

School Improvement Plan

Title I - Targeted Assistance

Single Building District

School Year: 2012 - 2013

ISD/RESA: Charlevoix-Emmet ISD

School Name: Boyne Falls Public School

Grades Served: K,1,2,3,4,5,6,7,8,9,10,11,12

Superintendent: Ms. Karen Sherwood

Building Code: 00372

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:	Boyne Falls Public School
District:	Boyne Falls Public School District
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5,6,7,8,9,10,11,12
School Code Number:	00372
City:	Boyne Falls
State/Province:	Michigan
Country:	United States

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Vision, Mission and Beliefs

Vision Statement

Vision Statement- To become a school where all learning is a collaborative venture involving all stakeholders working as a team to develop the conditions and the climate that foster the maximum learning for all students.

Mission Statement

Mission Statement- Our mission at Boyne Falls Public School is for all students to become confident lifelong learners, who are academically prepared, socially skilled responsible citizens.

Beliefs Statement

Belief Statement- We believe as a result of a K-12 education at Boyne Falls Public School, our students will be:

Responsible

Quality producers

Lifelong, self directed learners

Socially skilled with respect for others

Academically skilled with a core knowledge

Problem solvers

Team players

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Goals

Name	Development Status	Progress Status
General Science - Concepts and Procedures	Complete	Open
Math Understanding & Application	Complete	Open
Reading Comprehension and Fluency	Complete	Open
Writing Achievement	Complete	Open

Goal 1: General Science - Concepts and Procedures

Content Area: Science

Development Status: Complete

Student Goal Statement: All students will increase their understanding of science comprehension while increasing their knowledge of general science and science concepts and procedures.

Gap Statement: Boyne Falls Public School percentage proficient (levels 1&2) State average 5th grade and 8th grade were assessed using the MEAP test. Our 5th and 8th grade were assessed in mathematics twice during the 2010-11 school year using the Northwest Evaluation Association (NWEA) testing materials. The percentages of students that are at or above projected proficiency are represented below. Ninth grade students were assessed by the ACT Explore and compared to a national norm group. Tenth grade students were assessed by taking the ACT Plan test which is also uses a national norm group. Eleventh grade students were assessed by the MME. Boyne Falls 5th grade had less than 10 students, so there is no valid data available.

Science

5th Grade; MEAP BF; <10 no data; State Average 78%; NWEA; <10 no data

8th Grade; MEAP BF; 77.8%; State Average 78%; NWEA; 50%

9th Grade; ACT Explore BF; 16.46; National Norm; 16.9

10th Grade; ACT Plan BF; 19.77; National Norm; 18.2

11th Grade; MME BF; 38%; State data not Available

Cause for Gap: Boyne Falls' students did not exceeded the state average in all tested grade levels there is room for improvement, especially in the area of students scoring not proficient on the MEAP test. By analyzing data collected two times per year through the Northwest Evaluation Association (NWEA) testing process we are able to identify students that are below typical growth and below projected proficiency. Once identified as a student who is below typical growth interventions can begin. Not all students learn or are able to understand the subject at precisely the same level, and given our small sample size the data may vary greatly by grade level. Students were identified by looking at current data including Act Plan, Act Explore, MME, NWEA, and MEAP as well as teacher observation/class performance.

Multiple measures/sources of data you used to identify this gap in student achievement: Students were identified by looking at current data including Act Plan, Act Explore, MME, NWEA, and MEAP as well as

teacher observation/class performance.

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? All below grade level students in science will increase their score by at least 2% as measured by NWEA by the end of the school year.

Ninth and tenth grade students will continue to score within one point or exceed the national average as assessed by the ACT Plan and Explore tests.

Eleventh grade students will meet or exceed state proficiency.

Contact Name: Karen Sherwood

List of Objectives:

Name	Objective
Science Objective	All students who fall below the national average RIT score on NWEA in grades 3-8 will increase their science RIT score by at least 2% by the end of the school year. Ninth and tenth grade students will score within one point or exceed the national average as assessed by the ACT Plan and Explore test by the end of the school year. Eleventh grade students will meet or exceed state proficiency on the Michigan Merit Exam (MME) each school year.

1.1. Objective: Science Objective

Measurable Objective Statement to Support Goal: All students who fall below the national average RIT score on NWEA in grades 3-8 will increase their science RIT score by at least 2% by the end of the school year.

Ninth and tenth grade students will score within one point or exceed the national average as assessed by the ACT Plan and Explore test by the end of the school year.

Eleventh grade students will meet or exceed state proficiency on the Michigan Merit Exam (MME) each school year.

List of Strategies:

Name	Strategy
Hands On	Staff will use a hands on approach to science instruction.
Multiple Intelligences	Staff will consider abilities and multiple intelligences when teaching lessons.
Scientific Process	Staff will incorporate scientific processes and procedures into their lessons.

1.1.1. Strategy: Hands On

Strategy Statement: Staff will use a hands on approach to science instruction.

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

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

Hands-on science has been proposed as a means to increase student achievement in science education. A set of theories has been proposed to explain how hands-on science benefits student learning of science. Science educators identify two broad domains of scientific knowledge: content knowledge and process skills (Glynn and Duit 1995 chapter 1; Lawson 1995 chapter 3). Content knowledge (sometimes called declarative knowledge) includes the facts, principles, conceptual models, theories and laws which students are expected to understand and remember. Process skills (sometimes called procedural knowledge) are the techniques used in science, for example, observation, measurement, and developing hypotheses, which students are to master. Both domains are considered necessary in order for students to fully understand science and be able to apply it (Glynn and Duit 1995; Champagne, Klopfer and Gunstone 1982; Eylon and Linn 1988). Hands-on science has been proposed as a means to increase students understanding of both types of knowledge.

From: http://www.rand.org/pubs/rgs_dissertations/RGSD159/RGSD159.ch3.pdf

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Battle Creek Science Kits	2012-10-01	2013-05-31	All Science Teachers
Real World Application	2012-10-01	2013-05-31	All science teachers

1.1.1.1. Activity: Battle Creek Science Kits

Activity Type: Other

Activity Description: Students will be working with materials from the Battle Creek kits and other supportive resources.

Planned staff responsible for implementing activity: All Science Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-10-01, End Date - 2013-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Replenish science kits	General Funds	300.00	

1.1.1.2. Activity: Real World Application

Activity Type: Other

Activity Description: Students will experience real-world science application through activities such as walking/hiking on school grounds, guest speakers and free field trips, etc.

Planned staff responsible for implementing activity: All science teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-10-01, End Date - 2013-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Access to nature	No Funds Required		

1.1.2. Strategy: Multiple Intelligences

Strategy Statement: Staff will consider abilities and multiple intelligences when teaching lessons.

Selected Target Areas

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

Multiple Intelligence Theory in the Classroom

The theory of Multiple Intelligences was first introduced by Harvard Psychologist Howard Gardner in his

1983 book, *Frames of Mind*. Prior to Gardner's work it was thought that there were only two intelligences: verbal/linguistic and logical/mathematical. Only these two areas were covered in intelligence testing as they were relatively easy to measure. Through Project Zero at Harvard, seven intelligences were identified (Gardner, 1985). In 1998, an eighth intelligence was added. The intelligences are tools for learning and are cross-cultural in nature in that all people possess different degrees of each intelligence.

Here is a brief description of each intelligence:

1. Verbal/linguistic: These students will think and express themselves in words and to use language to express their ideas. These students tend to be good storytellers and excel in debating teams. This student has usually developed a good vocabulary. Authors, journalists, speakers, and teachers are common careers for verbal/linguistic learners.
2. Logical/mathematical : This is a student who uses reasoning and problem solving skills in arriving at solutions. They are able to work easily with numbers and carry out complex mathematical problems. Scientists, accountants, engineers, and computer programmers demonstrate this intelligence.
3. Visual/spatial : These students create images and are able to manipulate objects in space. They may draw, doodle, and enjoy puzzles. Architects, pilots, and designers have this intelligence
4. Musical/rhythmic : These students are sensitive to music, such as pitch, tone, melody, and rhythm. These students may hum, sing, or tap their foot to a beat (sometimes heard only in their own heads!) Musician, composers, and audiologists are appropriate careers for those with this type of intelligence.
5. Bodily/kinesthetic : This intelligence is exhibited by good motor and coordination skills. This intelligence is evident in surgeons, athletes, and dancers, athletes.
6. Interpersonal Intelligence : This student will be sensitive to the emotions and needs of others. This type of person will work well with others, is good at sharing, and is a good team player. This intelligence is evident in social workers, teachers, counselors, and actors.
7. Intrapersonal Intelligence : This refers to the ability to accurately describe oneself and to use such knowledge in planning and directing their life course. Writers and philosophers often possess this intelligence.
8. Naturalist: The naturalist likes animals and plants. They are able to observe patterns in nature and classify/categorize objects. The outdoors is their preferred milieu. Florists, naturalists, veterinarians, and landscapers are appropriate careers for those exhibiting this intelligence.

Gardner claims that instruction should primarily focus on the development of linguistic and logical-mathematical intelligence. However, Gardner also states that schools should pay equal attention to those students who display evidence of the other intelligences: the artists, musicians, dancers, counselors, and naturalists, It is unfortunate that many children who display these other intelligences are often under-appreciated and, indeed, may be classified as learning disabled or as having attention deficit disorder (this last is especially true with regard to kinesthetic learners who frequently need to move about in order to learn the material.) Their unique ways of approaching new material are simply not well understood in those classrooms in which there is a strong linguistic or logical-mathematical bent.

The theories of multiple intelligence (and differentiation) propose a major transformation in the way instruction is carried out. This is where differentiated instruction meshes with multiple intelligences: it is

through differentiation with its emphasis on learning styles that teachers accommodate each of the eight intelligences. Teachers should be trained to present their lessons using a variety of methods to include the use of music, cooperative learning, debating, role play, dance, art, journal writing, and field trips. There are hundreds of schools throughout the country that use this approach in educating their students. However, there remain thousands of schools which utilize a traditional approach and teach through lectures, worksheets, and textbooks. The challenge facing forward-thinking educators is to disseminate the benefits of this approach to many more teacher, school administrators, parents, and others in the community who work with children, so that each child has the opportunity to learn in a way bet suited to their unique style.

<http://www.betterteacher.org/current-trends/Multiple.asp>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Multiple Intelligences	2012-09-10	2013-05-24	All staff

1.1.2.1. Activity: Multiple Intelligences

Activity Type: Other

Activity Description: Students have the opportunity to display their learning in a variety of ways.

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-10, End Date - 2013-05-24

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Lesson planning	No Funds Required		

1.1.3. Strategy: Scientific Process

Strategy Statement: Staff will incorporate scientific processes and procedures into their lessons.

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

Scientific inquiry is a multifaceted activity that involves making observations, posing questions, examining sources of information, planning investigations, reviewing others' data, using tools to gather and analyze data, proposing explanations and predictions, and communicating the results of investigations (National Research Council, 2000). In short, inquiry is the process that scientists use to make empirical observations and develop evidence-based explanations of the natural world. A role of science teachers is to help students model this process in the classroom (National Research Council, 2000). The National Research Council describes five key features of inquiry-based instruction in science:

- * Learners are engaged by scientifically oriented questions.
- * Learners give priority to evidence, which allows them to develop and evaluate explanations that address scientifically oriented questions.
- * Learners formulate explanations from evidence to address scientifically oriented questions.
- * Learners evaluate their explanations in light of alternative explanations, particularly those reflecting scientific understanding.
- * Learners communicate and justify their proposed explanations.

Science lessons may include any number of these features and may vary in the degree to which students are self-directed. Teacher-guided scientific inquiry engages students in a subset of these features. As teachers move a classroom toward full inquiry, students learn how to conduct science and learn about the nature of science.

How do students benefit from scientific inquiry?

Inquiry learning in science provides students opportunities to construct meaning from their experiences and integrate them with prior knowledge (Tobin & Tippins, 1993). The practices of inquiry go hand-in-hand with a constructivist view of student learning. This view, according to Tobin and Tippins, suggests that learning is a process of making sense of experience in terms of what the learner already knows. Collins (2002) describes essential features of constructivist learning:

- * Learning is active.
- * Learning is the interaction of ideas and processes.
- * New knowledge is built on prior knowledge.
- * Learning is enhanced when situated in contexts that students find familiar and meaningful.
- * Complex problems that have multiple solutions enhance learning.
- * Learning is augmented when students engage in discussions of the ideas and processes involved.

Inquiry immerses students in conducting scientific investigation in familiar and meaningful contexts. The social nature of scientific inquiry gives students opportunities to engage in discussions with teachers and classmates about the scientific concepts they are beginning to understand and the scientific processes they are using to develop those understandings. Because the nature of scientific inquiry supports the constructivist model of learning, its use in the science classroom has benefits for students. (For more information on teaching through inquiry with young children, see *Science in the Early Grades*.)

Inquiry teaching and learning has been shown to improve learning outcomes in the science classroom. Cruickshank and Olander (2002) found that inquiry instruction enhanced writing and thinking abilities of secondary physical science students. Although students using the scientific inquiry approach demonstrated higher anxiety about their classroom projects than their peers in a traditional laboratory, they also performed better. Berg, Bergendahl, Lundberg and Tibell (2003) found that college chemistry students also benefit from an inquiry approach to the laboratory. Students engaged in scientific inquiry were better able to describe an experiment they had conducted and envision modifications they could make to the experimental design than were their peers in an expository class. This group of students also asked more reflective questions than their peers in the expository class. (For more information on student learning in physical sciences, see Physical Sciences.)

Students involved in scientific inquiry tend to have better attitudes about science. When students construct their own knowledge and understand the relevance of science to their lives and coursework, attitudes toward science improve (Novak, 1988). In studies that contrast the attitudes of science students in inquiry classrooms to those in more traditional expository classrooms, the students engaged in active scientific inquiry express greater satisfaction with the classroom experience and more positive feelings about learning science (Cruickshank & Olander; Berg et al.).

From: http://ims.ode.state.oh.us/ode/ims/rrt/research/Content/Scientific_Inquiry_What_We_Know.asp

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Organizers	2012-10-01	2013-05-31	All Science teachers
Student Presentation	2012-10-01	2013-05-31	Science teachers

1.1.3.1. Activity: Organizers

Activity Type: Other

Activity Description: Students will use organizers to collect and organize data.

Planned staff responsible for implementing activity: All Science teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-10-01, End Date - 2013-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Organizers for each student	General Funds	250.00	

1.1.3.2. Activity: Student Presentation

Activity Type: Other

Activity Description: Students will display results in a variety of developmentally appropriate ways.

Planned staff responsible for implementing activity: Science teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-10-01, End Date - 2013-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Presentation Materials	No Funds Required		

Goal 2: Math Understanding & Application

Content Area: Math

Development Status: Complete

Student Goal Statement: All below grade level students in grades 3-8 will increase their Mathematics score by at least 3 RIT points as measured by NWEA by the end of the school year. Ninth and tenth grade students will continue to score within one point or exceed the national average as assessed by the ACT Plan and Explore tests. Eleventh grade students will increase the level of proficiency by 2% as reported on the MME.

Gap Statement: Boyne Falls Public School percentage proficient (levels 1&2) State average K through 8th grade was assessed using the MEAP test. Our 3rd through 8th grade were assessed in mathematics twice during the 2010-11 school year using the Northwest Evaluation Association (NWEA) testing materials. The percentages of students that are at or above projected proficiency are represented below. Boyne Falls 5th grade had less than 10 students, so there is no valid data available.

Ninth grade students were assessed by the ACT Explore and compared to a national norm group. Tenth grade students were assessed by taking the ACT Plan test which is also uses a national norm group. Eleventh grade students were assessed by the MME.

Mathematics

3rd Grade; MEAP BF; 100%; MEAP State Avg.; 95%; NWEA; 69.2%

4rd Grade; MEAP BF; 100%; MEAP State Avg.; 91%; NWEA; 50%

5th Grade; MEAP BF; <10 no data; MEAP State Avg.; 80%; NWEA; <10 no data

6th Grade; MEAP BF; 85%; MEAP State Avg.; 84%; NWEA; 63.1%

7th Grade; MEAP BF; 91.3%; MEAP State Avg.; 85%; NWEA; 61.5%

8th Grade; MEAP BF; 72.2%; MEAP State Avg.; 78%; NWEA; 58.8%

9th Grade; Explore BF 17.13; Explore National norm 16.3; NWEA BF 52%

10th Grade; Plan BF 20.0; Plan National norm 17.4; NWEA BF 61.1%

11th Grade; MME BF 62%; State Avg. not available; NWEA BF 53.3%

Cause for Gap: Although Boyne Falls' students exceeded the state average in all but two grades tested 3rd and 7th grade on the (MEAP)there is still room for improvement, especially in the area of students scoring not proficient on the MEAP test. By analyzing data collected two times per year through the Northwest Evaluation Association (NWEA) testing process we are able to identify students that are below typical growth and below projected proficiency. Once identified as a student who is below typical growth interventions can begin. Not all students learn or are able to understand the subject at precisely the same level, and given our small sample size the data may vary greatly by grade level. Students were identified by looking at current data including NWEA, MEAP, ACT PLAN, ACT Explore, MME, as well as teacher observation/class performance.

Multiple measures/sources of data you used to identify this gap in student achievement: Students were identified by looking at current data including NWEA, MEAP, ACT PLAN, ACT Explore, MME, as well as teacher observation/class performance.

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? All below grade level students in Mathematics will increase their score by at least 3 RIT points as measured by NWEA by the end of the school year.

Ninth and tenth grade students will continue to score within one point or exceed the national average as assessed by the ACT Plan and Explore tests.

Eleventh grade students will increase the level of proficiency by 2% as reported on the MME.

Contact Name: Karen Sherwood

List of Objectives:

Name	Objective
Math Objective	All students who fall below the national average RIT score on NWEA in grades 3-11 will increase their mathematics RIT score by at least 3 RIT points by the end of the school year. Ninth and tenth grade students will score within one point or exceed the national average as assessed by the ACT Plan and Explore tests by the end of the school year. Eleventh grade students will increase the level of proficiency by 2% as reported on the Michigan Merit Exam (MME) each school year.

2.1. Objective: Math Objective

Measurable Objective Statement to Support Goal: All students who fall below the national average RIT score on NWEA in grades 3-11 will increase their mathematics RIT score by at least 3 RIT points by the end of

the school year.

Ninth and tenth grade students will score within one point or exceed the national average as assessed by the ACT Plan and Explore tests by the end of the school year.

Eleventh grade students will increase the level of proficiency by 2% as reported on the Michigan Merit Exam (MME) each school year.

List of Strategies:

Name	Strategy
Align Curriculum with Common Core Standards	K-12 staff will align curriculum with common core standards.
Basic Skill Improvement	Improve basic skills appropriate to grade level.
Data Analysis	Utilize Assessments and student performance data to inform instruction and determine interventions.
Learning Mathematics Through Problem Solving	Learning new concepts and skills while solving problems. (Improve problem solving with word problems).

2.1.1. Strategy: Align Curriculum with Common Core Standards

Strategy Statement: K-12 staff will align curriculum with common core standards.

Selected Target Areas

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

Research from the McRel group (Mid-continent Research for Education and Learning), which documents increased student achievement by assuring a guaranteed and viable curriculum. More information can be found at www.mcrel.org and www.changingtheodds.org

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Daily Drill	2012-09-03	2013-05-31	All staff.

2.1.1.1. Activity: Daily Drill

Activity Type: Other

Activity Description: Teachers will spend 5-10 minutes daily on basic skill drill and development.

Planned staff responsible for implementing activity: All staff.

Actual staff responsible for implementing activity: K - 12 Math Teachers

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher Worksheets/copy paper	General Funds	150.00	

2.1.2. Strategy: Basic Skill Improvement

Strategy Statement: Improve basic skills appropriate to grade level.

Selected Target Areas

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

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

Teachers reported manipulatives were used for demonstrations, problem solving, change of pace, rewards, "fun," and better understanding (Moyer, 2001; Moyer & Jones). Educators and cognitive scientists agree that the ability to recall basic math facts fluently is necessary for students to attain higher-order math skills. Grover Whitehurst, the Director of the Institute for Educational Sciences (IES), noted this research during the launch of the federal Math Summit in 2003: Cognitive psychologists have discovered that humans have fixed limits on the attention and memory that can be used to solve problems. One way around these limits is to have certain components of a task become so routine and over-learned that they become automatic. (Whitehurst, 2003)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
math manipulatives	2011-09-21	2012-06-09	K-12 Math Staff and paraprofessionals

2.1.2.1. Activity: math manipulatives

Activity Type: Other

Activity Description: Teachers and paraprofessional will use mathematic manipulatives with students grades K-12 to enhance guided and independent practice in mathematics.

Planned staff responsible for implementing activity: K-12 Math Staff and paraprofessionals

Actual staff responsible for implementing activity: K-12 Staff and paraprofessionals

Planned Timeline: Begin Date - 2011-09-21, End Date - 2012-06-09

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
math manipulatives	No Funds Required		

2.1.3. Strategy: Data Analysis

Strategy Statement: Utilize Assessments and student performance data to inform instruction and determine interventions.

Selected Target Areas

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

Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students’s attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it’s not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009).

SEDL’s Southeast and Texas Comprehensive Centers offer technical assistance and professional development throughout their respective regions to help educators use data effectively. This data-use support includes helping teachers use assessment results and student work samples to identify and address learning difficulties and academic needs. It also has included training on approaches such as Response to Intervention and the Professional Teaching and Learning Cycle to help school staff identify areas for improvement and modify practices.

<http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Analyze Data	2012-09-03	2013-05-31	All Staff

2.1.3.1. Activity: Analyze Data

Activity Type: Other

Activity Description: Analyze assessments to determine areas of weakness to modify instruction, and determine interventions if necessary.

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-05-31

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

Fiscal Resources Needed for Activity:

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

2.1.4. Strategy: Learning Mathematics Through Problem Solving

Strategy Statement: Learning new concepts and skills while solving problems. (Improve problem solving with word problems).

Selected Target Areas

3.8 Implements interventions to help students meet expectations for student learning
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What research did you review to support the use of this strategy and action plan?

There is widespread agreement that teaching through problem solving holds the promise of fostering student learning (Schroeder & Lester, 1989).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
After-School Homework/Tutors	2012-09-03	2013-05-25	The 21st CLCC Site Coordinator will hire staff to the after-school homework/tutoring program.
Problem Solving	2012-09-03	2013-06-03	K - 12 Math Teachers

2.1.4.1. Activity: After-School Homework/Tutors

Activity Type: Other

Activity Description: There will be an after-school homework/tutoring program for grades K-8 which is funded federally by the 21st CLCC program to support students to achieve grade level expectations.

Planned staff responsible for implementing activity: The 21st CLCC Site Coordinator will hire staff to the after-school homework/tutoring program.

Actual staff responsible for implementing activity: 21st Century after-school staff.

Planned Timeline: Begin Date - 2012-09-03, End Date - 2013-05-25

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
21st CLCC after-school Homework/tutoring staff	Other	2,560.00	2,560.00

2.1.4.2. Activity: Problem Solving

Activity Type: Other

Activity Description: Teachers will teach and review problem solving strategies. Students will learn math concepts through problem solving.

Planned staff responsible for implementing activity: K - 12 Math Teachers

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Additional Free Training for Teaching Problem Solving	No Funds Required		

Goal 3: Reading Comprehension and Fluency

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All 3-8 grade students will increase the level of proficiency by 2% as reported on the MEAP reading test.

All 9-11 grade students will increase the level of proficiency (at or above the national mean) by 2%.

Gap Statement: Boyne Falls Public School percentage proficient (levels 1&2) State average 4th through 8th grade was assessed using the MEAP test for reading. Our 3rd through 8th grade were also assessed in reading twice during the 2010-11 school year using the Northwest Evaluation Association (NWEA) testing materials. The percentages of students that are at or above projected proficiency are represented below. The NWEA % is representative of students at or above projected proficiency; no national mean percentage is available at this time. Boyne Falls 5th grade had less than 10 students, so there is no valid data available.

Ninth grade students were assessed by the ACT Explore and compared to a national norm group. Tenth grade students were assessed by taking the ACT Plan test which is also uses a national norm group. Eleventh grade students were assessed by the MME.

Reading

3rd Grade; MEAP BF 78.6; MEAP State 87%; NWEA BF 61.5%;
 4th Grade; MEAP BF 85.7%; MEAP State 84%; NWEA BF 57.1%;
 5th Grade; MEAP BF <10 no data; MEAP State 85%; NWEA BF <10 no data;
 6th Grade; MEAP BF 95%; MEAP State 84%; NWEA BF 55%;
 7th Grade; MEAP BF 95.7%; MEAP State 79%; NWEA BF 56%;
 8th Grade; MEAP BF 82.4%; MEAP State 82%; NWEA BF 58.8%;

9th Grade; Explore BF 15.33; Explore National norm 15.3; NWEA BF 70.8%

10th Grade; Plan BF 18.39; Plan National norm 16.9; NWEA BF 50%

11th Grade; MME BF 67%; State Avg. not available; NWEA BF 57.1%

Cause for Gap: Although Boyne Falls' students exceeded the state average for reading in every grade except 3rd grade (MEAP) and there is still room for improvement, especially in the area of students scoring not proficient on the MEAP and MME test. By analyzing data collected three times per year through the Northwest Evaluation Association (NWEA) testing process we are able to identify students that are below typical growth and below projected proficiency. Once identified as a student who is below typical growth interventions can begin. Not all students learn or are able to understand the subject at precisely the same level, and given our small sample size the

data may vary greatly by grade level. Students were identified by looking at current data including NWEA, MEAP, DIBELS, STAR, and teacher observation/class performance for reading and were identified by looking at current data including MEAP, daily journals, content journals, and teacher observation/class.

Multiple measures/sources of data you used to identify this gap in student achievement: Analysis of MEAP, NWEA, DIBELS, STAR, and Success Maker shows the district needs to continue to work on improving reading comprehension and fluency.

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? All below grade level students in reading will increase their score by at least 2% as measured by NWEA and all students in grades 4th and 7th.

Ninth and tenth grade students will continue to score within one point or exceed the national average as assessed by the ACT Plan and Explore tests in reading.

Eleventh grade students will increase the level of proficiency in both reading by 2% as reported on the MME.

Contact Name: Karen Sherwood

List of Objectives:

Name	Objective
Reading Objective	All below grade level students in reading will increase their score by at least 2-3 RIT points as measured by NWEA and all students in grades 4th and 7th who are non-proficient on the writing MEAP test will increase their score by at least 2%. Ninth and tenth grade students will score within one point or exceed the national average as assessed by the ACT Plan and Explore tests in reading by the end of the school year. Eleventh grade students will increase the level of proficiency in reading by 2% as reported on the Michigan Merit Exam (MME).

3.1. Objective: Reading Objective

Measurable Objective Statement to Support Goal: All below grade level students in reading will increase their score by at least 2-3 RIT points as measured by NWEA and all students in grades 4th and 7th who are non-proficient on the writing MEAP test will increase their score by at least 2%.

Ninth and tenth grade students will score within one point or exceed the national average as assessed by the ACT Plan and Explore tests in reading by the end of the school year.

Eleventh grade students will increase the level of proficiency in reading by 2% as reported on the Michigan Merit Exam (MME).

List of Strategies:

Name	Strategy
Comprehension	Intentional teaching of comprehension strategies across all curriculum areas.
Reading Time	K-12 staff will provide opportunities in all content areas for reading time.

3.1.1. Strategy: Comprehension

Strategy Statement: Intentional teaching of comprehension strategies across all curriculum areas.

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
3.8 Implements interventions to help students meet expectations for student learning
3.4 Supports instruction that is research-based and reflective of best practice
3.8 Supports the implementation of interventions to help students meet expectations for student learning

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

Biancarosa, G., and Snow, C.E. (2004). Reading Next - A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Anchor Charts	2012-09-01	2017-05-31	All Staff.
Think Alouds	2012-09-01	2017-05-31	All staff

3.1.1.1. Activity: Anchor Charts

Activity Type: Other

Activity Description: Teacher will collaborate with students to produce a learning chart (graphic organizer of some type) to reinforce learning and introduce new concepts and/or skills. These will be assessable to the class for future reference.

Planned staff responsible for implementing activity: All Staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-01, End Date - 2017-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials for charts	General Funds	200.00	

3.1.1.2. Activity: Think Alouds

Activity Type: Other

Activity Description: Teacher will model their thinking out loud to assist students in understanding text. The think-aloud is a technique in which students verbalize their thoughts as they read and thus bring into the open the strategies they are using to understand a text.

Oster, L. (2001). Using the think-aloud for reading instruction. *The Reading Teacher*, 55, 64-69.

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-01, End Date - 2017-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Text	No Funds Required		

3.1.2. Strategy: Reading Time

Strategy Statement: K-12 staff will provide opportunities in all content areas for reading time.

Selected Target Areas

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

Biancarosa, G., and Snow, C.E. (2004). Reading Next - A Vision for Action and Reseach in Middle and High School Literacy: A Report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
At-home Reading	2012-09-01	2017-05-31	All staff
Content Area Reading Time	2012-09-01	2017-05-31	Non ELA core content teachers
Libraries	2012-09-01	2017-05-31	All staff
SSR (Sustained Silent Reading)	2012-09-01	2017-05-31	All staff.

3.1.2.1. Activity: At-home Reading

Activity Type: Other

Activity Description: At-home reading will be assigned.

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-01, End Date - 2017-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Text	No Funds Required		

3.1.2.2. Activity: Content Area Reading Time

Activity Type: Other

Activity Description: Non ELA core subject teachers will provide students time to read a minimum of 30 minutes per week.

Planned staff responsible for implementing activity: Non ELA core content teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-01, End Date - 2017-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Text	No Funds Required		

3.1.2.3. Activity: Libraries

Activity Type: Other

Activity Description: Increase the number of high-interest reading materials available to students for self-selected reading in the school library and in classroom libraries.

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-01, End Date - 2017-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Purchase Books for Library/classrooms	General Funds	1,000.00	

3.1.2.4. Activity: SSR (Sustained Silent Reading)

Activity Type: Other

Activity Description: Students will read self-selected materials silently for a designated amount of time determined by age appropriateness.

Planned staff responsible for implementing activity: All staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-01, End Date - 2017-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Text	No Funds Required		

Goal 4: Writing Achievement

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All 4th grade students will increase the level of proficiency by 2% as reported on the MEAP writing test.

Gap Statement: Boyne Falls Public School percentage proficient (levels 1&2) State average in 4th grade was assessed using the MEAP test for writing. Our 4th grade students were slightly below the state average.

Writing

4th Grade: MEAP BF 46.2%; MEAP State 47%;

7th Grade: MEAP BF 77.8%; MEAP State 48%;

11th Grade: MME BF 24%; MME State Average not available

Cause for Gap: Although Boyne Falls' students are only slightly below the state average for writing in 4th grade there is still room for improvement, especially in the area of students scoring not proficient on the MEAP. By analyzing previous MEAP data we are able to identify students that are below typical growth and below projected proficiency. Once identified as a student who is below typical growth interventions can begin. Not all students learn or are able to understand the subject at precisely the same level, and given our small sample size the data may vary greatly by grade level. Students were identified by looking at current data and teacher observation/class performance for reading and were identified by looking at current data including MEAP, daily journals, content journals, and teacher observation/class performance for writing.

Multiple measures/sources of data you used to identify this gap in student achievement: Analysis of MEAP data shows the district needs to continue to work on improving writing skills.

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? All below grade level students in writing will increase their score by at least 2% as measured by MEAP and all students in 4th grade.

Ninth and tenth grade students will continue to score within one point or exceed the national average as assessed by the ACT Plan and Explore tests in writing.

Eleventh grade students will increase the level of proficiency in both writing by 2% as reported on the MME.

Contact Name: Karen Sherwood

List of Objectives:

Name	Objective
Writing Achievement	Ninth and tenth grade students will score within one point or exceed the national average as assessed by the ACT Plan and Explore tests in writing by the end of the school year. Eleventh grade students will increase the level of proficiency in writing by 2% as reported on the Michigan Merit Exam (MME).

4.1. Objective: Writing Achievement

Measurable Objective Statement to Support Goal: Ninth and tenth grade students will score within one point or exceed the national average as assessed by the ACT Plan and Explore tests in writing by the end of the school year.

Eleventh grade students will increase the level of proficiency in writing by 2% as reported on the Michigan Merit Exam (MME).

List of Strategies:

Name	Strategy
Authentic Writing	Staff will interweave a number of writing instructional activities for writing for authentic audiences.

4.1.1. Strategy: Authentic Writing

Strategy Statement: Staff will interweave a number of writing instructional activities for writing for authentic audiences.

Selected Target Areas

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

Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools - A report to Carnegie Corporation New York. Washington, DC: Alliance for

Excellent Education.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Mentor Texts	2012-09-01	2013-05-31	All staff.
RAFT (Role, Audience, Form, Topic)	2012-09-01	2017-05-31	All staff.
Writing Response Journaling	2012-09-01	2013-05-31	All Staff.
Writing Workshop	2012-09-01	2017-05-31	Writing teachers.

4.1.1.1. Activity: Mentor Texts

Activity Type: Other

Activity Description: Teachers will use a variety of mentor texts as models for student writing.

Planned staff responsible for implementing activity: All staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-01, End Date - 2013-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Sample Text	No Funds Required		

4.1.1.2. Activity: RAFT (Role, Audience, Form, Topic)

Activity Type: Other

Activity Description: Students will experiment with different roles, audiences, formats and topics during the writing process.

Planned staff responsible for implementing activity: All staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-01, End Date - 2017-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Scripted text	No Funds Required		

4.1.1.3. Activity: Writing Response Journaling

Activity Type: Other

Activity Description: Teachers will provide anticipatory writing and/or reflection prompts to introduce concepts and assess student understanding.

Planned staff responsible for implementing activity: All Staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-01, End Date - 2013-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Journals	No Funds Required		

4.1.1.4. Activity: Writing Workshop

Activity Type: Other

Activity Description: Following a teacher-modeled writing lesson, students are given a designated time to practice, develop and improve writing skills. Students also have opportunities to share and reflect upon writing.

Planned staff responsible for implementing activity: Writing teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-01, End Date - 2017-05-31

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Materials for students	General Funds	200.00	

DRAFT

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$2,100.00	\$0.00
Other	\$2,560.00	\$2,560.00
No Funds Required	\$0.00	\$0.00

DRAFT

Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted throughout the school year with the input of staff as part of our district-wide professional development.

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

All students will be assessed at the beginning of each trimester, for a total of 3, using elementary/middle school criteria designed by the Title committee to identify students who are failing or most at risk of failing. Evaluation referrals are given to the coordinator to prioritize staff resources. The assessments used are NWEA, Success Maker, DIBELS, MEAP, and chapter test from Social Studies Alive and Scott Foresman Math.

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

All students will be assessed at the beginning of each trimester using elementary/middle school criteria designed by the Title committee, which consists of Teachers, to identify students who are failing or most at risk of failing. Evaluation referrals are given to the coordinator to prioritize staff resources. The assessments used are NWEA, Success Maker, DIBELS, MEAP, and chapter test from Social Studies Alive and Scott Foresman Math.

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

All students will be assessed at the beginning of each trimester using elementary/middle school criteria designed by the Title committee, which consists of Teachers, to identify students who are failing or most at risk of failing. Evaluation referrals are given to the coordinator to prioritize staff resources. The

assessments used are NWEA, Success Maker, DIBELS, parent interviews during kindergarten round up, prior preschool attendance, teacher observation, and Scott Foresman Math.

Services for Eligible Students

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

Incorporated into Existing School Program Planning

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

The school improvement team consists of administrators, teachers, parents, and the Title I Director. The Title I Director provides current information, data, and a copy of the LEAPC to the school improvement team. Together the team incorporates the Title I program plan into the school improvement plan.

Instructional Strategies

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

Title I and Regular Education Coordination

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

All students will be assessed at the beginning of each trimester (for a total of 3 times) using elementary/middle school criteria designed by the Title committee to determine if they qualify to receive program services. Evaluation referrals are given to the title director to prioritize staff resources. The assessments are NWEA, Success Maker, DIBELS, MEAP, and chapter test from Social Studies Alive and Scott Foresman. The title director works directly with the teachers to coordinate the program into the regular education program, which will supplement and support the core subjects being taught in the regular education classroom.

Curriculum Alignment that Corresponds to the Goals

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

Curriculum is aligned currently with the Grade Level Content Expectations and High School Grade Level Content Expectations. These "expectations" are used as a guide for designing instructions. Gaps in student

achievement are reviews to determine the greatest area of need for more emphasis of instruction.

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

After the school improvement team gathers and interprets the data the team decides on school improvement goals. Team members serve as leaders in various groups associated with a school improvement goal. Each goal has team members that work together interpreting the data to develop strategies to achieve the goals.

Instruction by Highly Qualified Professional Staff

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

All Title I paraprofessionals at Boyne Falls Public School meet the NCLB requirements and all teachers at Boyne Falls Public School are Highly Qualified. Paraprofessionals and Teachers will be evaluated yearly to ensure that the NCLB requirements and Highly Qualified status are maintained. Both will be provided opportunities through the local independent school district to complete professional development to maintain the status required for Title I and the State of Michigan.

High-Quality and Ongoing Professional Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

Strategies to Increase Parental Involvement

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

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

Through various parent meetings beginning in September, we will be building parent involvement with regular parent/staff meetings providing dinner for parents. Building parent support through staff contact via phone, email, and progress reports. We will have ongoing meetings regarding new state curriculum requirements for 9th grade as well as pre-cursors for upper elementary and middle school.

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

2a. Design

Once a student is identified as qualifying for the Title program, parents are notified by letter explaining the assessments used to determine their child's qualifications. Permission is requested from the parents to allow their child to participate in the program. At parent-teacher conference, parents are encouraged to evaluate the effectiveness and improvement of their child in the program. Parents are also encouraged to participate by volunteering in the classroom.

2b. Implementation

Parents are invited and encouraged to participate in the Reading level book time for each grade/classroom for the child.

2c. Evaluation

At parent-teacher, which are held three times a year, the parent is asked to give input into the Title program their child is involved in and to reflect on the progress of their child.

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

The school provides individual student academic assessment results to the parents either by mail or at parent-teacher conferences in their own language. If the parent is a non reader, the teacher or counselor goes over the results face to face with the parent and or guardian.

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.

Response to Intervention (RTI) will be provided to Title I eligible students who are at risk to of failing to meet the state core curriculum in the four core areas. Paraprofessionals and teachers will receive professional development for implementing RTI, which focuses on students below grade level as determined by the grade level criteria and needs of the classroom. Strategies will be introduced and reviewed within 30-60 days. Students will receive several interventions and progress monitoring will be completed.

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

These will be evaluated through the use of the parent survey.

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

The results will be used to determine the area to focus on improvement.

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

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation). If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

Kindergarten round-up is implemented in the spring each year to help transition preschool students into Kindergarten. In addition, an Open House is conducted for parents and students in the fall to help ease the transition for preschool students into Kindergarten.

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 staff collaborates to develop an alternative method of assessment that will provide an more authentic account of student achievement, skills, and competencies. This is currently in progress.

Coordination of Title I, Part A and Other Resources

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

Boyne Falls Public School is a participant in the 21st Century Community Learning Center grant for grades K-8. The purpose of the program is to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students regular academic program. Community learning centers must also offer families of these students literacy and related educational development. Centers provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), and community service opportunities, as well as music, arts, sports and cultural activities. At the same time, centers help working parents by providing a safe environment for students during non-school hours or periods when school is not in session. A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their

families during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends or summer recess). According to section 4201(b)(1) of the program statute, a community learning center assists students in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment. Centers also provide students with a broad array of other activities such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs during periods when school is not in session. Community learning centers must also serve the families of participating students, e.g., through family literacy programs. Students who qualify for title are encouraged to enroll in the after school program and space is reserved for current or future qualifiers.

Ongoing Review of Eligible Student Progress

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

All students will be assessed at the beginning of each trimester, for a total of 3, using elementary/middle school criteria designed by the Title committee to identify students who are failing or most at risk of failing. Evaluation referrals are given to the coordinator to prioritize staff resources. The assessments used are NWEA, Success Maker, DIBELS, MEAP, and chapter test from Social Studies Alive and Scott Foresman Math. Response to Intervention (RTI) will be provided to Title I eligible students who are at risk to of failing to meet the state core curriculum in the four core areas. Paraprofessionals and teachers will receive professional development for implementing RTI, which focuses on students below grade level as determined by the grade level criteria and needs of the classroom. Strategies will be introduced and reviewed within 30-60 days. Students will receive several interventions and progress monitoring will be completed.

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

Teachers, as well as the Title Director, will receive the results for the assessments at the end of each trimester for all students. The data will be utilized to modify instruction for students to meet their academic needs.

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

Teachers, as well as the Title Director, will receive the results for the assessments at the end of each trimester for all students. The data will be utilized to modify instruction for students to meet their academic needs. The data will also be used to revise or identify if a student no longer needs service and or if a strategy should be modified.

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

The program director uses the data that is collected from the assessments and teams up with the school improvement team to determine the needs of the students, which in turn identifies the areas of professional development for the teachers.

Effective Use of Technology

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

The District's technology plan accounts for the availability of technology resources for students and staff to accomplish goals described within this plan.

Evaluation of the School Improvement Plan

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

The school continually uses the SIP as a guide and evaluates the progress towards its goals.

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

Boyne Falls Public School utilizes the District's website as well as written communication to inform staff, students, parents and community members.

Building Level Decision-Making

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

The school improvement team consisting of staff, community and administration used the CNA, gathered and interpreted data then in turn used that data to facilitate the District School Improvement Process. Once the plan is developed and approved, the administration and teachers are responsible for implementing the plan.

Assurances

EdYES!

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

Response: *Yes*

Comments: *NWEA*

Add other info

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

Response: *Yes*

Comments:

Educational Development Plan (EDP)

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

Response: *Yes*

Comments: *These are continually in progress.*

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

Response: *Yes*

Comments: *These are continually in progress.*

Health and Safety (HSAT)

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

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No action taken*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No action taken*

Comments:

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

Response: *No*

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: *No*

Comments:

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

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

Comments:

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

Response: *No action taken*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

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: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *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 all indoor facilities*

Comments:

Special Education

1. The District School Improvement Team reviews the CIMS data.

Response: *Yes*

Comments:

2. CIMS data is used to prepare the District Improvement Plan.

Response: *Yes*

Comments:

Technology

1. The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).

Response: *Yes*

Comments:

2. The district has a process to monitor adult and student use of the internet.

Response: *Yes*

Comments:

3. The district has an Internet Safety Policy in place.

Response: *Yes*

Comments:

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.

Response: *Yes*

Comments:

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

Response: *Yes*

Comments:

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

Response: *Yes*

Comments:

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

Response: *No*

Comments:

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

Response: *No*

Comments:

9. The district adjusts its curriculum to include technology literacy for all students.

Response: *Yes*

Comments:

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

Response: *Yes*

Comments: *Technology is integrated into the districts instructional program in as many areas as possible.*

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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
Ms.	Alecia	Angerer	Teacher	aangerer@boynefalls.org
Mr.	Jeff	Garver	Teacher	jgarver@boynefalls.org
Ms.	Deanna	Avery	Title Director	davery@boynefalls.org
Mrs.	Diana	Knapp	Teacher	dknapp@boynefalls.org
Mrs.	Lori	Herman	Parent	lherman@boynefalls.org
Ms.	Karen	Sherwood	Superintendent & Principa	ksherwood@boynefalls.org

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Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Name/Position:	Superintendent
Address:	P.O. Box 356, Boyne Falls, MI 49713
Telephone Number:	231.549.2211

References

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

Supporting Documentation

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

- School-Parent Involvement Plan (*NOTE: This attachment was invalid and could not be included.*)
- School-Parent Compact (*NOTE: This attachment was invalid and could not be included.*)
- Professional Development Schedule

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