and instruction: problem solving, reasoning and proof, communication, connections, and representation.
PLC Data Teams	Staff will analyze and use data from standardized tests, local data team pre/post assessment cycles, and TeachScape videos. This data will be regularly used to inform instruction.
Tier II/Tier III Math Interventions	Staff will provide extended day and targeted intervention for at-risk students not achieving grade-level expectations in mathematics.

2.1.1. Strategy: Math Process Standards

Strategy Statement: Staff will incorporate the following process standards into their mathematics curriculum and instruction: problem solving, reasoning and proof, communication, connections, and representation.

Selected Target Areas

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction

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

NCTM provides an ambitious and comprehensive set of goals for mathematics instruction. The first five Standards present goals in the mathematical content areas of number and operations, algebra, geometry, measurement, and data analysis and probability. The second five describe goals for the processes of problem solving, reasoning and proof, connections, communication, and representation. Together, the Standards describe the basic skills and understandings that students will need to function effectively in the twenty-first century.

Communication: organize their mathematical thinking and express ideas precisely

Connections: interconnecting mathematical ideas and applying real world application

Problem-Solving: reflect on the process of mathematical problem-solving and adapt various strategies to solve problems.

Reasoning: develop mathematical conjectures, arguments, and proofs.

Representation: use representations to organize and model mathematical ideas.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Inquiry	2012-09-04	2013-06-14	Teachers
Technology	2012-09-04	2013-06-14	All teachers
Writing in Math	2012-09-04	2013-06-14	All teachers

2.1.1.1. Activity: Inquiry

Activity Type: Other

Activity Description: Through the use of word problems and real-world applications, students will be exposed to higher level thinking situations and gain experience in evaluating, applying, and creating their own knowledge.

Planned staff responsible for implementing activity: Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.1.2. Activity: Technology

Activity Type: Other

Activity Description: Starboards, Elmos, computers, and instructional technology (i.e. Envision Math online resources, Study Island, United Streaming, etc.) will be used to enhance daily math instruction,

engage problem-solving skills, and provide alternate representation of mathematical content.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.1.3. Activity: Writing in Math

Activity Type: Other

Activity Description: Math teachers will incorporate the use of math journals on a weekly basis, giving students the opportunity to communicate their thinking process and explain their reasoning. In addition, math assessments will include writing components.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.2. Strategy: PLC Data Teams

Strategy Statement: Staff will analyze and use data from standardized tests, local data team pre/post assessment cycles, and TeachScape videos. This data will be regularly used to inform instruction.

Selected Target Areas

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

Richard DuFour states that professional learning communities focus on learning rather than teaching, work collaboratively, and hold themselves accountable for results. Best practices, curriculum, and student achievement are reviewed and shared in collaborative groups.

The Data Teams process, as designed by Douglas B Reeves, is a powerful teacher-led, teacher-driven model that can be sustained internally and is a highly effective form of professional development where teachers collaborate and keep meetings focused on students, standards, data analysis and instruction.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Unit Data Cycles	2012-09-04	2013-06-14	Teachers, data coordinator, curriculum coordinator
Teachscape	2012-09-04	2013-06-14	Teachers, admin
Vertical Teams	2012-09-04	2013-06-14	Teachers, admin, curriculum coordinator, data coordinator

2.1.2.1. Activity: Curriculum Unit Data Cycles

Activity Type: Professional Development

Activity Description: Teachers will work collaboratively in Data Teams to address weak common core standards through the use of pre/post assessment cycles. They will use the pretest results to determine instructional strategies and interventions that best fit the student needs for each cycle.

Planned staff responsible for implementing activity: Teachers, data coordinator, curriculum coordinator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.2.2. Activity: Teachscape

Activity Type: Professional Development

Activity Description: Teachers will use innovative technology (Teachscape 360-degree panoramic camera) to video tape their instruction. Individual teachers, administration, and/or PLC teams will be able to use the captured lessons to evaluate for effectiveness.

Planned staff responsible for implementing activity: Teachers, admin

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.2.3. Activity: Vertical Teams

Activity Type: Professional Development

Activity Description: Vertical teams (K-2 & 3-6) will meet at least three times during the year to analyze instruction & determine curricular gaps. These will take place after the fall & winter Scantron assessment as well as after MEAP results are released.

Planned staff responsible for implementing activity: Teachers, admin, curriculum coordinator, data coordinator

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.3. Strategy: Tier II/Tier III Math Interventions

Strategy Statement: Staff will provide extended day and targeted intervention for at-risk students not achieving grade-level expectations in mathematics.

Selected Target Areas

3.8 Implements interventions to help students meet expectations for student learning
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)
5.10 Provides appropriate support for students with special needs
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels

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

The RtI model uses multiple tiers of support, with more intensive instruction given at each level. Targeted intervention and additional instruction are supported in Tier 2 and 3 of this model.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Tutoring	2012-09-04	2013-06-14	Tutors
Paraprofessionals	2012-09-04	2013-06-14	Paraprofessionals
Resource Room	2012-09-04	2013-06-14	Special Education Staff
SuccessMaker	2012-09-04	2013-06-14	SuccessMaker teachers, paraprofessionals
Summer School	2012-09-04	2013-06-14	Summer School Staff

2.1.3.1. Activity: Math Tutoring

Activity Type: Other

Activity Description: After-school math tutoring will be provided using SuccessMaker/Waterford for students not meeting grade-level expectations in mathematics. Tutoring is held on Mondays & Wednesdays throughout the year.

Planned staff responsible for implementing activity: Tutors

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.3.2. Activity: Paraprofessionals

Activity Type: Other

Activity Description: Paraprofessionals will work with students (individually and/or in small groups) who need additional math support in the classroom.

Planned staff responsible for implementing activity: Paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.3.3. Activity: Resource Room

Activity Type: Other

Activity Description: Students not making significant progress through the RtI program will be referred to the Child Study Team. Those students who qualify for special education services will receive instruction in the resource room per their IEP.

Planned staff responsible for implementing activity: Special Education Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.3.4. Activity: SuccessMaker

Activity Type: Other

Activity Description: All students will receive individualized instruction through instructional software called SuccessMaker. SuccessMaker has a strong emphasis on critical reading & math concepts through a highly interactive and engaging interface, with embedded assessment and reporting to inform instruction.

Planned staff responsible for implementing activity: SuccessMaker teachers, paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.3.5. Activity: Summer School

Activity Type: Other

Activity Description: Summer School will be provided for students not meeting grade-level expectations in mathematics.

Planned staff responsible for implementing activity: Summer School Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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Goal 3: Science

Content Area: Science

Development Status: Complete

Student Goal Statement: All students will be proficient in the comprehension of science material as well as effectively use process skills that engage, explore, explain, extend/elaborate, and evaluate.

Gap Statement: On the 5th grade 2011 Science MEAP, only 1% of CCAE 5th grade students scored proficient. This is 14% below the state average.

Cause for Gap: Since we have had to spend more time on reading, writing, and math, we have not had as much time for science instruction. Furthermore, students have difficulty reading informational science content. We know we need to engage students with inquiry skills and content area reading skills to improve our overall science scores.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, Scantron Performance Series, teacher observation

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, Scantron Performance Series, Science Fair, and teacher tests/observations will determine if students are progressing in science.

Contact Name: Melissa Wood

List of Objectives:

Name	Objective
Science Proficiency	Our FAY student averages will meet our MEAP trajectory set by Ferris State University: 5th grade - 21.9% proficient in the 2012-13 school year

3.1. Objective: Science Proficiency

Measurable Objective Statement to Support Goal: Our FAY student averages will meet our MEAP trajectory set by Ferris State University:

5th grade - 21.9% proficient in the 2012-13 school year

List of Strategies:

Name	Strategy
5E Model of Instruction	Staff will provide educational experiences in science where students can: Engage, Explore, Explain, Elaborate, and Evaluate.

3.1.1. Strategy: 5E Model of Instruction

Strategy Statement: Staff will provide educational experiences in science where students can: Engage, Explore, Explain, Elaborate, and Evaluate.

Selected Target Areas

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction

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

The 5E Model of Instruction meet the National Science Education Standards. Teachers of science should guide and facilitate learning. In doing this, teachers:

- Focus and support inquiries while interacting with students
- Orchestrate discourse among students about scientific ideas
- Challenge students to accept and share responsibility for their own learning
- Recognize and respond to student diversity and encourage all students to participate in science learning
- Encourage and model the skills of scientific inquiry

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Maps/Pacing Guides	2012-09-04	2013-06-14	All teachers
Engage	2012-09-04	2013-06-14	All teachers
Evaluate	2012-09-04	2013-06-14	All teachers

Explain	2012-09-04	2013-06-14	All teachers
Explore	2012-09-04	2013-06-14	All teachers
Extend/Elaborate	2012-09-04	2013-06-14	All teachers
Technology	2012-09-04	2013-06-14	All teachers

3.1.1.1. Activity: Curriculum Maps/Pacing Guides

Activity Type: Other

Activity Description: Teachers will discuss science best practices and ensure coverage of GLCES through review of curriculum maps/pacing guides. Teachers will use grade-level companion guides and/or supplemental materials to ensure best practices are being taught.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

3.1.1.2. Activity: Engage

Activity Type: Other

Activity Description: Teachers will ENGAGE students with books, songs, discussions, etc. to activate prior knowledge.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.1.1.3. Activity: Evaluate

Activity Type: Other

Activity Description: Teachers will assess and EVALUATE student knowledge by observation and open-ended questions, also encouraging students to asses their own learning.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.1.1.4. Activity: Explain

Activity Type: Other

Activity Description: Teachers will provide time during science instruction for students to EXPLAIN, clarifying concepts, correcting misconceptions, and introducing scientific terminology.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.1.1.5. Activity: Explore

Activity Type: Other

Activity Description: Teachers will allow time for students to EXPLORE by building models, collecting data, making and testing predictions, forming new predictions, etc.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.1.1.6. Activity: Extend/Elaborate

Activity Type: Other

Activity Description: Teachers will have students do additional activities that apply newfound knowledge so they can EXTEND/ELABORATE concepts and skills in new situations.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.1.1.7. Activity: Technology

Activity Type: Other

Activity Description: Teachers will provide opportunities for students to gain and reinforce knowledge

through use of the Starboard, educational videos, and various websites.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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DRAFT

Resource Profile

Funding Source	Planned Amount	Actual Amount
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Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

The School Data Profile/Analysis and School Process Profile were completed primarily by the principal, curriculum director, and data coordinator, with the assistance of the SIP steering committee, RtI committee, special education director, and office manager. The entire staff and parents also take surveys and are involved in an annual Title I Review. Furthermore, the RtI team conducts an annual evaluation of all Title I programs. Data from these various meetings are used when completing our comprehensive needs assessment.

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

Our demographic information shows a significant increase in free/reduced lunch students over the past 5 years. We have had up to 92%. The majority of our students are of black ethnicity and reside in the city of Detroit. Our MEAP and Scantron Performance Series results both showed a significant decrease in both math & reading over the past years. However, 2011 MEAP & Scantron Performance results did show improvement in the majority of grades from the previous year. Overall, we believe the low number of proficient students is due to student mobility, whereas over 240 new students were enrolled in the past two school years. Perception data from parents, staff, and students showed an overall positive response in regards to overall school climate and the programs we have in place to help our at-risk students succeed. We feel that our review of the Process Profile also reflected a wide-range of processes and interventions in place, but we feel that we need more time to assist the high population of at-risk students at our school.

Schoolwide Reform Model

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

Our school formed an RtI committee this year to really define our RtI process for identification and

interventions. Many processes were already in place, but we are organizing and expanding our program. One significant intervention that has taken place is the implementation of Walk to Read for K-2 students which allows for interventions/enrichment 5 days a week for all K-2 students. Our SuccessMaker program (online math & reading intervention) is scheduled so that all students will receive instruction 5 days a week. Next year, K-1 students will take part in the online Waterford program during this intervention time. Furthermore, our reading specialist and paraprofessionals continue to work with small groups of at-risk students in reading and mathematics using results from Scantron and SuccessMaker to find achievement gaps and guide their instruction. We also continue to offer after-school tutoring, summer school, family nights, etc. Finally, we continue to work with grade-level teachers to improve our Tier I instruction. Grade-level teachers are part of PLC teams that meet regularly to discuss best practices, school improvement, and student assessments. Requirements for the PLC teams are clearly defined each month and are centered around viewing each other teach lessons (TeachScope) and data team cycles (Scantron).

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

Our RtI committee went through training at our local ISD, which allowed for extensive dialog and planning time. This training gave us many different research based models to use for RtI and planning tools to ensure success. We shared the RtI plan for 2011-12 with the School Board and have since revised for efficiency.

CCAIE is also part of the TEAMS grant which provides PLC leaders and Mentor teachers professional development to support staff performance and student achievement. The model provided by MSU staff is used in our own school improvement meetings, and the mentors receive PD on how to support our new teachers.

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.

The curriculum director meets regularly with all grade-levels to review/update curriculum maps and pacing guides. Furthermore, she is available to meet at grade-level meetings when necessary. We know that the success of the RtI program starts with Tier I instruction, so it is a huge priority to ensure that the grade-level expectations are being taught in an exceptional manner. We also want to make sure that our school improvement goals are aligned with the standards set forth by the state. In 2011-12, we began the process of realigning our curriculum with the new Common Core Standards. Curriculum maps and pacing guides are reviewed and updated by the grade-level teachers (with assistance of the curriculum director) to ensure collaboration and ownership. In 2012-13, we will be further developing our curriculum units by creating pre/post tests based on the common core standards aligned to each unit.

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

Decisions about curriculum, instruction, and assessment are made by teachers and administration. It is important to us that the teachers who are implementing the curriculum have a strong voice, and are part of the decision-making process. Grade-level teams and/or the curriculum committee are always involved in selecting new curriculum or school-wide instructional strategies. Every grade-level team, alongside the

curriculum coordinator, has created curriculum maps and pacing guides for each content area. These documents are continually monitored and adjusted when necessary. The administration also monitors new curriculum and SIP initiatives through grade-level meetings and evaluations/walkthroughs.

Instruction by Highly Qualified Professional Staff

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

All CCAE teachers are highly qualified and have the appropriate teaching certification for the position they have been placed in. All paraprofessionals are highly qualified and meet the requirements for instructional paraprofessionals.

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

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

The majority of teaching personnel has between 5-10 years of teaching experience. A core group of master teachers have over 10 years experience and there is about 20% teachers in their first 3 years of teaching. Many teachers have obtained a Masters Degree, while others are in the process of doing so. Our school is devoted to an on-going process of professional development and many opportunities are provided by administration.

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

All open positions are posted on the MAPSA website and administrators attend several college-sponsored job fairs to not only locate high quality teachers but to also market our school. Each candidate is then interviewed by administration. Staff turnover is minimal at Conner Creek East. The administration puts an effort into creating an atmosphere of support for each staff member. Furthermore, staff members feel they have a voice in decisions made by the administration.

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

Teacher turnover is not very significant for our school. Only 3 teachers out of 33 are leaving our school (as of aug 2012) and they are not seeking alternate employment.

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

Not applicable

High-Quality and Ongoing Professional Development

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

Strategies to Increase Parental Involvement

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

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

Goal: A true partnership for learning will exist between the home and the school.

Activities:

A school compact will be signed by the teacher, student, and parent.

The compact clearly defines the responsibilities of the teacher, student, and parent to ensure a successful learning experience for the child.

The school compact will be discussed annually at parent-teacher conferences.

The home-school partnership will be cultivated throughout the year by continual communication, as well as family activities and events that will inspire a positive school environment.

Goal: Classroom teachers will communicate with parents regarding upcoming educational events, academic and behavioral progress, class expectations, homework, and classroom activities.

Activities:

Newsletters

Email

Classroom Websites

Weekly Folders

Conferences

Progress Reports/Report Cards

Goal: CCAE will promote a sense of school community with students, parents, and staff.

Activities:

Orientation BBQ

Open House

Math Night

Family Literacy Night

Science Fair

Field Day

Skating Parties

Cinderella Ball/ Mother-Son Bowling

Parent Appreciation

*Music Concerts
Career Day*

Goal: CCAE parents will be aware of the state student grade-level expectations as well as CCAE's expectations regarding their academic progress.

Activities:

Teachers will distribute Parent's Guide to English Language Arts GLCES.

Teachers will distribute Parent's Guide to Mathematics GLCES.

Curriculum will be posted on CCAE website.

Parents will receive a reading level on report cards.

Teachers will share Dibels/MLPP grade level expectations and progress at conferences.

Teachers will aide parents in interpreting MEAP results during parent-teacher conferences.

Parents will receive written communication (progress report or report card) regarding student progress every 5 weeks.

Goal: CCAE parents will have opportunities to gain an understanding of how to help their children academically and socially.

Activities:

A Family Literacy Night will be held each year. Parents will be given suggestions on how to aide in their child's reading progress.

Teachers will give periodic suggestions/tips on how to help their child with specific academic or behavioral skills (Ex. MEAP Tips).

The school newsletter will have academic tips and discipline strategies for parents.

CCAЕ will send home fliers about parent seminars at the Macomb ISD.

A Love & Logic lending library is available for parents who need parenting advice.

Goal: CCAE parents will be involved in school improvement and the school-wide program.

Activities:

All parents will be invited to a yearly meeting to inform them of the programs and services provided to students through Title funds.

Select parents will be invited to the annual review of the school-wide plan to determine if we are making progress in our school improvement goals and make necessary improvements.

All parents will be given a survey to evaluate CCAE on academic progress, school climate, opportunities for parent involvement, etc. Feedback will be used to improve the school-wide program.

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

2a. Design

Our parent involvement strategies were designed by administration and key lead teachers from each grade-level. The parent involvement plan was then shared with the rest of CCAE staff for input and/or suggestions.

2b. Implementation

Parent involvement is discussed at school improvement meetings. Many suggestions are made by administration on how to dialogue with parents and maintain positive relationships. Reminders are given in regards to communication of curriculum, assessments, etc. Staff are involved in various family events throughout the year. Parents are also invited to school improvement meetings.

2c. Evaluation

Select parents are invited to our SIP meetings as well as our annual Title I Review to offer suggestions and feedback. All parents have the opportunity to participate in an annual parent survey. We offered a free casual day coupon for parents to give to their child(ren) if they completed an on-line survey at Parent-Teacher conferences. In 2011-12, parents were given an additional survey specifically about title I programs to assist in the evaluation process of our Title I program.

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

At conferences, parents are provided with information on SuccessMaker reading levels and Dibels/MLPP results. Teachers explain the student's level in correlation with grade-level expectations. Writing scores based on a MLPP rubric are also shared to show student growth in writing. Individual MEAP proficiency scores are also discussed at conferences, along with an explanation of the parent report.

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.

The school-parent compact is discussed annually during parent-teacher conferences.

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

The parent involvement components of the schoolwide plan are evaluated during the annual Title I Review. All staff and parents are present during this meeting.

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

A parent involvement committee will be formed to research more strategies and incentives to improve parent involvement. Our principal makes it a priority to get feedback from parents at various family events throughout the year. Lastly, we use feedback from our regular parent survey as well as Title I program survey to inform decisions at CCAE.

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

Supporting Documentation section.

Preschool Transition Strategies

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

Goal: Parents are informed of children's readiness skills in order to be successful in Kindergarten.

Activities:

Kindergarten Round-up

Handouts, pamphlets

Goal: Students will feel prepared and secure upon entering kindergarten.

Activities:

Kindergarten Round-up

Meet the Teacher BBQ

Welcome Packet

Goal: Teachers will provide a developmentally appropriate learning environment.

Activities:

Hands-on learning

Use of manipulatives

Centers

Sensory Exploration

Goal: Teachers will help bridge the preschool transition to kindergarten by visiting & partnering with preschool programs in the area.

Activities:

Observation of preschool program & environment

Communication with preschool teachers about skills needed when entering kindergarten

Literature given to parents of preschool students about the CCAE kindergarten program and activities/ideas for children over the summer

Partnership with United Children & Family Head Start

Teacher Participation in Making Assessment Decisions

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

Teachers are involved in decision-making about academic assessments through the school improvement process. We recently decided to conduct Scantron testing three times per year, so that we could better assess how we are progressing in our school improvement areas, as well as provide interventions for students not making appropriate gains. Teachers were also part of the decision-making to determine which MLPP assessments would be used at each grade-level. Furthermore, staff are involved in creating pretests/posttests for our data team cycle initiative.

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

All classroom teachers at CCAE participate in data analysis and assessment decisions through the following:

The teachers, along with the curriculum coordinator, analyze MEAP performance levels and trends within their grade-level. This provides focus and direction in future instruction. Students who are not proficient on the MEAP also receive extra support through our reading specialists, paraprofessionals, math tutoring, etc.

Teachers have access to Scantron Performance Series and SuccessMaker data. These programs provide information on how well the students are meeting the grade-level content expectations as well as if their students have made the appropriate learning gains during the school year. These programs can also provide information on achievement gaps and inform instruction in the classroom.

Teachers and reading specialists will use Dibels and MLPP data to determine which students need extra reading support, and continually monitor these students' progress.

Finally, teachers also use Scantron suggested learning objectives during our data team cycles. This school-wide initiative uses pretest/posttests with targeted instruction to improve student achievement on specific skills.

Alternative Measures of Assessment

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

The RtI team will use Dibels as a screening 3 times a year to determine which students are not achieving the core objectives in ELA. Furthermore, students MEAP scores and Scantron Performance Series assessment will be used to identify students in Tier II and Tier III.

Tier I Students: We will be able to monitor student achievement through MEAP proficiency, Scantron Performance Series (average or above average performance band), SuccessMaker (grade-level equivalency), and Dibels (Core benchmarks met).

Tiers II and III students: These students are determined by Dibels (Strategic and Intensive), non proficient on MEAP, and/or below average on Scantron Performance Series and SuccessMaker. Dibels assessment areas will be used to create groups for instruction. Walk to Read groups will be determined by the same criteria. The RtI team will monitor growth and the classroom teacher will evaluate growth through the

benchmark assessments. Furthermore, SuccessMaker will provide instruction at their instructional level.

Timely and Additional Assistance

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

Additional assistance is provided to students having difficulty mastering the state standards through the following:

Accommodations on assignments, projects, tests, etc. are made for at-risk students when appropriate. Teachers differentiate instruction when necessary, to provide students with appropriate level of difficulty. Teachers have been working on structuring their classrooms to work with small groups on specific skills.

Paraprofessionals are used to work with students during walk to read, as well as give additional support to Tier III students in reading/math.

Reading specialists work with at-risk students as well as oversee the paraprofessionals.

Summer school is available for students who need extra assistance in meeting the grade-level expectations before entering the next school year.

A social worker is available to assist students who need this type of intervention.

Programs such as SuccessMaker, Study Island, Accelerated Reader are used to help students at their appropriate instructional level. Waterford will be used in the 2012-13 school year for students in grades K-1.

Title I funds provide after-school tutoring in math and reading using the SuccessMaker program.

Family events such as Math Night, Family literacy events, Science Fairs, etc. encourage parents to be part of their child's education and families to learn together.

Students have the opportunity to be involved in an after-school activity - building self-confidence, student-teacher rapport, and school climate.

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

All Students at CCAE receive Tier II services (Daily SuccessMaker/Waterford and Walk to Read (grades K-2). Tier III students receive extra support from a reading specialist or paraprofessional.

The tiers are determined as follows:

Tier I - Passed all 3 (MEAP, Scantron Performance Series, Core on Dibels)

Tier II - Passed 2 of 3 (MEAP, Scantron Performance Series, Core on Dibels)

Tier III - Passed 0/1 of 3 (MEAP, Scantron Performance Series, Core on Dibels)

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

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

Programs such as CARE for substance abuse prevention are also integrated into the CCAE program. Children's Hospital of Michigan provides the T.R.I.P program at CCAE which includes monthly assemblies about gun safety, fire & burn, choking, etc. The Attorney General's Office provides information about Internet & Cyber-Bullying safety. The breakfast, lunch, and snack programs provide a free breakfast, lunch, and snack to EVERY student at CCAE.

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

CCAЕ receives funds from Title I, Title IIA, 31A, IDEA, etc. All of the programs and resources that are implemented through the use of these funds are in direct coordination with our school-wide plan and school improvement goals.

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

Resources from Title I provide crucial elements of our school improvement plan including reading specialists, social worker, paraprofessionals, summer school, after-school tutoring with bussing, instructional technology, professional development, etc.

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

Programs such as CARE for substance abuse prevention are also integrated into the CCAE program. Children's Hospital of Michigan provides the T.R.I.P program at CCAE which includes monthly assemblies about gun safety, fire & burn, choking, etc. The Attorney General's Office provides information about Internet & Cyber-Bullying safety. The breakfast, lunch, and snack programs provide a free breakfast, lunch, and snack to EVERY student at CCAE.

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.

Each classroom is supplied with an interactive whiteboard for daily use of technology in the classroom. The Starboards are used across all content areas and are used for teacher modeling, interactive websites, working with words, revising and editing in writing, graphic organizers, showing manipulatives, math games, constructing tables/graphs, etc. Students also have access to our computer labs and have a technology class each week as well as SuccessMaker/Waterford 5 times per week. Video presentations, websites, instructional software, etc. are an important part of the curriculum at CCAE. Students also use Study Island, discovery education, and Accelerated Reader.

Evaluation of the School Improvement Plan

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

The entire staff alongside parents are involved in our annual School-wide Title I Review. The ten requirements for a schoolwide Title I school are discussed and evaluated for strengths/weaknesses. Furthermore our SIP strategies are evaluated for implementation and effectiveness. Adaptations are developed when necessary. MEAP and Scantron Performance Series results are shared with the staff regularly and compared with the trajectories set forth by our authorizer Ferris State University. We also share data in regards to a demographically comparable school, resident district, and state achievement results.

2. Describe how the school improvement team determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards.

We have many assessments in place to monitor the growth of our students, especially those who are furthest from achieving the standards. Our RtI team provides Dibels benchmark testing and teachers conduct MLPP assessments in reading to determine student achievement. Teachers are also responsible for progress monitoring all students who are not Core on Dibels. Students are tested 3 times per year on Scantron Performance Series to assess specific objectives. Furthermore, SuccessMaker progress monitors in both reading and mathematics. SuccessMaker facilitators provide reports to the teachers to inform their instruction. Assessments from multiple sources help us to determine how well our students are achieving standards and the effectiveness of our schoolwide program.

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

As part of the Annual Title I Review, all teachers make suggestions for revisions of the SIP plan. Furthermore, the curriculum coordinator meets regularly with the chairs of each goal committee (Language Arts, Mathematics, & Science) to assess progress of strategies/activities in their area. Finally, the principal, curriculum coordinator, and steering committee work on the final revisions of the SIP plan each year.

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

Student achievement results and school improvement efforts are shared with various stake-holders. The staff is continually updated at school improvement meetings. Each month, student achievement and/or school

improvement initiatives are reported to the Board of Education. Regular updates about curriculum, student achievement, and school improvement are found in the school newsletter, and information is shared at various school events such as Family Literacy Night. Finally, teachers share student achievement data with parents at conferences.

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.

Everyone on staff at CCAE is part of a school improvement committee. The strategies are all discussed and implemented by the staff during monthly school improvement meetings. PLC teams also develop goals and strategies during our data team cycles. We continually share best practices and discuss our progress of implementing school improvement initiatives throughout the year. We also have an annual review of our school improvement plan and evaluation of title I programs, and make adjustments in accordance with student achievement and state test scores.

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: *www.connercreekeast.org*

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: *We do not have 8th grade.*

Health and Safety (HSAT)

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

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

Response: *Written policy, fully implemented*

Comments: *We have been through ISD trainings for Safe Schools and have a written policy and procedures handbook.*

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

Response: *Yes*

Comments: *All teachers have been trained in "Love and Logic" techniques for creating calm and orderly classrooms.*

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: *Newsletters and handbook.*

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: *Adopted policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: *Jump Rope for Heart.
Field Day
Nutrition*

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Other curriculum*

Comments:

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: *Bowling, roller skating, daddy- daughter dance, field day.*

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

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

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *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: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *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: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Access to some indoor facilities*

Comments:

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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.	Karen	Smith	Principal	smithk@connercreekeast.org
Mr.	Charles	Meredith	Superintendent	meredithc@connercreekeast.org
Mrs.	Danielle	Haag	Curriculum Coordinator	haagd@connercreekeast.org
Mrs.	Erica	Walsh	Principal	walshe@connercreekeast.org
Mrs.	Christina	Gurganus	Teacher	gurganusc@connercreekeast.org
Mrs.	Melissa	Wood	Teacher	woodm@connercreekeast.org
Mrs.	Kristen	Allen	Teacher	guinnk@connercreekeast.org
Mrs.	Amy	Parris	Reading Specialist	parrisa@connercreekeast.org
Mrs.	Tracy	DiMaggio	Reading Specialist	dimaggiot@connercreekeast.org
Mrs.	Gina	Vermiglio-Wood	Data Coordinator	vermiglio-woodg@connercreekeast.org

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:	Superintendent - Charles Meredith
Address:	16911 Eastland
Telephone Number:	586-779-8055

References

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

Supporting Documentation

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

- School-Parent Involvement Plan
- School-Parent Compact
- RtI Plan

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Parent Involvement Plan

Goal

- A true partnership for learning will exist between the home and the school.

Activities

- A school compact will be signed by the teacher, student, and parent.
- The compact clearly defines the responsibilities of the teacher, student, and parent to ensure a successful learning experience for the child.
- The school compact will be discussed annually at parent-teacher conferences.
- The home-school partnership will be cultivated throughout the year by continual communication, as well as family activities and events that will inspire a positive school environment.

Goal

- Classroom teachers will communicate with parents regarding upcoming educational events, academic and behavioral progress, class expectations, homework, and classroom activities.

Activities

- Newsletters
- Email
- Classroom Websites
- Weekly Folders
- Conferences
- Progress Reports/Report Cards
- PowerSchool Parent Portal

Goal

- CCAE will promote a sense of school community with students, parents, and staff.

Activities

- Orientation BBQ
- Open House

- Family Literacy Night
- Science Fair
- Field Day
- Cinderella Ball/ Mother-Son Bowling
- Parent Appreciation
- Music Concerts
- Career Day

Goal

- CCAE parents will be aware of the Common Core Standards for each grade as well as CCAE's expectations regarding their academic progress.

Activities

- Teachers will share/distribute information regarding the common core standards for their grade-level.
- Curriculum will be posted on CCAE website.
- Parents will receive a reading level on report cards.
- Teachers will share Dibels/MLPP grade level expectations and progress at conferences.
- Teachers will aide parents in interpreting MEAP results during parent-teacher conferences.
- Parents will receive written communication (progress report or report card) regarding student progress every 7 weeks.

Goal

- CCAE parents will have opportunities to gain an understanding of how to help their children academically and socially.

Activities

- A Family Literacy Night will be held each year. Parents will be given suggestions on how to aide in their child's reading progress.
- Teachers will give periodic suggestions/tips on how to help their child with specific academic or behavioral skills (Ex. MEAP Tips).
- The school newsletter will have academic tips and discipline strategies for parents.
- CCAE will send home fliers about parent seminars at the Macomb ISD.
- A Love & Logic lending library is available for parents who need parenting advice.
- Online programs (ex. SuccessMaker, Waterford, Study Island) are available for students to access at home for extended learning time.

Goal

- CCAE parents will be involved in school improvement and the school-wide program.

Activities

- All parents will be invited to a yearly meeting to inform them of the programs and services provided to students through Title funds.
- Select parents will be invited to the annual Title I Evaluation to determine if our programs are having a significant impact on attaining our school improvement goals and increasing student achievement.
- All parents will be given a survey to evaluate CCAE on academic progress, school climate, opportunities for parent involvement, title I programs, etc. Feedback will be used to improve the school-wide program.

Student Name _____ Grade _____

PARENT-STUDENT-TEACHER COMPACT

A promise of Commitment

We, the C.C.A.E. staff, parents and community, guide each child in achieving his or her greatest potential by providing a diversity of experiences which integrate excellence in education with the child's individual abilities and unique talents. We share the responsibility, in a safe and secure environment, for student acquisition of academic, creative, emotional, physical and social skills necessary for entering society as contributing members. We strive to enhance each child's experience at C.C.A.E. by continually assessing and evaluating our attainment of these goals as measured by descriptive outcomes.

Parent/Guardian Agreement

It is important to have my child reach his full academic potential. Therefore, I will encourage him/her by doing the following items that are checked:

- see that my child attends school regularly and is punctual.
- establish a time and place for homework and check it regularly.
- support the school staff and respect the diverse cultures of the school.
- have ongoing communication with my child's school and teacher.
- limit and monitor my child's TV and movie viewing.
- encourage daily reading at home.

Parent Signature _____

Student Agreement

It is important that I do the best that I can. Therefore, I will do the following:

- come to school each day and be in class on time.
- have my homework completed and turned in on time.
- have the supplies that I need.
- always try to work to the best of my ability.
- show respect for myself, my school and other students.
- follow the rules at my school and home.
- believe that I can learn and I will learn.

Student Signature _____

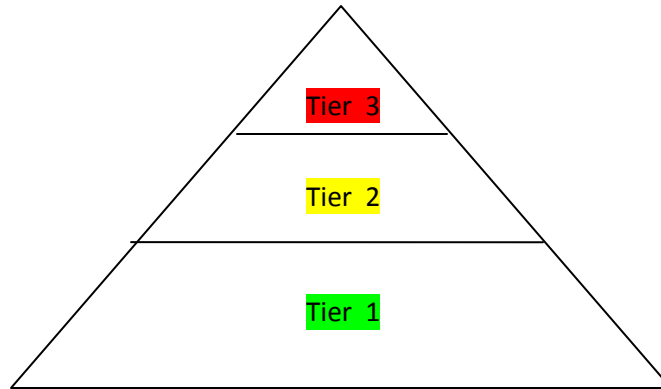
Teacher Agreement

Students must be given the opportunity to succeed. Therefore, I will do the following:

- provide an environment conducive to learning.
- have high expectation of myself and my students by using methods and techniques that work for my classroom.
- maintain open lines of effective communication with my students and their parents in order to support student learning.
- seek ways to involve parents in classroom activities.
- respect the students, their parents and the diverse culture of the school.

Teacher Signature _____

Conner Creek Academy East RtI Plan



Tier 1

- Approximate Instructional Group Size: Whole-class 28:1
Walk to Read (K-2) 8:1
- Eligibility: At or above grade-level
Proficient on MEAP & Scantron, Core/Strategic on Dibels
- Assessments: Dibels Benchmark Assessments, MEAP, Scantron 3 times per year, SuccessMaker initial placement
- Instructors: Classroom teachers, SuccessMaker Facilitators, Reading Specialist, Paraprofessionals
- Interventions: SuccessMaker - 5 times per week (35 minutes) for ALL students
Walk to Read (k-3) 5 times per week (35 minutes) for ALL students
- Instructional Materials/Strategies: Four Blocks of Literacy Framework, Close & Critical Reading/Guided Highlighted Passages, Open Court, Genre Units, Hi-Low Comprehension Books, FAST Spelling, SuccessMaker Collaborative, Starboards

Tier 2

- Approximate Instructional Group Size: Whole-class 28:1
Walk to Read (K-2) 8:1
- Eligibility:
 - 3rd – 6th grade: 2 of 3 (Proficient on MEAP, proficient on Scantron, Core/Strategic on Dibels)
 - 2nd grade: 1 of 2 (Proficient on Scantron, Core/Strategic on Dibels)

1st grade: 1 of 2 (Core/Strategic on Dibels DORF, Core/Strategic on Dibels NWF)

- Assessments: Dibels Benchmark Assessments, Dibels Progress Monitoring, MEAP, Scantron 3 times per year, SuccessMaker initial placement
- Instructors: Classroom teachers, SuccessMaker Facilitators, Reading Specialist, Paraprofessionals
- Interventions: SuccessMaker - 5 times per week (35 minutes) for ALL students
Walk to Read (k-3) 5 times per week (35 minutes) for ALL students
- Instructional Materials/Strategies: Four Blocks of Literacy Framework, Close & Critical Reading/Guided Highlighted Passages, Open Court, Genre Units, Hi-Low Comprehension Books, FAST Spelling, SuccessMaker Collaborative, Starboards

Tier 3

- Maximum Instructional Group Size: 6:1

Eligibility:

3rd – 6th grade: 0/1 of 3 (Proficient on MEAP, Proficient on Scantron, Core/Strategic on Dibels)

2nd grade: 0 of 2 (Proficient on Scantron, Core/Strategic on Dibels)

1st grade: 0 of 2 (Core/Strategic on Dibels DORF, Core/Strategic on Dibels NWF)

- Assessments: Dibels Benchmark Assessments, Dibels Progress Monitoring, MEAP, Scantron 3 times per year, SuccessMaker initial placement
- Class Configuration: Whole-class/Walk to Read Groups (K-3) + pull-out (3-5 times per week)
- Instructors: Classroom teachers, SuccessMaker Facilitators, Reading Specialist, Paraprofessionals
- Interventions: SuccessMaker - 5 times per week (35 minutes)
K-3 Walk to Read - 5 times per week (35 minutes)
Pull-out with Reading Specialist/Parapros – 3-5 times per week (35 minutes) or Resource Room for SPED students (per IEP)
- Instructional Materials/Strategies:
Decoding: FAST Reading
Comprehension: SuccessMaker Printables, Comprehension skill books, Versatiles, Read Naturally

Resource Room: FAST Reading, Read Naturally, Explode the Code

- New Student Procedure: Students should be referred to Tracy DiMaggio (RtI team) by classroom teacher and/or office staff for Dibels Benchmark testing to determine eligibility. RtI team can also use SuccessMaker initial placement when determined if we do not have Scantron or MEAP results.

Exit Procedure:

To Tier I or II

3rd – 6th grade: at least 2 of 3 (Proficient on MEAP, proficient on Scantron, Core/Strategic on Dibels)

2nd grade: at least 1 of 2 (Proficient on Scantron, Core/Strategic on Dibels)

1st grade: at least 1 of 2 (Core/Strategic on Dibels DORF, Core/Strategic on Dibels NWF)

- Referral to Special Education: Referral to the SST for a suspected Reading Learning Disability would be forwarded to the SST team by the Reading Specialist after a student has been provided Tier 1,2,3 interventions and continues to make little progress toward improving reading skills to grade level. Referrals to the SST team only need to wait a reasonable amount of time to refer to SST if a disability other than LD in reading is suspected such as CI, EI, OHI, or AI. A separate referral that is more concise will be created for referring students for a suspected reading disability and the Reading specialist will complete that form. A teacher input will be included that the Reading Specialist will forward to the teacher to complete and return to the team.

Parent Notification

A section of the parent handbook will outline the RtI process at CCAE.

School Site RtI Team

Karen Smith, Tracy DiMaggio, Danielle Haag, Michelle Barterian, Joelle Kekhoua

Math

- SuccessMaker Intervention Daily for all students
- Paraprofessionals pull out/push in for Tier III students
- After school tutoring (with FAST math, SuccessMaker)
- Summer School