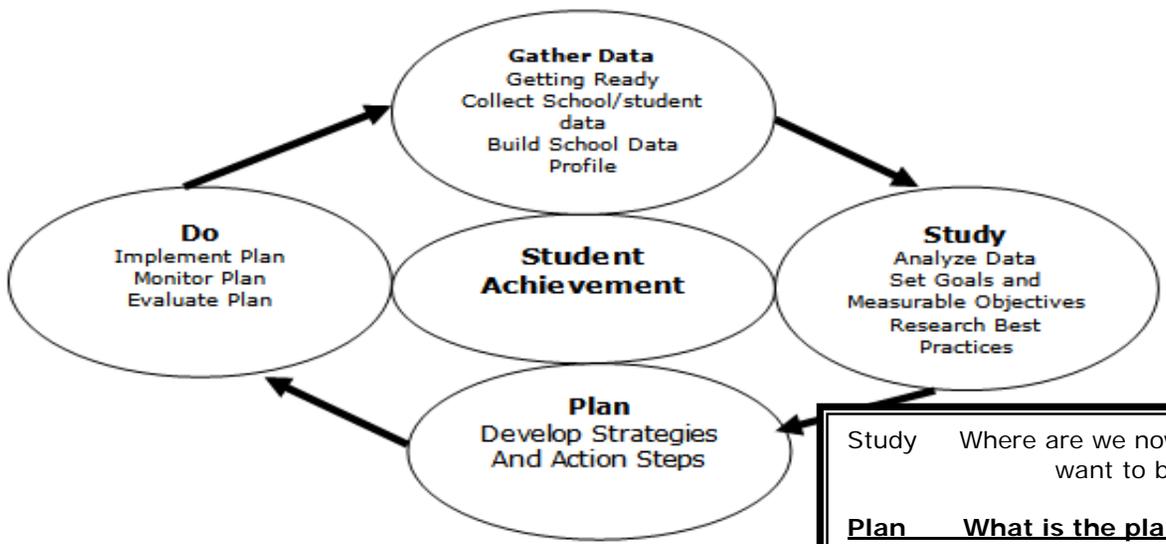




Continuous School Improvement



Introduction

Study	Where are we now and where do we want to be?
Plan	<u>What is the plan to close the gap?</u>
Do	How will we monitor the effective implementation of the plan?
Gather Data	What did the data/information we collected tell us about:
	I - The needs in our school?
	II- The effectiveness of the plan?

The Michigan Department of Education, Office of School Improvement has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools. These documents are available on the Advanc-ed School Improvement website. The format of the web based version looks different, however the information you will be asked to enter onto the web-based form is the same as the information asked for on the attached word version of the SIP.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your school improvement plan, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the school improvement plan. A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI) Phase: ____	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.mi.gov/schoolimprovement .			

Instructions for Completion

The development of a School Improvement Plan is required by PA25 for all schools in Michigan. A copy of the required elements for a school plan as required by PA25, as well as, other federal grant requirements follows these instructions. Schools are encouraged to review these requirements and insure that all PA25 requirements and any grant related requirement that is appropriate to the school, is addressed within the plan that is developed.

Section I - Comprehensive Analysis Report on Student Achievement was developed during the completion of the School Comprehensive Needs Assessment (SCNA). This section of the plan will address those requirements that speak to establishing academic content area goals based on identified student academic needs, contributing causes for identified gaps in achievement, and a description of the multiple academic assessments that will be used to identify student learning needs. List only one goal per sheet.

Section II - Comprehensive Analysis Report on System Processes and Practices of the School Improvement Plan template identifies system processes and practices that were self-assessed using the CNA and identified as challenges that supported specific content area goals. These challenges should be developed into strategies and/or action steps within Section III of this plan.

Section III - Plan to Accomplish Student Achievement Goals and Objectives is the plan that will describe what objectives, strategies, and actions a school will take to accomplish its stated student academic goals. This section will ask you to list:

- **Measurable Objective Statement to Support Goal**: Specific measurable objectives that you will implement to achieve your stated goal. While you can have multiple objectives per goal (no more than 3-5 are recommend) you should use one sheet for each objective. Objective statements should describe who, will do what, by when, as measured by what.
- **Multiple measures of student achievement** that you will use to measure success of the stated objectives. List the multiple types of assessments you will use to measure achievement of the objective statement. Assessments used should:
 - be of high-quality student academic assessments that are in addition to the MEAP/MME academic assessments,
 - determine the success of student academic achievement,
 - provide information to teachers, parents, and students on the progress being made toward meeting the state student academic achievement standards,
 - assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served to meet state student achievement academic standards and do well in the local curriculum,
 - determine what revisions are needed to objectives and strategies so that students meet the state student academic achievement standards, and
 - effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional assessments.

- **Strategy Statement:** This will be a statement of what the school/adults will do in order to implement the stated objective. Schools should review the list of Required Elements listed on pages 8 and 9 to ensure that for each goal area, the planned activities also address any of the required strategies listed on the charts. (All PA25 requirements and any requirements for a grant(s) that the school has).
- **Activity:** Activity statements are adult focused. For each of the strategies listed:
 - describe the activities to implement the strategy,
 - person who will be responsible for implementing the activity,
 - the timeline for the strategy,
 - resources needed,
 - source of funding for resources,
 - the cost for the resource,
 - the data you will collect to monitor the activities, and
 - the criteria to be used to evaluate the effectiveness of the activity.
- **Other Required Information:** These will be additional statements that relate to the objective and strategy listed under the goal and objective statements.
- **Stakeholder Involvement:** Involvement of all stakeholder groups in the planning, development, and evaluation of the plan is required. This page allows you to document that involvement and describe the decision-making process that was used to develop the school improvement plan.
- **Statement of Non-Discrimination:** All plans must be published/distributed to all interested stakeholders, and will require a statement of assurance of compliance with federal Office of Civil Rights regulations prohibiting discrimination. This page has been provided to satisfy that requirement. Be sure to fill in the designated contact information.

Copies of the Framework, Rubric, School Comprehensive Needs Assessment (CNA), and this template are available on the web at:

www.mi.gov/schoolimprovement
www.advanc-ed.org/mde

<i>Required Items that have been built into the Template Design</i>	PA 25 *	US AC	TI TA	TI SW	ISI	SE	NC A	Bal	TI C	TI D	T2 A	T2 D	T III	S 41	S 31 A	S 32 E	Page in SIP

<i>Additional Strategies/Activities that schools/districts must include in the SIP under appropriate Student Goals</i>	PA 25 *	US AC	TI TA	TI SW	ISI	SE	NC A	Bal	TI C	TI D	T2 A	T2 D	T III	S 41	S 31 A	S 32 E	Page in SIP
<p>(2) Schoolwide Reform Strategies: <u>Legislative Citation</u> Schoolwide Reform Strategies that— provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D); use effective methods and instructional strategies that are based on scientifically based research that— strengthen the core academic program in the school; increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and include strategies for meeting the educational needs of historically underserved populations; include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program ... address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the State and local improvement plans, if any. (NCLB Act Sec 1114 (b)(B)(i)(ii)(I)(II)(III)(iii)(I) (aa)(bb)(cc)(II)(iv)</p>				X													
Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement			X	X					X	X							
Strengthen the core academic program in the school to provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement			X	X					X	X			X		X		
Increase the amount and quality of learning time			X	X					X	X			X				
Include strategies for meeting the educational needs of historically underserved populations			X	X					X	X			X				
<p>(9) Timely and Additional Assistance to Students Having Difficulty Mastering the Standards: <u>Legislative Citation</u> Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111 (b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. [NCLB Act Sec. 1114 (b)(1)(I)]</p>			X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Strategies and action steps are tied to adequate yearly progress goals			X	X	X				X	X			X				

Additional Strategies/Action Steps that schools/districts must include in the SIP under appropriate Student Goals	PA 25 *	US AC	TI TA	TI S W	IS I	SE	NC A	Ba I	TI C	TI D	T2 A	T2 D	T III	S 41	S 31 A	S 32 E	Page in SIP
Strategies/activities that will make available, in as many fields as practicable, opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction.	X																
Strategies/activities that will develop and utilize community resources	X								X								
Strategies/activities that will utilize adult and community education, libraries and community colleges to support goals and objectives	X							X									
3) Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals) Legislative Citation Instruction by highly qualified teachers. [NCLB Act Sec. 1114 (b)(1)(C)] LOCAL PLAN.— As part of the plan described in section 1112, each local educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching within the school district served by the local educational agency are highly qualified not later than the end of the 2005-2006 school year. [NCLB Act Sec. 1119 (a)(3)] NEW PARAPROFESSIONALS.— IN GENERAL.— Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired after the date of enactment of the No Child Left Behind Act of 2001 and working in a program supported with funds under this part shall have— completed at least 2 years of study at an institution of higher education; obtained an associate's (or higher) degree; or met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment— knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CLARIFICATION— The receipt of a secondary school diploma (or its recognized equivalent) shall be necessary but not sufficient to satisfy the requirements of paragraph (1)(C). [NCLB Act Sec. 1119 (c)] EXISTING PARAPROFESSIONALS- Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired before the date of enactment of the No Child Left Behind Act of 2001, and working in a program supported with funds under this part shall, not later than 4 years after the date of enactment satisfy the requirements of subsection (c). [NCLB Act Sec. 1119 (d)]			X	X	X	X	X	X			X						
(4) Strategies to Attract High-Quality Highly Qualified Teachers to High Need Schools Legislative Citation Strategies to attract high-quality highly qualified teachers to high-need schools. [NCLB Act Sec. 1114 (b)(1)(E)]				X							X						
(6) Strategies to Increase Parental Involvement Legislative Citation			X	X	X	X		X	X	X							

<i>Additional Strategies/Action Steps that schools/districts must include in the SIP under appropriate Student Goals</i>	PA 25 *	US AC	TI TA	TI S W	IS I	SE	NC A	Ba I	TI C	TI D	T2 A	T2 D	T III	S 41	S 31 A	S 32 E	Page in SIP
Strategies to increase parental involvement in accordance with section 1118 ... [NCLB Act Sec. 1114 (b)(1)(F)] (See section 1118 for complete description of parent involvement legislative requirements.) Comprehensive Plan Requirement #4: [NCLB Act Sec. 1114 (b)(2)(A)(iv)]																	
(7)Preschool Transition Strategies <u>Legislative Citation</u> Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. [NCLB Act Sec. 1114 (b)(1)(G)]			X	X	X	X											
(8)Teacher Participation in Making Assessment Decisions: <u>Legislative Citation:</u> Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111 (b)(3) in order to provide information on, and to improve, the academic achievement of individual students and the overall instructional program. [NCLB Act Sec. 1114 (b)(1)(H)]			X	X	X	X											
Supports for positive student behavior				X	X	X	X				X						
Strategies that will support the creation of Educational Development Plans for all 8 th graders	X																
Strategies to annually monitor all EDP's to ensure alignment with course selection	X																
Curriculum alignment strategies corresponding with student academic goals	X		X	X	X	X	X	X			X						
Strategies to increase amount/quality of instructional time			X	X	X												
Strategies to identify students to be served			X	X	X	X			X	X			X		X		
Strategies to meet the needs of students identified			X	X	X	X	X		X	X			X		x		
Student assistance teams to identify interventions needed					X	X											
Establish clear goals and realistic strategies for using telecommunications and information technology to improve education or library services		X															
Provide sufficient budget to acquire and support the non-discounted elements of the technology strategies; the hardware, software, professional development, and other services that will be needed to implement the strategy		X															
Evaluation process that enables the school or library to monitor progress toward technology strategies and make mid-course corrections in response to new developments and opportunities as they arise		X															
If Identified for Improvement (AYP) include:																	
Attendance at Principal Fellowship			X	X	X												
Revise SIP to focus on instruction and decision making			X	X	X												
Revise SIP to include comprehensive audit findings			X	X	X												
Mandatory review of annual progress			X	X	X												
Revision of SIP to focus on content area where school did not make AYP			X	X	X												

- PA 25 requirements impact all schools in Michigan

Key for Requiring Agencies:

PA25 Michigan Revised School Code (requirements impact all schools)

TITA Title I, Targeted Assistance

TID Neglect and Delinquent

T2A Professional Development

TISW Title I, School Wide

ISI Identified for Improvement (No Child Left behind – AYP)
SE Special Education
NCA North Central Accreditation
BAL Baldrige
TIC Migrant

T2D Technology
TIII Limited English Proficient
S41 Bilingual
S31A Section 31a At Risk
S32E Section 32e
USAC Universal Service Administrative Company



School Improvement Plan

Insert School Logo Here

School Year:
School District:
School Name:
Grades Served:
Principal:

District Code:
Building Code:
Intermediate School District Code:

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Vision Statement:

School Mission Statement:

School Belief Statements:

URL location for this plan on the web:

State of Michigan School Improvement Planning Template

School:	School Year:							
Section I: Comprehensive Analysis Report on Student Achievement								
Content Area:	<input type="radio"/> Active Goal	<input type="radio"/> Maintenance Goal	<input type="radio"/> Revised Goal					
Student Goal Statement:								
Statement of gap in student achievement (Need Statement):								
Contributing Cause for the gap in student achievement:								
List the multiple sources of data used to identify the gap in student achievement:								
Section II: Comprehensive Analysis Report on System Processes and Practices								
Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)								
Section III: Plan to Accomplish Student Achievement Goals								
Measurable Objective Statement to support Goal:								
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies:								
Strategy Statement:								
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Other Required Information								
What research did you review to support the use of this strategy and action plan?								
What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?								
How has the school integrated its available fiscal resources to support this strategy and action steps?								
How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps?								

**Title I Targeted Assistance Plan
Required Components**

District Name

School Name

City, State

School Year

Prepared for the Michigan Department of Education

Table of Contents

TITLE I TARGETED ASSISTANCE PLAN REQUIRED COMPONENTS	X
1. NEEDS ASSESSMENT	X
2. SERVICES FOR ELIGIBLE STUDENTS FOUND IN THE CNA ACTION PLAN	X
3. INCORPORATED INTO EXISTING SCHOOL PROGRAM PLANNING	X
4. INSTRUCTIONAL STRATEGIES	X
5. TITLE I AND REGULAR EDUCATION COORDINATION	X
6. INSTRUCTION BY HIGHLY QUALIFIED STAFF	X
7. HIGH QUALITY AND ON GOING PROFESSIONAL DEVELOPMENT	X
8. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT	X
9. COORDINATION OF TITLE I AND OTHER RESOURCES	X
10. Ongoing Review of Eligible Student Progress.....	

School Name

Title I Targeted Assistance Plan Required Components

Title I Targeted Assistance schools must have school improvement plans that address all of the required components. By completing all of the fields within this template the targeted assistance plan will comply with federal requirements. The school should ensure that the quality of the narrative minimally meets expectations as indicated on the Targeted Assistance School Improvement Plan rubric.

http://www.michigan.gov/documents/mde/5_-_Targeted_Assistance_Program_Rubric_-_06-5-09_289858_7.doc

Needs Assessment

Complete the School Data Profile and School Data Analysis components of the comprehension needs assessment.

The following statements pertain to the comprehensive needs assessment:

1. Describe the needs assessment process to review academic student achievement data to indentify children who are failing or most at risk of failing to meet the district's core curriculum standards for Title I, Part A services:

2. Describe the multiple, educationally related, objective criteria established for this process to generate the list of eligible students for grades 3-12.
Eligibility criteria must be consistent by grade level and content subject. For example, all 3rd Grade Reading Teachers use the Grade Level Content Expectations (GLCEs) for the 3rd Grade with a consistent performance measure to select students who are failing or at greatest risk of failing the GLCEs.

3. Preschool through Grade 2 students shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and developmentally appropriate measures. Describe that criteria, if applicable.

Services for Eligible Students

1. Describe in sufficient detail the supplemental assistance provided to Title I eligible children who are at risk of failing to meet the state core curriculum in the four core areas.

--

3. 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.

Add a text box here

4. INSTRUCTIONAL STRATEGIES

1. Describe in detail the supplementary Title I, Part A program. Include all extended time opportunities, the instructional strategies that will be utilized for eligible students and reference the scientific research that supports the use of each strategy or method included.

2. Describe how the strategies selected limit removal from the classroom and extend (supplement) learning time to help provide an accelerated, high quality curriculum.

5. Title I and Regular Education Coordination

1. Describe how the Title I, Part A program coordinates with and supports the regular education program. The description, if appropriate, must include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading or other State of Michigan funded preschool programs to elementary school programs.

--

6. Instruction by Highly Qualified Staff

1. Provide an assurance statement that all Title I paraprofessionals meet the NCLB requirements and that all teachers are Highly Qualified OR that the school has a state-approved plan in place for any teachers or paraprofessionals that do not meet the requirements. Title I funds may not be used for staff salaries unless all *Section 1119* NCLB qualification requirements are met OR a state-approved plan is in place for staff that do not meet the requirements.

--

7. High Quality and On Going Professional Development

1. Describe professional development provided to Title I, Part A staff working with identified children. This professional development must be designed specifically for Title I teachers and paraprofessionals and be supplemental to what all staff receives. In addition, please describe any other Title I, Part A funded professional development provided to pupil service personnel, parents, and staff who work with eligible children in the Targeted program or in the regular education program.

8. Strategies to Increase Parental Involvement

1. Describe the strategies to increase parental involvement. Refer to NCLB *Section 1118(e)(1)-(5)*, *Section 1118(f)* and the Title I Targeted Assistance Plan Rubric for additional information.

2. Describe parent involvement in the following requirements:

a. Program Design:

b. Program Implementation:

c. Program Evaluation:

3. Describe the process to develop the school-parent compact.

4. Provide an assurance statement that the school-parent compact is discussed at least annually during elementary level parent-teacher conferences.

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

6. Upload the parent compact.

7. Provide the web site link / address where your school –level parent involvement plan/policy can be viewed.

9. Coordination of Title I and Other Resources

1. Describe the coordination and integration of Federal, State and local programs and services to support eligible Title I, Part A students in a manner appropriate to their grade level. Include, if any, applicable programs such as violence prevention, nutrition, housing, Head Start, adult, vocational & technical education and any other programs that help support the Title I-eligible students in the school.

--

10. Ongoing Review of Eligible Student Progress

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

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

3. Describe how data will be utilized to evaluate and revise the targeted assistance program services.

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.

Title I Schoolwide Plan Required Components

District Name
School Name
City, State
School Year

Prepared for the Michigan Department of Education

Table of Contents

Title I Schoolwide Required Components

1. Comprehensive Needs Assessment
2. Schoolwide Reform Strategies
3. Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals)
4. Strategies to Attract High-Quality Highly Qualified Teachers to High Need Schools
5. High-Quality and Ongoing Professional Development
6. Strategies to Increase Parental Involvement
7. Preschool Transition Strategies
8. Teacher Participation in Making Assessment Decisions
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards
10. Coordination and Integration of Federal, State and Local Programs and Resources

Title I Schoolwide Required Components

Title I Schoolwide schools must have school improvement plans that address all of the required components. By completing all of the fields within this template the schoolwide plan will comply with federal requirements. The school should ensure that the quality of the narrative minimally meets expectations as indicated on the Schoolwide School Improvement Plan rubric.

http://www.michigan.gov/documents/mde/SchoolwideRubric_222200_7.doc

1. Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing the School Data Profile, School Data Analysis, School Process Profile, School Process Analysis and Summary Report. The comprehensive needs assessment must be completed before continuing.

2. Schoolwide Reform Strategies

Schoolwide Reform Strategies must be based upon the analysis portions of the CNA. The reform strategies should be clearly identifiable within your schoolwide school improvement action plan

3. **INSTRUCTION BY HIGHLY QUALIFIED STAFF**

1. Provide an assurance statement that all paraprofessionals meet the NCLB requirements and that all teachers are Highly Qualified OR that the school has a state-approved plan in place for any teachers or paraprofessionals that do not meet the requirements. Title I funds may not be used for staff salaries unless all *Section 1119* NCLB qualification requirements are met OR a state-approved plan is in place for staff that do not meet the requirements.

4. Strategies to Attract High-Quality Highly Qualified Teachers to High Needs Schools

1. Describe the process for attracting high-quality highly qualified teachers to teach in high needs schools. Include the initiatives intended to decrease turnover and retain high quality staff.

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

5. High-Quality and Ongoing Professional Development

High-quality ongoing professional development should be clearly identified in the school improvement action plan.

6. PARENTAL INVOLVEMENT

1. Describe the strategies intended to increase parental involvement.

2. Describe parental involvement in the following requirements:

a. Program Design:

b. Program Implementation:

c. Program Evaluation:

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

5. Describe the process to develop the school-parent compact.

6. Provide an assurance statement that the school-parent compact is discussed at least annually during elementary level parent-teacher conferences.

7. Upload the school-parent compact.

8. PROVIDE THE WEB SITE LINK / ADDRESS WHERE YOUR SCHOOL –LEVEL PARENT INVOLVEMENT PLAN/POLICY CAN BE VIEWED.

7. **Preschool Transition Strategies**

1. Describe preschool transition strategies, if applicable.

8. Teacher Participation in Making Assessment Decisions

1. Describe how teachers participate in decision-making regarding the use of school-based academic assessments.

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

9. TIMELY ADDITIONAL ASSISTANCE

1. Describe the process to identify students experiencing difficulty mastering the State's academic achievement standards at an advanced or proficient level (Levels 1 or 2):

2. Describe the timely additional instruction for students with difficulty mastering state academic achievement standards. This requires a process to provide timely additional assistance to students at Levels 3 and 4 proficiency on the MEAP.

10. COORDINATION OF RESOURCES

1. Describe how the federal, state and local programs and resources are coordinated to support the Schoolwide program and initiatives in the SIP.

2. Describe how the school will use resources under Title I, Part A and from other sources to implement the required Schoolwide plan components:

3. Describe the coordination and integration of Federal, State and local programs and services to support eligible Title I, Part A students in a manner appropriate to their grade level. Include, if any applicable programs such as violence prevention, nutrition, housing, Head Start, adult, vocational and technical education and any other programs that help support the Title I-eligible students in your school.

Public Act 25 Revised School Code

380.1277 School improvement plan Required Strategies

(1) Considering criteria established by the state board, in addition to the requirements specified in section 1280 for accreditation under that section, if the board of a school district wants all of the schools of the school district to be accredited under section 1280, the board shall adopt and implement and, not later than September 1 each year, shall make available to the department a copy of a 3- to 5-year school improvement plan and continuing school improvement process for each school within the school district.

The school improvement plans shall include, but are not limited to:

A mission statement:

Goals based on student academic objectives for all students

Curriculum alignment corresponding with those goals

Evaluation processes

Staff development

Development and utilization of Community resources and volunteers

Describe the role of adult and community education, libraries and community colleges in the learning community.

Describe the building level decision making process.

School improvement plans described in this section shall be updated annually by each school and by the board of the school district. School improvement plans shall include at least all of the following additional matters:

Goals centered on student academic learning.

Strategies to accomplish the goals.

Describe how the building will Evaluate of the plan.

Describe how the building will develop and use alternative measures of assessment that will provide authentic assessment of pupils' achievements Skills and competencies.

Describe planned methods for effective use of technology as a way of improving learning and delivery of services and for integration of evolving technology in the

curriculum.

Describe ways to make available in as many fields as practicable opportunities for structured on the job learning, such as apprenticeships and internships, combined with classroom instruction that the building will implement.

Statement of Non-Discrimination

Federal Office of Civil Rights

The school 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.

Title of School/District Contact: *

Address: *

Telephone Number: *

References:

Title VI of the Civil Rights Act of 1964,
Title IX of the Education Amendments of 1972,
Section 504 of the Rehabilitation Act of 1973,
The Age Discrimination Act of 1975,
The Americans with Disabilities Act of 1990
Elliott-Larsen prohibits discrimination against religion.

