

Schoolwide Plans

Compliance & Review

The Components,
Rubric Requirements,
And Examples

Schoolwide Plans

Compliance & Review

The Components, Rubric Requirements, and Examples

Special thanks to the following LEAs for granting permission to feature their plans as examples:

Brace-Lederle K-8 School Southfield Public Schools

Emerson Elementary..... Ionia Public Schools

Taylor 6th Grade Academy..... Taylor Public Schools

Turrill Elementary..... Lapeer Community Schools

Vandenberg Elementary South Redford Public Schools

Victory Academy Charter School

Prepared by Michele Sandro, FSU Education Consultant &
Sybil Lenzi, MDE Schoolwide Plan Facilitator/Reviewer

Schoolwide Plan Examples for 08-09

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Michigan Department of Education
Office of School Improvement
Field Services Unit

Schoolwide Plan Rubric for 2008-09

School Name:	District/Academy Name:	Grade Levels of Schoolwide Plan:		
Contact Name:	Contact Telephone:	Contact E-Mail:		
Name of Schoolwide Facilitator/Reviewer:		Requirements Not Met	Meets All Requirements	Exceptional
Index of 10 Components		<input type="checkbox"/>	<input type="checkbox"/>	
1. Comprehensive Needs Assessment		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Schoolwide Reform Strategies		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals)		<input type="checkbox"/>	<input type="checkbox"/>	
4. Strategies to Attract High-Quality Highly Qualified Teachers to High Need Schools		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. High-Quality and Ongoing Professional Development		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Strategies to Increase Parental Involvement		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Preschool Transition Strategies		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Teacher Participation in Making Assessment Decisions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Coordination and Integration of Federal, State and Local Programs and Resources		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation		<input type="checkbox"/>	<input type="checkbox"/>	
Signature of Schoolwide Facilitator/Reviewer:		Date Plan Reviewed:		

Requirements Not Met – Does not meet complete set of criteria in the “Meets All Requirements” Column.

Meets All Requirements – All criteria are met.

Exceptional – Includes all criteria from “Meets All Requirements” Column, plus additional criteria listed in the “Exceptional” Column.

Index of 10 Components	Requirements Not Met	Meets All Requirements	
<p>Comprehensive Plan Requirement #1</p> <p><u>Legislative Citation</u> IN GENERAL- Any eligible school that desires to operate a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the No Child Left Behind Act of 2001), in consultation with the local educational agency and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that — describes how the school will implement the components described in paragraph (1). [NCLB Act Sec. 1114 (b)(2)(A)(i)]</p>	<p>The plan does not contain an index of page numbers that locates the 10 required components.</p>	<p>The plan must contain an index of page numbers that locates the 10 required components.</p>	

Comments:

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*** Indicates the Ten Schoolwide Components**

**** Indicates the Required Elements of the District Consolidated Plan**

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p>1. Comprehensive Needs Assessment</p> <p><u>Legislative Citation</u> A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1). [NCLB Act Sec. 1114 (b)(1)(A)]</p> <p>Assesses the needs of the school relative to each of the components of the schoolwide program under Section 200.28 as described in section 200.26 (a)(ii).</p>	<p>The school does not document in the plan how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.</p> <p>It does not include information from 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.</p> <p>Goals are not connected to priority needs, the needs assessment, and portray a clear and detailed analysis of multiple types of data.</p> <p>The goals do not sufficiently address the needs of the whole school population, and special recognition is paid to meeting the needs of children who are disadvantaged.</p>	<p>The school must document in the plan how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.</p> <p>It includes information from 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.</p> <p>Goals are connected to priority needs, the needs assessment, and portray a clear and detailed analysis of multiple types of data.</p> <p>The goals sufficiently address the needs of the whole school population, and special recognition is paid to meeting the needs of children who are disadvantaged.</p>	<p>The description includes charts or graphs displaying the results of the data analysis.</p> <p>Examines community strengths and needs.</p> <p>Includes perception data from students, teachers and parents.</p>

Comments:



SOUTH REDFORD

**VANDENBERG
FALCONS**

Soar to Success!

Comprehensive Needs Assessment
Spring 2008

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Student Data Analysis

School Profile

School Code: 00124

School: Arthur H. Vandenberg Elementary

Principal: Mrs. Syndee Malek

Person/Group completing CNA: Arin Ministrelli and Kelly Schopp, School Improvement Co-Chairs; Amy Schilbe, Classroom Teacher

Date: 3/13/2008

School and Student Demographic Data/Information

Enrollment:

1. What grade levels are taught in this school? **K-5**
2. What is the current school enrollment? **379**
3. What has been the enrollment trend for the past five (5) years?

_____ Increasing **X** Stable _____ Decreasing

Year Grade	Year 1: 05-06		Year 2: 06-07		Year 3: 07-08	
	#	%	#	%	#	%
K	55	14.6	57	14.3	44	11.6
1	58	15.4	67	16.8	53	14.0
2	67	17.8	53	13.3	66	17.4
3	64	17.0	76	19.0	62	16.4
4	74	19.6	73	18.3	81	21.4
5	59	15.6	74	18.5	73	19.3
Totals	377		400		379	

Due to budget cuts we are currently (07-08) busing 26 students to other buildings

4. When looking at sub-groups, has the percentage of students from any group changed by more than 5% over the past five years?
If yes, for which sub-group(s)? **African American and Caucasian**

Group	Year 1: 05-06		Year 2: 06-07		Year 3: 07-08	
	#	%	#	%	#	%
Economically Disadvantaged	142	38%	166	41.5%	157	41%
Ethnicity						
American Indian	3	.8%	3	.8%	5	1.3%
Asian American	3	.8%	2	.5%	2	.5%
African American	258	68.4%	295	73.8%	303	79.9%
Hawaiian/Pacific Islander	0		0		0	
Caucasian	88	23.3%	76	19.0%	50	13.2%
Hispanic	25	6.6%	24	6.0%	19	5.1%
Students with Disabilities	49	13.0%	58	14.5%	50	13.0%
Limited English Proficient (LEP)	8	2.1%	7	1.8%	8	2.1%
Homeless	1	.3%	0		1	.3%

Migrant	0		0		0	
Gender						
Male	198	53%	215	54%	201	53%
Female	179	47%	185	46%	178	47%
Total Population	377		400		379	

Summary of enrollment data/information:

- After reviewing the information on enrollment, what patterns or trends in enrollment can be identified?
We currently have a stable enrollment; however our school does experience a high mobility rate.
- After reviewing the changes in the school enrollment trends, what implications do the data present for the school in the following areas: staffing, fiscal resource allocations, facility planning, professional development, advertisement, recruitment?
If we had an increase in staffing, our enrollment would rise because we currently have students who are bused to other schools in our district and they would be able to return to their home school.

Staff:

Using the charts provided, answer the following questions:

- What is the average number of years teachers in this school have been teaching? **14 years**
- What is the average number of years current teachers have been assigned to this school? **9 years**

Questions	# Teachers	0-3 years	4-8 years	9-15 years	>15 years
1. Indicate how long teachers have been teaching.	26	0	9	7	10
2. Indicate the number of years, each of the teachers has been assigned to this school.	26	3	11	7	5

- For the teachers in this school, during the past school year how many teachers have been absent?
(Absences that result in a sub-teacher being assigned to the classroom)

Category	0-3 days	4-5 days	5-10 days	10 or more days
Personal/Family Illness	3	4	10	3
Professional Development/Conference	9	3	2	0
Other	13	0	0	0
FMLA	0	0	0	1

- How long has the administrator been assigned to this school?
Principal: **3.5 years**
Assistant Principal(s): **NA**

Parent/Community:

1. Describe/list the types of family/community participation/engagement that are in place to support student achievement?
 - **Designed to encourage two way communication**
 - **Planners/Red Folders, Phone Calls, Behavior Sheets, Weekly Comment Sheets/Progress Reports, Email, Parent/Teacher Conferences, IEP's**
 - **Designed as one way communication only**
 - **Websites, Newsletters, Phone Calling System**
 - **Designed to actively involve parents/community in the decision making at the building**
 - **Parent Teacher Organization, Parent/Communication Surveys**
 - **Designed to actively involve parents/community in student learning**
 - **Literacy Night, Math Games Night, A World in Motion Program with Detroit Diesel (Grades 4-5), MacArthur Grant Program Participant with the University of Michigan-Dearborn Environmental Interpretive Center (Grade 4)**
2. Using the following chart, how has parent/guardian attendance at parent-teacher conferences changed over the last five years? **Demographic data only available for current year.**

Group	Parent Conference Attendance									
	Year 1 05-06		Year 2 06-07		Year 3 07-08		Year 4 08-09		Year 5 09-10	
	#	%	#	%	#	%	#	%	#	%
Economically disadvantaged					146	93				
Ethnicity										
American Indian					2	40				
Asian American					2	100				
African American					302	100				
Hawaiian/Pacific Islander										
Caucasian					41	82				
Hispanic					16	84				
Students with Disabilities										
Limited English Proficient (LEP)					12	100				
Homeless					1	100				
Neglected & Delinquent										
Migrant										
Gender										
Male					193	96				
Female					172	97				
Total Population			361	92%	365	96				

Summary of School Demographic data and Information

1. Based on the staff discussions about the data contained in the sample charts, are there any areas of concern noted? **Yes**
2. If yes, what are the areas of concerns? **Our parent teacher conference attendance in our Caucasian and Hispanic sub group**
3. After discussion about these areas of concerns, what possible causes for the problems were identified? **For our Caucasian parents their work schedule may be a factor that contributes to their availability. In looking at our Hispanic population translation issues may be a possibility for low parent teacher conference attendance.**

Summary of School Enrollment, Staffing and Parent/Community: concerns factors, and actions

Area(s) of Concern Noted	Factors identified that contribute to concern	Schools within the district who also noted this concern	Possible action(s)
Staffing	Large Class Size	Thurston High School	Paraprofessional for larger classes
		Pierce Middle School	Smaller class size
Mobility	Transient Population		
	Parent Involvement		Mid Year Parent Orientation

MEAP Assessment Test Item Analysis

Using information gathered about how students in the building are doing on skills that are tested on the MEAP/MME, discuss the following:

1. What skill area(s) is the building doing well on? **Overall, students are doing well in reading comprehension and in 3rd grade Math.**
2. When comparing the building with the district and state, which skills would the staff identify as a challenge area for the building? **Staff has identified writing as our primary concern and math, with special emphasis in 4th and 5th grades on measurement and basic facts/skills review.**
3. When reviewing the district curriculum, where are these skills taught? **Writing is taught in all grades through our language arts program. Similarly, measurement and basic facts are part of our math series at all grade levels.**
4. When reviewing the school instructional program, are these skills being taught at the appropriate grade level? **In math, these skills are being taught at appropriate grade levels, but not to mastery and only in context. Writing is taught at all grade levels, but the textbook is currently used to guide instruction. Staff feels we should be using the Grade Level Content Expectations (GLCEs)**
5. How can this information be used for curriculum, instructional and remediation purposes? **We need to focus on the state Grade Level Content Expectations as a guide and use our textbook only as a resource to achieve those goals.**

What additional data sources (other than MEAP/MME) were used to inform decision making about student achievement? Examples include: teacher made tests, other forms of norm/criterion referenced tests, end of course exams, etc.

Name and Type of Measurement Instrument	Grade level Assessed	Subject Area Assessed
1NWEA- Map Testing	2-5	Reading/Math
2DIBELS	K-2	Reading/Language

Year: 2005-2006

Grade	DIBELS					
	*BM		S		I	
	#	%	#	%	#	%
K	41	76	5	9	8	15
1	38	72	9	17	6	11
2	26	38	13	19	29	43
3						
4						
5						

Year: 2006-2007

Grade	DIBELS					
	*BM		S		I	
	#	%	#	%	#	%
K	37	67	8	15	10	18
1	41	65	16	25	6	10
2	28	55	9	18	14	27
3						
4						
5						

Year: 2007-08 DIBELS and NWEA Math Data is currently being collected for Spring 2008.

Grade	% of Population Demonstrating Proficiency of GLCE/HSCE*									
	DIBELS						Reading (NWEA-Map)		Math (NWEA-Map)	
	*BM		S		I		#	%	#	%
K										
1										
2							65	77%		
3							60	65%		
4							79	56%		
5							71	68%		

* BM= Benchmark S=Strategic I=Intensive

Vandenberg Elementary School and South Redford Schools have written grade level quarterly assessments in Math and Science and are using consistent assessments from our reading program (Open Court) on a quarterly basis. However, data collected to date is not complete for 2007-08 or in years past. We plan to work on a better way to collect such data on a quarterly basis from our teaching staff and a systematic approach to analyzing/reviewing this data as well.

Continuity of Instructional Program

Students who have been in building since kindergarten

Highest grade level in building	# of Students	% of students proficient ELA	% of students proficient Math	% of students proficient Social Studies	% of students proficient Science
Students who have been in the building since K	27	74%	59%	NA	65%**
Student who moved into the building after k	43-45*	64%	39%	NA	60%

*Number Assessed based on MEAP data (differs by test) ** only 26 assessed

Sub Group Analysis

(These charts look at data for full academic year students)

Grade: 3

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Total ELA		
	Year 1: 05-06	Year 2:06-07	Year 3:07-08	Year 1:05-06	Year 2: 06-07	Year 3:07-08	Year 1:05-06	Year 2:06-07	Year 3:07-08
Social Economic Status (SES)	90%	81%	70%	43%	34%	27%	86%	72%	63%
Ethnicity									
American Indian	NA	<10	<10	NA	<10	<10	NA	<10	<10
Asian American	<10	NA	NA	<10	NA	NA	<10	NA	NA
African American	93%	83%	75%	50%	52%	52%	87%	76%	73%
Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA
Caucasian	77%	100%	<10	69%	70%	<10	77%	80%	<10
Hispanic	<10	<10	<10	<10	<10	<10	<10	<10	<10
Students with Disabilities	54%	<10	<10	38%	<10	<10	46%	<10	<10
Limited English Proficient (LEP)	NA	<10	<10	NA	<10	<10	NA	<10	<10
Homeless	NA	NA	<10	NA	NA	<10	NA	NA	<10
Migrant	NA	NA	NA	NA	NA	NA	NA	NA	NA
Gender									
Male	86%	78%	63%	47%	45%	41%	78%	69%	59%
Female	93%	89%	81%	64%	56%	44%	93%	78%	78%
Aggregate Scores	89%	82%	71%	55%	49%	42%	84%	72%	68%
State	87%	87%	86%	52%	52%	57%	78%	79%	81%

Group	Math		
	Year 1:05-06	Year 2:06-07	Year 3:07-08
Social Economic Status (SES)	91%	72%	93%
Ethnicity			
American Indian	NA	<10	<10
Asian American	<10	NA	NA
African American	89%	83%	89%
Hawaiian/Pacific Islander	NA	NA	NA
Caucasian	77%	100%	<10
Hispanic	<10	<10	<10
Students with Disabilities	54%	<10	<10
Limited English Proficient (LEP)	NA	<10	<10
Homeless	NA	NA	<10
Migrant	NA	NA	NA
Gender			
Male	86%	80%	88%
Female	86%	81%	89%
Aggregate Scores	86%	80%	88%
State	87%	88%	90%

Grade: 4

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Total ELA		
	Year 1: 05-06	Year 2: 06-07	Year 3: 07-08	Year 1:05-06	Year 2: 06-07	Year 3: 07-08	Year 1:05-06	Year 2: 06-07	Year 3: 07-08
Social Economic Status (SES)	83%	63%	56%	57%	37%	18%	70%	56%	50%
Ethnicity									
American Indian									
Asian American		<10			<10			<10	
African American	71%	77%	70%	36%	44%	23%	53%	70%	61%
Hawaiian/Pacific Islander									
Caucasian	88%	64%	<10	46%	43%	<10	75%	64%	<10
Hispanic	<10	<10	<10	<10	<10	<10	<10	<10	<10
Students with Disabilities	23%	27%	7%	8%	0%	0%	8%	20%	7%
Limited English Proficient (LEP)	<10	<10	<10	<10	<10	<10	<10	<10	<10
Homeless									
Migrant									
Gender									
Male	69%	73%	68%	22%	39%	21%	44%	63%	53%
Female	83%	78%	62%	55%	53%	21%	76%	78%	59%
Aggregate Scores	77%	75%	65%	41%	45%	21%	62%	70%	56%
State	83%	85%	84%	55%	45%	44%	76%	78%	76%

Group	Math		
	Year 1:05-06	Year 2: 06-07	Year 3: 07-08
Social Economic Status (SES)	57%	63%	44%
Ethnicity			
American Indian			
Asian American		<10	
African American	49%	67%	62%
Hawaiian/Pacific Islander			
Caucasian	71%	93%	<10
Hispanic	<10	<10	<10
Students with Disabilities	23%	53%	47%
Limited English Proficient (LEP)	<10	<10	<10
Homeless			
Migrant			
Gender			
Male	44%	76%	60%
Female	69%	69%	56%
Aggregate Scores	58%	73%	58%
State	82%	86%	86%

Grade: 5

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Total ELA		
	Year 1: 05-06	Year 2: 06-07	Year 3: 07-08	Year 1:05-06	Year 2: 06-07	Year 3: 07-08	Year 1:05-06	Year 2: 06-07	Year 3: 07-08
Social Economic Status (SES)	57%	79%	65%	57%	64%	39%	57%	70%	65%
Ethnicity									
American Indian									
Asian American	<10			<10			<10		
African American	63%	65%	70%	58%	67%	36%	65%	59%	67%
Hawaiian/Pacific Islander			<10						
Caucasian	71%	76%	77%	57%	57%	62%	71%	76%	69%
Hispanic	<10	<10	<10	<10	<10		<10	<10	<10
Students with Disabilities	21%	18%	44%	21%	24%	22%	21%	18%	<10
Limited English Proficient (LEP)	<10	<10	<10	<10	<10	<10	<10	<10	<10
Homeless						<10			<10
Neglected & Delinquent									
Migrant									
Gender									
Male	53%	49%	70%	47%	40%	39%	56%	43%	65%
Female	78%	85%	74%	70%	77%	46%	78%	77%	71%
Aggregate Scores	64%	68%	72%	58%	59%	42%	66%	61%	68%
State	80%	84%	82%	63%	57%	59%	75%	78%	78%

Group	Math		
	Year 1:05-06	Year 2: 06-07	Year 3: 07-08
Social Economic Status (SES)	57%	48%	35%
Ethnicity			
American Indian			
Asian American	<10		
African American	58%	39%	39%
Hawaiian/Pacific Islander			<10
Caucasian	71%	76%	69%
Hispanic	<10	<10	<10
Students with Disabilities	29%	18%	
Limited English Proficient (LEP)	<10	<10	<10
Homeless			<10
Migrant			
Gender			
Male	59%	40%	57%
Female	63%	56%	35%
Aggregate Scores	61%	49%	46%
State	73%	76%	74%

Group	Science		
	Year 1: 05-06	Year 2: 06-07	Year 3: 07-08
Social Economic Status (SES)	61%	67%	57%
Ethnicity			
American Indian			
Asian American	<10		
African American	56%	54%	56%
Hawaiian/Pacific Islander			
Caucasian	79%	81%	85%
Hispanic	<10	<10	
Students with Disabilities	50%	29%	33%
Limited English Proficient (LEP)	<10	<10	<10
Homeless			<10
Neglected & Delinquent			
Migrant			
Gender			
Male	66%	54%	64%
Female	59%	69%	59%
Aggregate Scores	63%	62%	61%
State	77%	83%	82%

Using formation from the above charts for Sub-group data, answer the following questions:

- Based on MEAP/MME reports, which of the sub-groups are **not** at/or above the current state AYP content area targets? **Our aggregate scores are below State ELA AYP targets in Writing at all grade levels. However, since our Reading scores are combined to look at Total ELA, we are currently hitting those targets in 3rd and 5th grades. In 4th grade we are below the target for all students, at-risk students, students with disabilities and male student sub-groups. In Math, 4th and 5th grade are below the State Target in all sub-groups.**
- Are any of the sub-groups scoring more than 10 percentage points lower than the current state AYP targets? **In 4th Grade Math, our at-risk students are currently 21 percentage points below the AYP target and special needs students are 18 percentage points below target. In 5th Grade, our aggregate score is 19 percentage points below the target. The only sub-groups not 10 points below the target are Caucasians and Males.**
- Based on the staff's review of these data and information, what has the school staff determined to be the contributing cause(s) for the gaps? **The staff believes that the adoption of a new language arts textbook series with a weak writing component has added to our struggles in writing. There is a similar feeling about our math scores. Of particular concern was staff was told to follow ONLY the new math and ELA series so the district could collect data on its implementation and resulting student assessment scores. The staff feels that moving back to the Grade Level Expectations as a guide for instructional planning and looking at the textbook as a resource to achieve those goals is necessary and would promote positive changes.**
- What trends have been identified when looking at the 3 years of MEAP of data? **An overall decline in MEAP subject areas.**

5. Were there any discrepancies between the sets of data? **Data sets are consistent although we are looking for more assessment options to inform data (i.e. grade level assessments, etc.)**

Review of Special Education Population
 Students with Disabilities Group Demographics
Review of Special Education Population
 Students Taking the MEAP/MME

Grade:5

Sub-group: Students with Disabilities	Total # of Students In Group	% of Total District Population	% of Students Scoring in Each Category											
			ELA				Math				Science			
			1	2	3	4	1	2	3	4	1	2	3	4
Mainstreamed (General Education.)	12		0	55	9	36	0	9	64	27	0	46	27	27
Special Ed. (Self-Contained)	<10													

Note: B=Basic, P=Proficient, A=Advanced

1. If the disabilities sub-group is not meeting state standards in a content area, is there a difference in performance between students who are mainstreamed and those who are in self-contained programs? **55% of mainstreamed students passed with a 2 and 100% of kids in self-contained classes scored 3's and 4's according to the MEAP**
2. Based on staff discussions about the data, what has the school determined to be the leading cause for the difference in performance between these two groups? **Students in self-contained classrooms have an alternative curriculum, and they are not reading on grade level.**
3. What curriculum is used with each group, and how is it aligned with the State Curriculum Framework/Expanded Curriculum Framework for Special Education Students, Grade Level Content Expectations and/or the High School Content Expectations? **Mainstreamed students follow state benchmarks, although some of them are alternative based on student's deficit areas.**
4. What modifications have been made?
 - **Teacher Consultant support in classrooms for math**
 - **Reduced spelling lists**
 - **Having some students have alternative teaching during 5th grade curriculum**
5. How does the percent of identified special education students in the school compare to the state average? **We are below the state average in all areas except speech and language impairment.**
6. Is the identification rate for any specific eligibility category higher or lower than the state average? **We are higher in the identification of students with SLI**

7. How are services provided that will help the student become successful in the general education program? **Teacher Consultant support (push-in), Speech and Language Impairment (push-in)**
8. How many students with disabilities in the school participate in the MEAP/MME testing (number enrolled vs. number participating)? **Approximately 97% take the MEAP only 3 students do not.**
9. Are there any grade levels, subject areas, or disability groups with increased or decreased participation in MEAP/MME? **Currently 3rd grade is the lowest, followed by 4th and then 5th grade.**
10. How has the school identified interventions that are needed to prepare and move students closer to full participation in the MEAP/MME using no accommodations or standard accommodations? **Currently only 3 students are not taking the MEAP test.**

**Limited English Proficient (LEP) Group Demographics
English Language Proficiency Assessment (ELPA)**

Language*	# Students	# Students Tested	# of Staff who speak the Language		Category Assessment Results				
			Teachers	Paraprofessional	1	2	3	4	5
Spanish	14	14	0	0					
Total School									

Discussion for LEP Sub-group analysis:

1. For each language group, what is the percent of students in the language group who are not at/or above the current state standard for each content area? **Currently we do not have a sub group in the area of language**
2. How are each of the language groups achieving in comparison to the school aggregate? **Currently we do not have a sub group in the area of language**
3. Are any of the LEP sub-groups scoring more than 10 percentage points lower than the state AYP standards? **Currently we do not have a sub group in the area of language**
4. How are students who are most at risk of failing to meet the current state academic achievement standards identified for support services?
 - **Home language survey in Zangle**
 - **Recommendation by teacher leads to initial evaluation**
5. Based on staff review of the data and information, what has the school staff determined to be the leading cause(s) for the gap in performance? **Currently we do not have a sub group in the area of language**

Grade Level Achievement

Year: 2007-08

Grade	ACS**	% HQ ***
K	23.5	100
1	27.5	100
2	21.7	100
3	28	100
4	29.6	100
5	26.4	100

** Average Class Size for the grade

*** % of classroom teachers who meet Highly Qualified Status

Using the information gathered about the school's instructional program, discuss the following questions:

1. What data/information (other than MEAP/MME/CLCE/HSCE) does the school use to measure student achievement at each grade level? **In grades K-2 we assess reading by using DIBELS, In grades 2-5 all students take a NWEA (MAP) reading, language and math test. We also have quarterly assessments in math and science at the district level and are using open court assessments to assess our reading.**
2. What are the criteria for student success at each grade level? **When using DIBELS each grade level has a set goal for the card marking. In using our quarterly assessments and Open Court reading assessments we use 80% as the goal we would like all students to reach.**
3. How has student achievement changed over the last 3 years? **Our DIBELS scores continue to improve over the last 3 years. The NWEA (MAP) has only been given one year (2007-2008 school year) so we currently do not have achievement data for past years. Our quarterly assessments have been scored but data has not been kept from year to year.**
4. What examples of outcome indicators have been developed for analysis of writing, reading, science, math, and social studies? **Starting in the Fall of 2008, South Redford Schools will be implementing the use of Class A, a test creation and data collection tool, to electronically organize student data on grade level quarterly assessments as well as standardized test data. This will allow easy analysis of student achievement on grade level content expectations by GLCE and will provide breakdowns of student assessment by sub-group.**
5. What process indicators have been developed for analysis of writing, reading, science, math, and social studies? **We are ensuring that teachers have at least one common preparation period per week for common planning and analysis and additionally will be using staff time throughout the year for this same purpose.**
6. Which grade level(s) is not meeting the criteria for grade level proficiency and would be identified as a challenge area by the staff? **4th grade MEAP assessment scores that indicate 3rd grade GLCE proficiency indicate a challenge area in 3rd grade.**

**Mobility Data
Year: 2005 - 06**

Mobility			
Grade	# of Students	Number Entering	Number Leaving
K	55	4	5
1	57	22	10
2	66	15	9
3	64	14	9
4	73	15	8
5	58	10	6

Year: 2006 -07

Mobility			
Grade	# of Students	Number Entering	Number Leaving
K	57	9	5
1	71	20	14
2	62	13	14
3	81	18	10
4	80	12	12
5	79	12	12

Year: 2007-08

Mobility			
Grade	# of Students	Number Entering	Number Leaving
K	45	5	6
1	57	9	7
2	73	18	11
3	66	18	11
4	85	11	7
5	82	14	14

* Grade levels full at beginning of year, new enters would have been diverted to other schools in District until students left

**Discipline Data
Year: 2005-06**

Grade	# of Students	# of Absences		# of Suspension		# of Expulsions	
		>10	<10	In*	Out*	In*	Out*
K	55	15	40	0	0	0	0
1	58	18	39	0	0	0	0
2	67	21	47	0	2	0	0
3	64	16	55	0	1	0	0
4	74	24	44	0	3	0	0
5	59	17	40	0	12	0	0

*in school / out of school

* Total number maybe slightly different due to student mobility

**Discipline Data
Year: 2006-07**

Grade	# of Students	# of Absences		# of Suspension		# of Expulsions	
		>10	<10	In*	Out*	In*	Out*
K	57	22	26	0	0	0	0
1	67	16	45	0	0	0	0
2	53	18	31	0	1	0	0
3	76	20	53	1	17	0	0
4	73	20	54	3	22	0	0
5	74	22	52	1	9	0	0

*in school / out of school

* Total number maybe slightly different due to student mobility

**Discipline Data
Year: 2007-08****

Grade	# of Students	# of Absences		# of Suspension		# of Expulsions	
		>10	<10	In*	Out*	In*	Out*
K	44			0	0	0	0
1	53			0	2	0	0
2	66			1	1	0	0
3	62			3	3	0	0
4	81			6	3	0	0
5	73			2	3	0	0

*in school / out of school ** thru 1/23/08

Sub Group Analysis

Year: 2005- 06

Group	# Students	# of Absences		# of Suspension	
		>10	<10	In*	Out*
SES	142			0	9
Ethnicity					
American Indian	3			0	0
Asian American	3			0	0
African American	258			0	16
Hawaiian/Pacific	0			0	0
Caucasian	88			0	2
Hispanic	25			0	0
Disabilities	49			0	4
LEP	8			0	0
Homeless	1			0	0
Gender					
Male	198	61	152	0	12
Female	179	51	112	0	6
Totals	377	112	264	0	18

• Total number maybe slightly different due to student mobility

Year: 2006-07

Group	# Students	# of Absences		# of Suspension	
		>10	<10	In*	Out*
SES	166				
Ethnicity					
American Indian	3				
Asian American	2				
African American	295				
Hawaiian/Pacific	0				
Caucasian	76				
Hispanic	24				
Disabilities	58				
LEP	7				
Homeless	0				
Gender					
Male	215	61	148		
Female	185	59	116		
Totals	400	120	264		

- Total number maybe slightly different due to student mobility

Year: 2007-08 Will complete at end of 2007-08 School Year

Group	# Students	# of Absences		# of Suspension	
		>10	<10	In*	Out*
SES	157				
Ethnicity					
American Indian	5				
Asian American	2				
African American	303				
Hawaiian/Pacific	0				
Caucasian	50				
Hispanic	19				
Disabilities	50				
LEP	8				
Homeless	1				
Gender					
Male	201				
Female	178				
Totals	379				

1. Based on a review of these data about student mobility, attendance, behavior, and extended learning opportunities, did the staff identify any areas of challenge? **As a staff and as a district, we need to be able to collect this type of data by sub-group in order to look for patterns and to inform planning. Mobility is a concern at Vandenberg. Only about one third of students that begin in Kindergarten stay until 5th grade. Students who are with us throughout their elementary career are doing better on standardized assessments than other students.**

Perception Data:

Student

1. In what ways does the school collect information about student perception in the following areas:
 - o How they feel about their school; their teacher; their principal? **Classroom Surveys**
 - o What they think the teachers and principal(s) feel about them? **We do not currently collect this information**
 - o What they feel the staff expectations for their learning ability are? **We do not currently collect this information**

Parent/Guardian

2. In what ways does the school collect information about parent/guardian perception in the following areas:
 - o Teacher preparation and ability to prepare their children to be successful learners **Annual Parent Surveys**
 - o Principal(s) effectiveness **Annual Parent Surveys**

Staff

3. In what ways does the school collect information about staff perceptions in the following areas:
 - o High expectations for all students **We do not currently collect this information.**
 - o Coherence of instructional program **Staff Surveys**
 - o Leadership effectiveness and support **Staff Surveys**

Community

4. In what ways does the school collect information about community perception in the following areas:
 - o Teacher preparation and ability to prepare all students to be successful learners **We do not currently collect this information.**
 - o Principal(s) leadership abilities **We do not currently collect this information.**
 - o Staff has high expectations for all students **We do not currently collect this information.**

Summary Discussion: Perception Data

1. In what ways does the school use this perception information to inform decision-making activities? **Annual surveys of parents and staff are used to inform decisions about student programming, including behavior, transportation, academics, parent involvement opportunities, communication tools and food services. They are reviewed by district and building administration as well as building staff.**
2. What challenges have been identified as a result of reviewing the data/information collected about stakeholder perceptions? **Concerns about student behavior lead to the implementation of the adoption of the Positive Behavior Support (PBS) program as well as bus safety programs. Our food service provider was changed. Continuing challenges include class size and a thorough understanding of the math curriculum and vocabulary.**

School Student Data Analysis Report

1. Based on a review of the data and the staff discussion around the questions on the preceding pages, state the school's conclusions regarding the strengths and challenges of student learning need.

Strengths: Reading Comprehension

Challenges: Writing and Mathematics (basic facts, vocabulary, measurement)

2. For the challenges listed above, what content area goals have the school established for student achievement that will be address in the school improvement plan? (Use chart below to list).

Content Area	Student Achievement Goal
1. English Language Arts	By May of 2009, Vandenberg students will meet state ELA AYP targets in writing, with at least 59% of students scoring proficient at each grade level.
2. Math	By May of 2009, Vandenberg 4th and 5th grade students will meet the state Math AYP target, with at least 65% of students scoring proficient at each grade level.

3. For the goals listed above, what did the school student data identify as the gap between where current student achievement is and where the building would like it to be? (Use the chart below to list).

Student Achievement Goal	Need: Identified Gap*
1. English Language Arts	MEAP scores show that only 21% of our current 4th graders and 42% of 5th graders are proficient in writing. In 4th grade, this is 23% below the state average and well below the state ELA AYP target of 59%.
2. Math	MEAP data shows that by 5th grade only 46% of Vandenberg students are proficient in math and that there is a steady decline in scores each year from 3rd to 5th grade (3rd grade = 88%; 4th = 58%; 5th =46%).

* Gap refers to the difference between where students are currently achieving and where the school would like achievement to be.

4. For each of the identified gaps listed above, based on the school's discussion about current trends in student learning, what has the school determined to be the leading cause(s) for the gap in performance? (Use the following chart to list).

Student Achievement Goal Statement	Contributing (leading) Cause for Gap
1. By May of 2009, Vandenberg students will meet state ELA AYP targets in writing, with at least 59% of students scoring proficient at each grade level.	Following the basal textbook series rather than the state content standards. Dedicating a consistent amount of time DAILY to writing instruction and practice.
2. By May of 2009, Vandenberg 4th and 5th grade students will meet the state Math AYP target, with at least 65% of students scoring proficient at each grade level.	Not teaching to mastery, not teaching to the GLCEs (following the textbook) and little time for review of basic facts.

Part IX: Title I School-wide Plan Requirements

(Complete only if developing and submitting a School-wide Improvement Plan)

- A.** Describe the **comprehensive needs assessment** of the entire school, including, but not limited to, student achievement on state assessment measures. Include information on all students and applicable subgroups. Describe the process for annual review of the effectiveness of the school-wide plan on improving student achievement (can reference information on page 3).

Brace-Lederle K-8 School has conducted a comprehensive needs assessment that focuses on academic and affective achievement of all students. The comprehensive needs assessment includes a compilation and analysis of data, such as norm-referenced and standardized test scores (MEAP and Terra Nova), district common assessments, discipline referrals, staff surveys, PTA Membership, Parent Teacher Conference attendance, and student demographic statistics.

The outcome of the 2005-2008 data guided our direction in determining our school-wide reform strategies. The data showed that there was low parental involvement, an unacceptably high amount of discipline referrals, and academic underachievement in the areas of science, writing and math.

In this comprehensive needs assessment it is apparent, when reviewing the emerging areas, that the following areas are integrated in our School Improvement Plan:

- Vision and Purpose
- Documenting and Using Results
- Commitment to Continuous Improvement

As we look at our SIP goals, we find vision and purpose an area of concern because we feel that with new administration we are in the emerging stages of developing a vision and purpose in collaboration with all stakeholders as well as establishing expectations for student learning aligned with the school's vision.

In the area of documenting and using results we are moving toward systematically monitoring and documenting performance and using these results to improve student performance and school effectiveness. As indicated in our goals, evidence of improvement is based on increased in student achievement – all of which is to be data driven.

The overall SIP is focused on a commitment to continuous improvement. Data is to be monitored and reviewed on a regular basis over a two year period with time for reflection and refinement as the data indicates.

1. **Vision and Purpose:** The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Establishes a vision for the school in collaboration with its stakeholders	Emerging
Communicates the vision and purpose to build stakeholder understanding and support	Emerging
Identifies goals to advance the vision	Operational
Develops and continuously maintains a profile of the school, its students and the community	Operational
Ensures that the school's vision and purpose guide the teaching and learning process	Operational
Reviews its vision and purpose systematically and revises them when appropriate	Emerging

2. **Documenting and Using Results:** The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Establishes performance measures for student learning that yield information that is reliable, valid, and bias free	Emerging
Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning	Emerging
Uses student assessment data for making decisions for continuous improvement of teaching and learning processes	Operational
Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance	Operational
Communicates the results of student performance and school effectiveness to all stakeholders	Operational
Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness	Operational
Demonstrates verifiable growth in student performance	Emerging
Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations	Highly Functional

3. **Commitment to Continuous Improvement:** The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

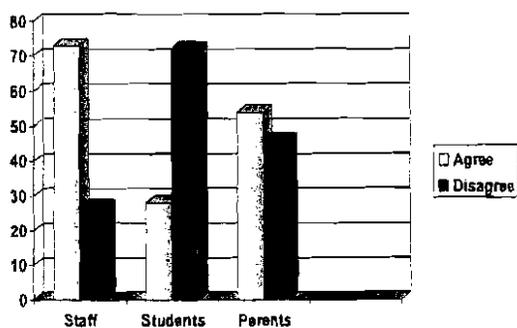
Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)	Emerging
Engages stakeholders in the processes of continuous improvement	Emerging
Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning	Emerging

Provides professional development for school personnel to help them implement interventions to achieve improvement goals	Operational
Monitors and communicates the results of improvement efforts to stakeholders	Operational
Evaluates and documents the effectiveness and impact of its continuous process of improvement	Emerging

Brace-Lederle K-8 School Climate Survey Results

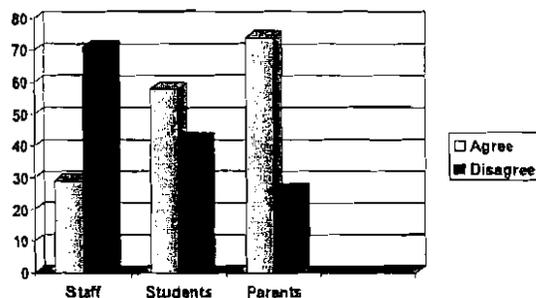
School Climate

The opinions and suggestions of staff/students/parents are given serious consideration by Administrators/Teachers.



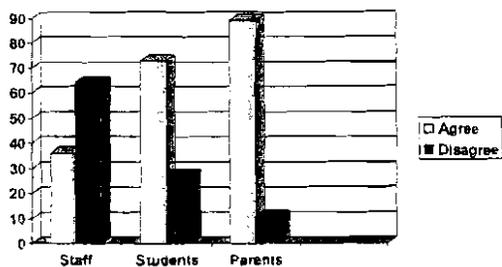
School Climate

Students are genuinely concerned for their own achievement.



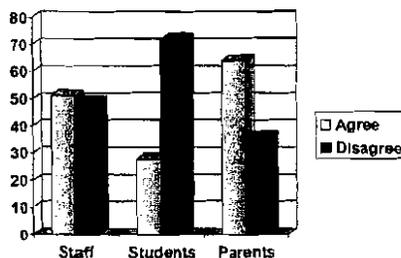
School Climate

Parents show interest and concern for the achievement of their students.



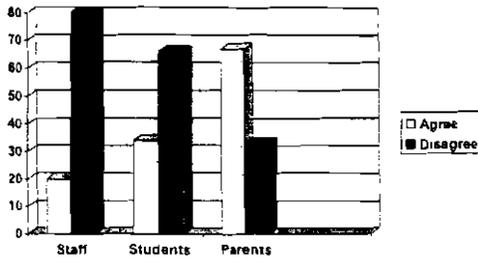
School Climate

Students show respect for their peers.



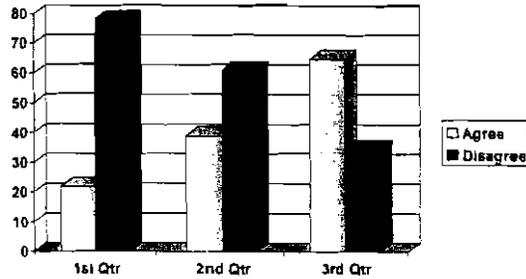
School Climate

In general, students are civil, courteous, polite, trustworthy and honest.



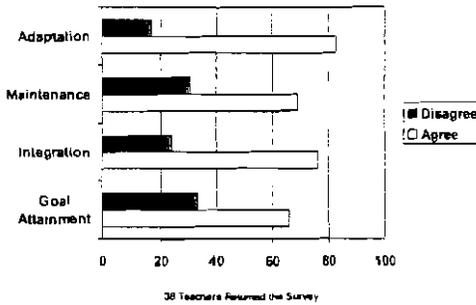
School Climate

Students show proper respect for their instructors.



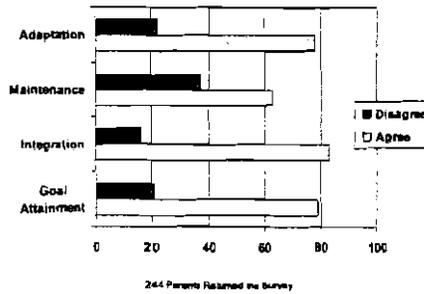
Unique Local Insights: The Local Insights survey of parents and staff displayed results stating that a majority of staff and parents felt the school was competent in creating and reaching attainable goals, coordinating and organizing for necessary tasks, maintaining an environment that motivates adults and children to do their best, and successfully adapting to work with parents and the community.

Local Insights-Staff Survey



38 teachers returned surveys

Local Insights-Parent Survey



244 parents returned surveys

Brace-Lederle K-8 School Improvement Survey Results: A survey of staff, parents, and students was conducted to find any key areas of concern within the Brace-Lederle K-8 community. The school climate survey returned an overwhelming response; staff, students, and parents felt that a majority of students have a general lack of respect for their peers and instructors. For the most part, teachers felt that students do not show genuine concern for their own achievement, while students and parents disagreed and felt that there is a genuine concern about achievement among students. Another key area of concern is parental involvement. Teacher felt there wasn't enough positive parental involvement; students and parents disagreed. One reason for such discrepancy is that the parents who took the survey are the parents that are always involved and those uninvolved parents probably did not return the survey. Thus, the survey supports our affective goals of bully-proofing and parental involvement. We strive to be able to administer this survey at the completion of this NCA cycle and have larger numbers of staff, parents and students who agree that parents are involved and students are concerned about their own achievement.

Goal Attainment: The school is able to define objectives, mobilizes resources, and achieves improvement.
Integration: The school is able to organize, coordinate, and unify tasks necessary for improvement.
Maintenance: The school is able to create and maintain an environment that motivates adults and children to do their best.
Adaptation: The school is able to deal successfully with parents, the community, and external change.

Existing School Data: Refer to Addendum pages 14-25 and/or see below.

MEAP

When analyzing the past three years of M.E.A.P. scores, there seems to be a shift in the level of achievement. In 2005, Brace-Lederle K-8 School M.E.A.P. scores either correlate directly with the State scores or surpass the state scores, with the exception of science. In 2006, scores began to decrease in math and writing.

- Math

When looking closely at the Math scores, the students at Brace-Lederle seem to find great difficulty with the areas of Numbers and Operations, and Measurement.

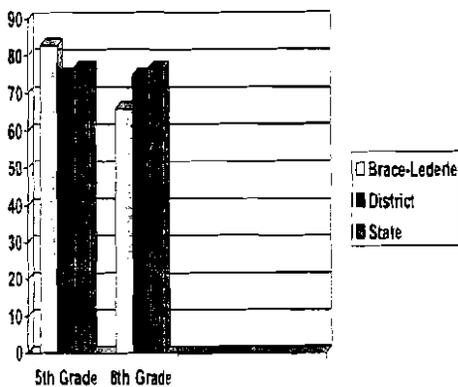
- English Language Arts

Students at Brace-Lederle struggle more with Writing than with Reading. The areas of Writing based on MEAP standards that students have great difficulty with the areas of Spelling, Grammar, and The Writing Process.

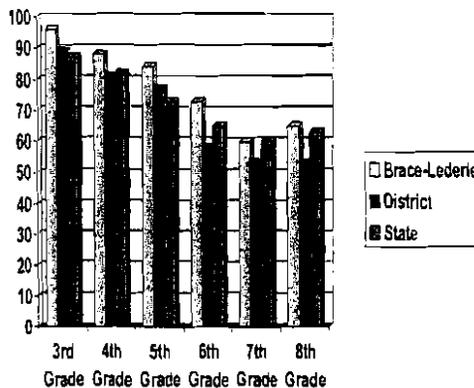
- Science

Brace-Lederle students consistently struggle with the Science M.E.A.P. Test. Within the past three years, students' scores have ranked below both the state and the district, with the exception of the 2007 5th grade test.

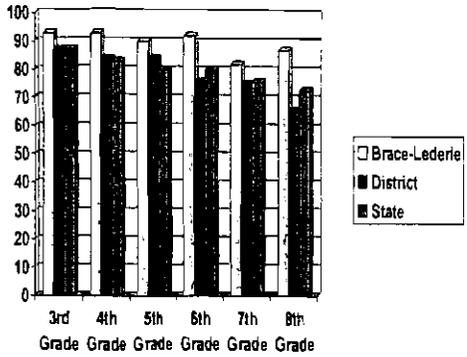
2005 Science MEAP Results



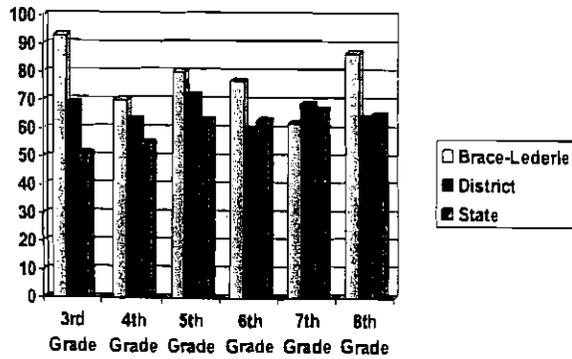
2005 Math MEAP Results



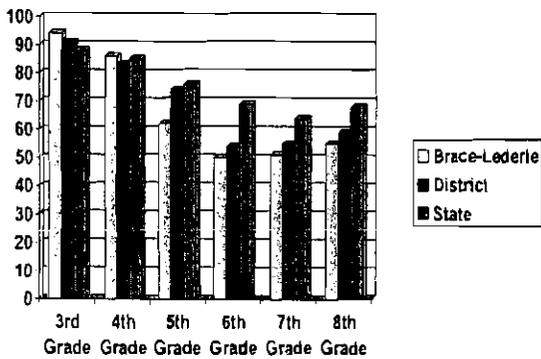
2005 Reading MEAP Results



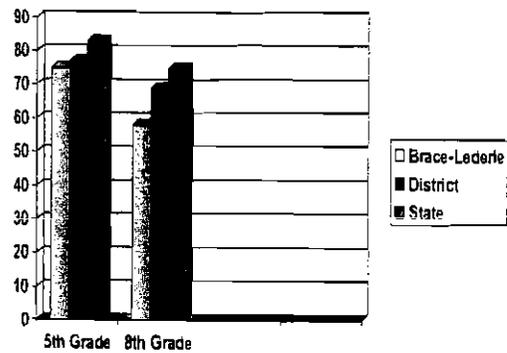
2005 Writing MEAP Results



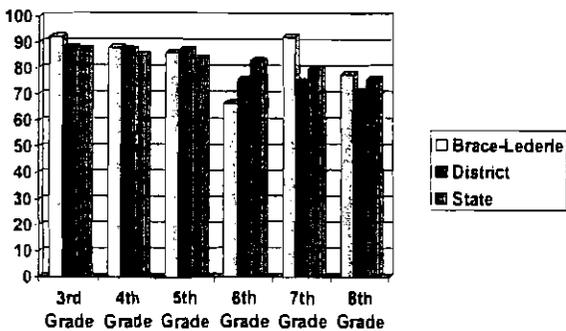
2006 Math MEAP Results



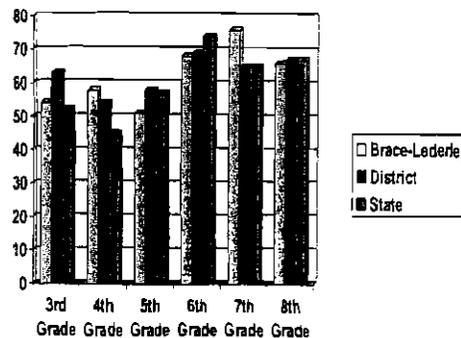
2006 Science MEAP Results



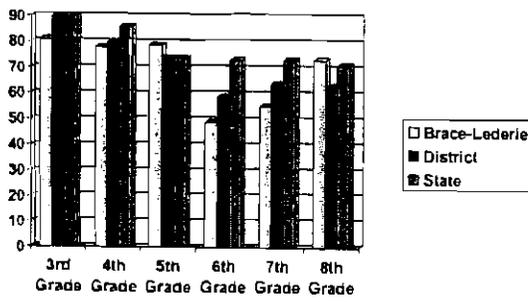
2006 Reading MEAP Results



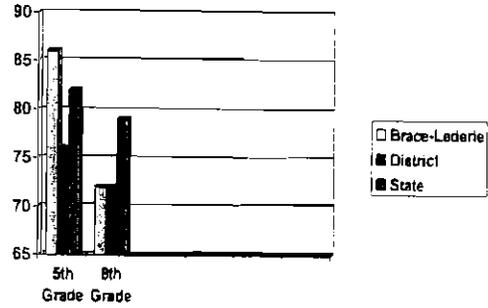
2006 Writing MEAP Results



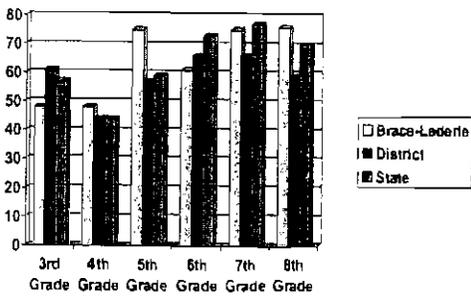
2007 Math MEAP Results



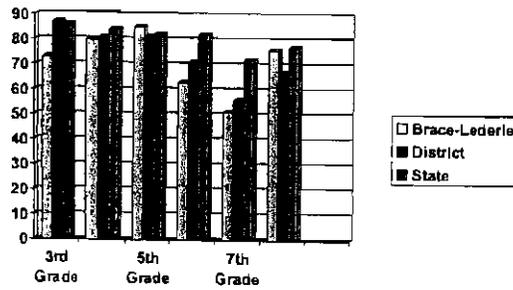
2007 Science MEAP Results



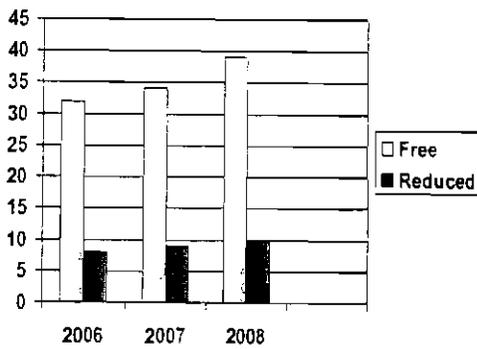
2007 Writing MEAP Results



2007 Reading MEAP Results



Free/Reduced Lunch Count



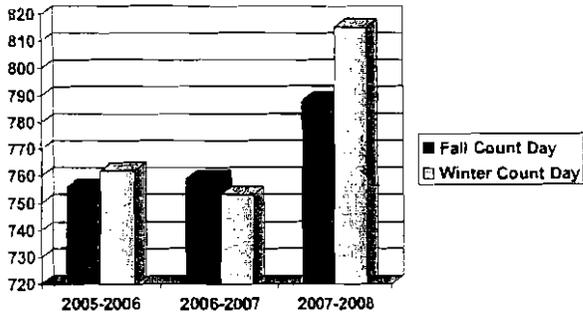
Free/Reduced Lunch

In 2006, Brace-Lederle K-8 School had a total enrollment of 762 students. Of those, thirty-two percent of the student body received Free Lunch and eight percent of the student body received Reduced Lunch.

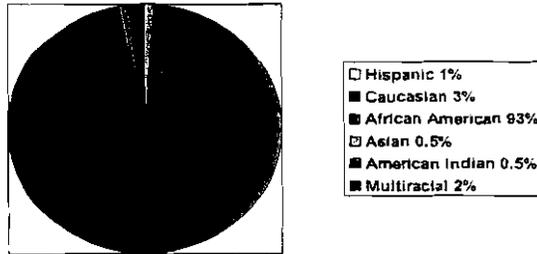
In 2007, Brace-Lederle K-8 School had a total enrollment of 759 students. Of those, thirty-four percent of the student body received Free Lunch and nine percent of the student body received Reduced Lunch.

In 2008, Brace-Lederle K-8 School had a total enrollment of 815 students. Of those, thirty-nine percent of the student body received Free Lunch and ten percent of the student body received Reduced Lunch.

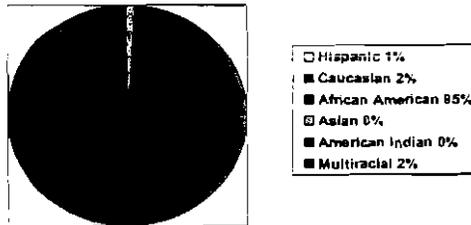
Brace-Lederle Enrollment



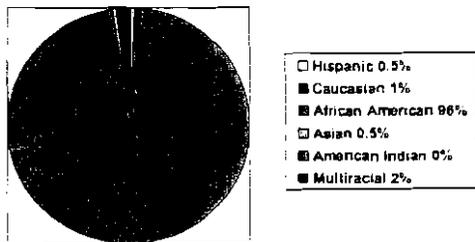
Brace-Lederle Ethnicity Report 2005-2006



Brace-Lederle Ethnicity Report 2006-2007



Brace-Lederle Ethnicity Report 2007-2008



Enrollment

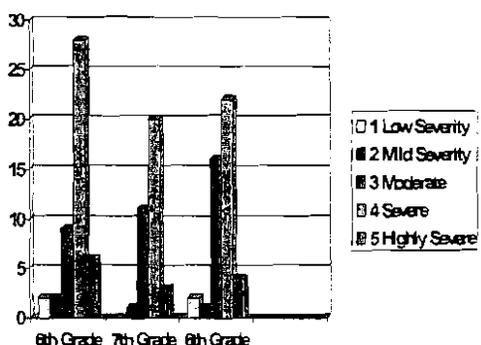
In general, enrollment at Brace-Lederle K-8 School seems to increase yearly. In the fall of 2005, Brace had a total of 762 students, dropping in the fall of 2006 to 759 students, then increasing to a total of 815 students currently.

In 2005, ninety-three percent of the total student body was African American, 3% Caucasian, 2% Multiracial, 1% Hispanic, 0.5% Asian, and 0.5% American Indian.

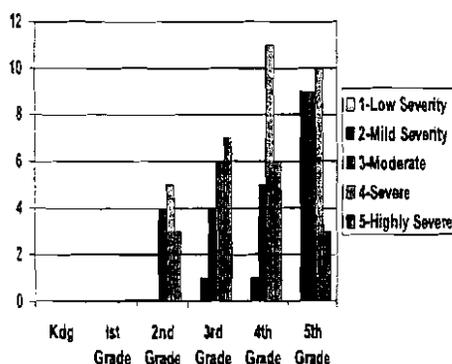
In 2006, ninety-five percent of the total student body was African American, 2% Caucasian, 2% Multiracial and 1% Hispanic.

In the fall of the current school year, ninety six percent of the total student body is African American, 2% Multiracial, 1% Caucasian, 0.5% Asian, and 0.5% Hispanic.

Discipline Referrals
2006-2007
Sixth-Eighth Grade



Discipline Referrals
2006-2007
Kindergarten-Fifth Grade



Discipline

The 2006-2007 Discipline Referrals were split into categories based on level of severity of the infractions. A level one infraction is of low severity, such as, dress code violations, excessive tardiness or missing assignment. A level two infraction is of mild severity, such as, skipping class or not being prepared with all class materials. A level three infraction is of moderate severity, such as classroom disruptions, swearing or insubordination. A level four infraction is severe, such as, fighting, bullying, harassment or some other display of inappropriate behavior. A level five infraction is highly severe, such as, threats, weapons, or drugs. After analyzing the data, we noticed that there was an unusually high number of Level Four infractions, fighting and bullying, thus making Bully-Proofing a necessary area to tackle

- B. School-Wide Reform Strategies:** Describe the **process** used to identify the reform strategies in the school-wide plan that provides opportunities for all children to meet high standards. Evidenced-based strategies should strengthen the core academic program, increase the amount and quality of learning time, and meet the needs of underserved populations. Describe how the new/enhanced instructional strategies address the needs of all students; especially those at-risk of not meeting state standards can reference information on page 3. Based on the data collected, Brace-Lederle chose three instructional goal areas: Math, Science and Writing. Brace-Lederle also chose two non-instructional goal areas: Bully-Proofing and Parent Involvement.

Refer to action plan templates on pages 33-47.

A. MISSION STATEMENTS

Ionia Public School District Mission Statement

To educate all students in an environment that fosters their preparation as responsible citizens.

Emerson Elementary Mission Statement

Supporting quality education for all learners through partnerships between families and staff.

B. SCHOOL IMPROVEMENT TEAM STAKEHOLDERS

Name	Position	Contact Information
Angel and John Newcomb	Parents	anewomb0392@charter.net
Tonja Bell	Parent	tonjbell@yahoo.com
Benjamin Kirby	Associate Superintendent	bkirby@ionia.k12.mi.us
Julianne Klumpp	ICT Facilitator	jklumpp@ionia.k12.mi.us
Mitch Mercer	Building Principal	mmercerc@ionia.k12.mi.us
Julie Milewski	State/Federal Programs Coor.	jamilews@ionia.k12.mi.us
Cally Redder	3 rd Grade Teacher	credder@ionia.k12.mi.us
Kelly Sandborn	5 th Grade Teacher	ksandbor@ionia.k12.mi.us
Diane Seymour	Paraprofessional	616-527-8018
Sara Shriver	Schoolwide Facilitator	shrivers@lakeviewschools.net
Anne Stratton	Kindergarten Teacher	astratto@ionia.k12.mi.us

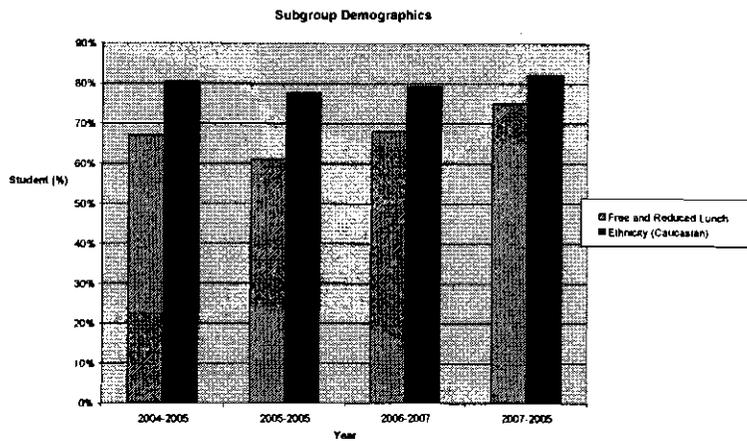
C. TEN COMPONENTS OF THE SCHOOLWIDE PLAN

1. COMPREHENSIVE NEEDS ASSESSMENT

In the winter of 2008, the Emerson Elementary School Improvement team worked together to complete an extensive comprehensive needs assessment including completion of the Ed YES! 40 Indicators. Using the school improvement template for gathering data on the school profile, the team compiled data in the areas of student achievement data, school programs/process data, student/teacher/parent perception data, and demographic data. In the sections below, a summary of each type of data including charts and graphs represents the information gleaned from this work.

Student and Staff Demographic Data

Emerson Elementary school is a K-5 building with two kindergarten teachers and one teacher each at grade levels first through fifth. There is also one resource room teacher. Three additional teachers come in twice per week to teach music, art and physical education. The teachers at Emerson Elementary have been teaching an average of 17.7 years. There are approximately 166 students. This number has dropped in the past year, therefore the number of sections of first through fifth grade have been reduced to one section each instead of two. Emerson Elementary has the greatest percentage of economically disadvantaged students in the district at 75% for the 2007-2008 school year with the majority of the entire population being Caucasian.

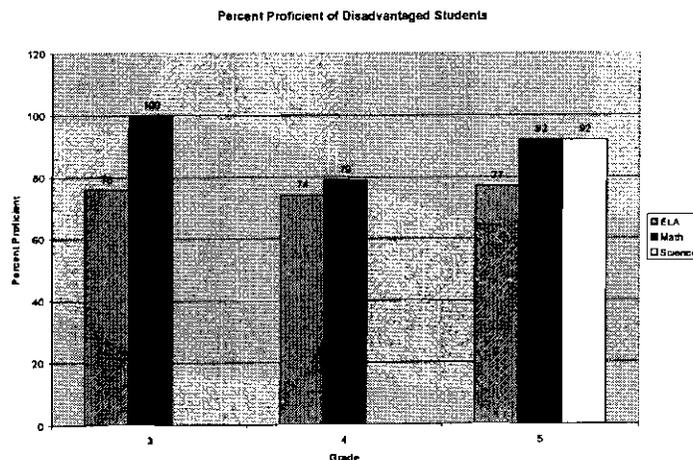


Parent/Community Demographic Data:

Emerson Elementary provides a variety of opportunities for parent/community involvement including Accelerated Reading Nights, TitleI Parent Meeting, Parent Teacher Conferences, Parent Effectiveness Training, Parent Teacher Guild, and Motor Moms and Dads. In the past, there was not a way to collect demographic data for some of these events. During the spring 2008 Parent Teacher Conferences, the staff developed a chart that allows them to collect the demographic data needed. Sixty five percent of our economically disadvantaged families and 79% of our Caucasian families attended Parent Teacher Conferences.

Process Data; Resource Integration:

Emerson Elementary receives federal and state grant funds in the form of TitleI, TitleII A, TitleII D, TitleV, 31a, Safe and Drug Free Schools and Schoolwide Planning Grant. These funds provide a variety of resources and programs to our disadvantaged and at-risk students. Programs include: extended day (before and after school), summer school, paraprofessionals, Accelerated Reader books and materials, Structured Language materials, Study Island, parent involvement, professional development for teachers in Writers Workshop and Assessment for Learning, ICT training and support, and data assessment tools. Students are also able to use the Conflict Management program for peer-to-peer conflict resolution. The School Improvement Team reviewed programs and resources used at Emerson Elementary in the winter of 2008. Two areas of need identified include training in using Successmaker and Study Island which incorporate technology into the curriculum, and training for paraprofessionals in Structured Language. The chart below refers to the aforementioned programs in reference to increasing the proficiency for disadvantaged students in ELA, Math, and Science.

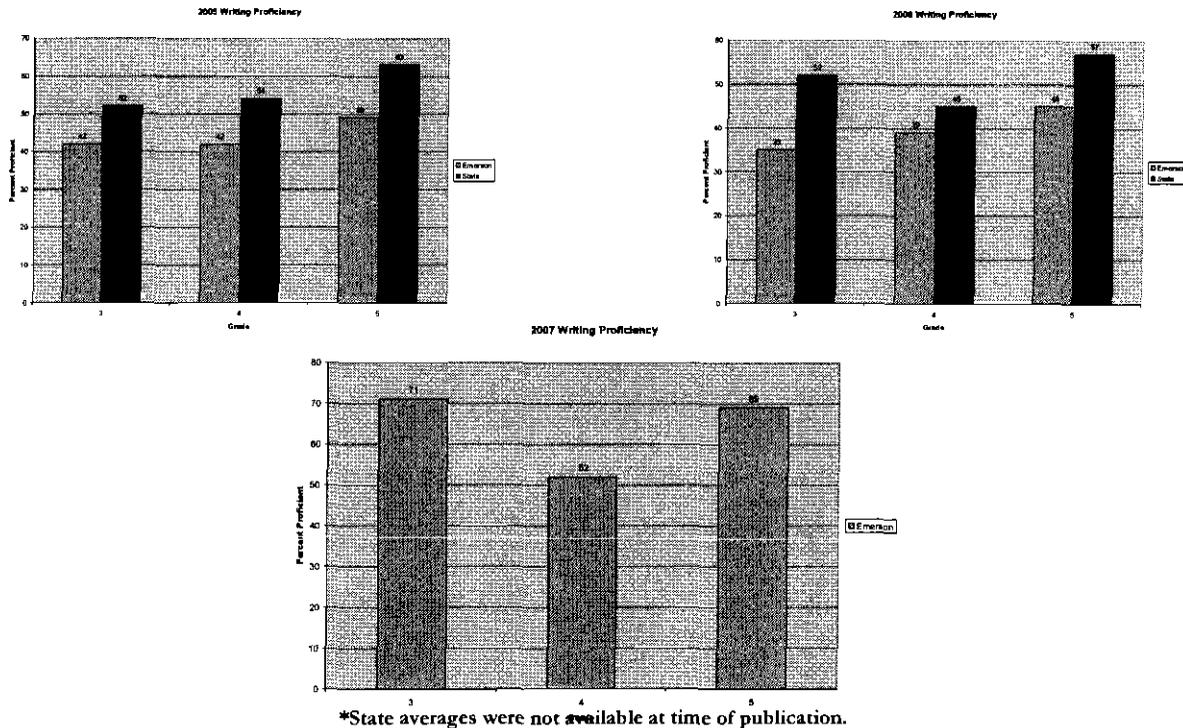


1. COMPREHENSIVE NEEDS ASSESSMENT CONTINUED

Student Achievement Data:

After reviewing MEAP data for the years 2005, 2006, 2007, the school improvement team determined that their writing scores have increased each year but the percentage of students proficient are still below the state average. MEAP scores also show there is more than a 10% discrepancy between the aggregate scores and the Economically Disadvantaged writing performance in 4th grade (52% / 42%). This has led the team to develop a writing goal as shown below.

1. **Goal:** By May of 2009, Emerson students will show a 5% improvement in writing skills as measured by the MEAP assessment.



Teacher Perception Data:

Through the completion of the Ed YES Indicators, the Emerson staff have identified two areas of need; one being increased parental involvement and the other being development of common assessments. Through increasing parental involvement and the development of common assessments, staff will increase opportunities to raise student achievement. Therefore the staff has developed the following goals and strategies to increase student achievement across the content areas:

2. **Goal:** By May of 2013, student proficiency in the core areas will increase annually by 5-10% as measured by the MEAP.
 - a. **Strategy:** By May of 2010, Emerson staff will have developed a minimum of 2 common assessments (formative and/or summative), per grade level, in each core area, to assist teachers in making effective instructional decisions to improve student learning. By May 2013, common assessments will be complete in all four core areas.
3. **Goal:** By May of 2013, student proficiency in the core areas will increase annually by 5-10% as measured by the MEAP.
 - a. **Strategy:** By May of 2009, staff will provide a minimum of 2 effective parent involvement events to support improved student learning in ELA and Math.

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p>2. Schoolwide Reform Strategies</p> <p><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;</p>	<p>Strategies are not described in sufficient detail and/or are not focused on helping ALL students reach the state’s standards.</p> <p>Increases neither the quality nor quantity of instruction.</p> <p>Strategies do not reference research-based models.</p> <p>Reform strategies are not aligned with the comprehensive needs assessment findings</p> <p>Provides a basic curriculum.</p>	<p>Strategies are described in sufficient detail and are focused on helping ALL students reach the state’s standards.</p> <p>Strategies increase the quality and quantity of instruction, using research-based methods and strategies.</p> <p>Research-based reform strategies are aligned with the findings of the needs assessment.</p> <p>Provides an enriched and accelerated curriculum for select students with plans in place to move toward all students.</p>	<p>Strategies described are presented in an action plan format within the schoolwide plan.</p> <p>Provides a detailed, enriched and accelerated curriculum for all students.</p>

Comments:

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p>2. Schoolwide Reform Strategies, cont.</p> <p>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>	<p>Addresses the needs of select students and there is no clear plan in place that addresses how the school will determine if identified needs are met.</p> <p>Teachers are directed to meet student needs without specific strategies or approaches.</p> <p>The school does not clearly explain how its schoolwide plan is aligned to its State improvement plan (PA 25 S.C. 380.1277) and NCA/AdvancEd plan (if applicable); or The schoolwide plan does not appear to coordinate with State (PA 25 S.C. 380.1277) and local plan requirements.</p>	<p>Addresses the needs of all children in the school, but particularly the needs of students of target populations participating in the schoolwide program and moving toward meeting the needs of students representing all major subgroups participating in the schoolwide program.</p> <p>Briefly addresses how the school will determine if these needs are met.</p> <p>The school clearly explains how its schoolwide plan is aligned to its State improvement plan (PA 25 S.C. 380.1277) and NCA/AdvancEd plan (if applicable); or The schoolwide plan appears to coordinate with State (PA 25 S.C. 380.1277) and local plan requirements.</p>	<p>Addresses the needs of all children in the school, but particularly those who are low achieving, and meets the needs of students representing all major subgroups participating in the schoolwide program.</p> <p>Addresses specific strategies that assist teachers to determine if student needs are met.</p> <p>It is evident that there is one plan that includes all requirements of a schoolwide school plan, a State school improvement plan (PA 25 S.C. 380.1277) and NCA/AdvancEd plan (if applicable).</p> <p>Both identify research-based strategies that ALL classroom teachers will be using to help ALL students meet the State's academic standards.</p>

Comments:

2. SCHOOLWIDE REFORM STRATEGIES (Goals and Action Plan)

Goal Area #1	Writing
Rationale (Need)	MEAP scores show there is more than a 10% discrepancy between the aggregate scores and the Economically Disadvantaged writing performance in 4 th grade (52% / 42%). Each grade level was below the state average in writing in 2006-07.
Smart Goal 1	By May of 2009, Emerson students will show a 5% improvement in writing skills as measured by the MEAP assessment. (Targets: 3 rd = 77%, 4 th = 57%, 5 th = 74%)
Instructional Strategy #1	Implement Lucy Calkins' Writer's Workshop to engage students in daily writing. Teachers will confer weekly with students (September – April)
Research	Lucy Calkins' Writer's Workshop "Units of Study for Teaching Writing" primary and grades 3-5.
Professional Development	Building trainers will train rest of staff on the Lucy Calkins' Writer's Workshop in the Fall of 2008 and on-going monthly at staff/school improvement meetings.
Parent Involvement	Samples of student work will be published in the school newsletter and teachers will highlight instructional strategies for parent awareness of the Lucy Calkins' Writer's Workshop. Information on this program will also be shared with parents annually at the Emerson Open-House in September.
At-Risk Students' Support	Students are identified based on local and state writing assessment data. Supplemental mini-lessons on identified content expectations will be given by the teacher to those students identified as needing assistance in writing at least once a week.
Evaluation	In May of 2009, writing MEAP scores will be used to determine if the writing goal of an increased 5% was achieved. Staff will also monitor student writing progress using the local trimester writing prompts to identify student progress and drive writing instruction (September, January, May).
Evidence	The building level administrator and school improvement team will verify that the PD, Parent Involvement, and at-risk strategies are implemented through the collection of data at monthly staff meetings. An evidence chart will be developed and kept up to date by the building administrator.
Instructional Strategy #2	Utilize the 6 Traits student friendly writing rubric to inform students on how to improve their writing.
Research	6 Traits Writing Program, Northwest Regional Educational Laboratory (Ruth Culham)
Professional Development	In the Fall of 2008, teachers will be provided time to review and analyze student writing using the 6 Traits Rubric. (Videos as a refresher) (Use benchmark papers to review using the rubric)
Parent Involvement	Parents will be given a copy of the rubric and a list of shared vocabulary to help parents understand the process of evaluating student writing at the Curriculum Celebration in October.
At-Risk Students' Support	Identify students who are at-risk in writing and provide "just in time" small group mini-lessons based on the instructional writing strategies at least once a week.
Evaluation	In May of 2009, writing MEAP scores will be used to determine if the writing goal of an increased 5% was achieved.
Evidence	The building level administrator and school improvement team will verify that the PD, Parent Involvement, and at-risk strategies are implemented through the collection of data at monthly staff meetings. An evidence chart will be developed and kept up to date by the building administrator.

Cite data sources used to determine needs: Disciplinary referral data, school climate surveys, parental needs assessment survey.

Goal Objective(s): All students will become aware of and effectively demonstrate good citizenship.

Priority Goal #3 : Building Climate/Student Welfare

- Turrill students will show a 10% decrease in disciplinary referrals during the 2008-2009 school year.
- 100% of Turrill students will indicate that they feel "safe at school" and "safe in their classrooms."
- Turrill students will show a 10% decrease in LifeSkills warnings during the 2008-2009 school year.

Scientifically Based Research	Strategies/ Interventions <i>(Distinguish between those for ALL students and those for Targeted Populations)</i>	Person(s) Accountable	Timeline	Resources Needed	Professional Development Needs <i>(Building should also complete the attached PD Plan Worksheet)</i>	Funding Source or Support Source	Indicators Of Success Monitoring & Evaluation
<p>1. Researchers have identified the following factors that influence school climate: - number and quality of interactions between adults and students [Kuperminc, Leadbeater, and Blatt 2001] -students' and teachers' perception of their school environment [Johnson, Johnson, and Zimmerman 1996] -feelings of safeness and school size [Freiberg 1998] -feelings of trust and respect for students and teachers [Manning and Saddlemire 1996]</p> <p>2. School climate research suggests that positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase achievement levels and reduce maladaptive behavior [McEvoy and Welker 2000]</p>	<p>ALL Students:</p> <p>A. Continued use of the LifeSkills program utilizing a reward system for positive behaviors.</p> <p>B. Use of violence-prevention, conflict resolution, and anti-bullying curricula.</p> <p>C. Creation of "role model" activities such as assemblies and student produced videos that demonstrate positive behaviors.</p> <p>D. Creation of a Peer Mediation Team.</p> <p>E. Creation of a Friendship Group.</p> <p>Targeted Populations:</p> <p>F. Continued use of the SIT (Student Intervention Team) in order to identify and assist at-risk students.</p>	<p>A. All building personnel.</p> <p>B. Classroom teachers and principal.</p> <p>C. Student welfare team (comprised of principal, teachers, students, and parents).</p> <p>D. Principal</p> <p>E. Principal</p> <p>F. All building personnel.</p>	<p>A, B, F – Ongoing throughout the school year starting in September 2008.</p> <p>C – Monthly starting in September 2008.</p> <p>D and E – Team members identified and trained in September 2008. Teams ongoing throughout the 2008-2009 school year.</p>	<p>A. No additional resources needed – program components in place.</p> <p>B. Additional materials from Teaching Tolerance (the Southern Poverty Law Center).</p> <p>C. Scripts, video production equipment, and software for development. List of grade level and classroom responsibilities.</p> <p>D and E – Student recommendation lists from classroom teachers. Materials for student training.</p> <p>F. No additional resources needed – program components in place.</p>	<p>A. Review of programming in August 2008.</p> <p>B. Review of materials (ongoing during 2008-2009 school year).</p> <p>C. Training related to technology and video production software usage.</p> <p>D and E – Review of role of the teams.</p> <p>F. Review of programming in August 2008.</p>	<p>A, B, C, D, E, and F (materials) – Turrill general fund [classroom supplies, office supplies, student activity funds]</p> <p>B and C (training) – Title II funding (Professional Development Funds).</p> <p>D and E (training) – Turrill general fund [student activity funds]</p>	<p>Disciplinary referral data.</p> <p>School climate surveys (teacher, student, and parent).</p> <p>Needs assessment surveys (parent).</p> <p>LifeSkills warning referrals.</p>

<p>3. It has been found that a positive school climate can yield positive educational and psychological outcomes for students and school personnel [Freiberg 1998; Johnson and Johnson 1993, 1997; Kuperminc et al. 1997; Kuperminc, Leadbeater, and Blatt 2001; Manning and Saddlemire 1996]</p>							
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Professional Development Plan

Aligned School Improvement Goal: *Written Communication - All students will improve their skills in written communication.*

See Attached In-service Planning Form (Appendix J)

Activity	Participation/ Target Audience	Person Responsible	Timeline	Expected Outcome	Resources needed	Funding Source	Progress
<p>1. Training/review of curricular materials:</p> <ul style="list-style-type: none"> • Calkins Units of Study • Writer's workshop <p>2. Training on the use of Collins Writing Project.</p> <p>3. Development of "DAWN" activities.</p> <p>4. Shared writing samples – analysis.</p> <p>5. MEAP/MLPP/STAR analysis (school-wide)</p>	<p>1, 2, 3, 4, 5: All instructional staff</p>	<p>1, 2, 3, 4, 5: Principal</p>	<p>1 and 2: August 2008</p> <p>3: October 2008</p> <p>4: December 2008</p> <p>5: March 2009</p>	<p>1, 2, 3, 4: Embedded use of all curricular materials and strategies during ELA and core content activities.</p> <p>5: Revision of curriculum and instruction based on data analysis.</p>	<p>1, 3, 4, 5: No additional resources needed.</p> <p>2: Collins resources</p>	<p>1, 3, 4, 5: Turrill general fund.</p> <p>2: Title II (Professional Development Funds)</p>	

Goal Statement #3: Each student will show adequate progress in mathematics for all grade levels.

Essences

1. Students will read, interpret, and create graphs, charts, diagrams, and tables.
2. Students will be able to solve story problems at their ability level using several operations or steps.
3. Students will improve their computational skills.

<p>Rationale and Supporting Data (used in goal selection)</p> <ol style="list-style-type: none"> 1. MEAP 3rd and 4th grades Mathematics Scores (5th grade had less than 10 students so data unavailable) 2. 1st and 2nd grade TerraNova mathematical. 3. EdPerformance Math Scores for 3rd, 4th and 5th graders. 4. Curriculum and performance assessments. 5. Teacher observations. 	<p>Standardized Assessments:</p> <ol style="list-style-type: none"> 1. MEAP 2. TerraNova 3. EdPerformance 	<p>Local Assessments:</p> <ol style="list-style-type: none"> 1. Teacher observations 2. Curriculum and performance assessments
<p>First Strategy/Intervention for Math</p> <p>Teachers will model and instruct students on how to read, interpret, and create, a variety of data collection forms – i.e. charts, graphs (picture, tally, bar, circle, line, line plot, stem and leaf), diagrams, and tables.</p>	<p>Research supporting this strategy/intervention:</p> <p><u>Intellectual Character: What It Is, Why It Matters, and How to Get It</u> by Ron Ritchhart</p> <p><u>Best Practice</u> By Zemelman, Daniels, and Hyde</p> <p><u>What Works in Schools</u> By Robert Marzano</p> <p><u>Classroom Instruction that Works</u> By Robert Marzano</p>	
<p>Measurable Objective Statement:</p> <p>Students overall will show a 10% increase in proficiency in the math category of the MEAP.</p> <p>Students will read graphs, charts, diagrams, and tables on local assessments at 90% accuracy.</p>		

Activities to implement the intervention (including professional development) such as:	Professional Development	Evidence and Documentation	Resources
<ul style="list-style-type: none"> • Teachers and students will read and interpret different types of graphs drawing conclusions. • Students will use a table or chart to create a bar or line graph. • Teachers and students will create, read, and explain a variety of graphs. • Students will use information from graphs to ask higher-level thinking questions (Analyze, Evaluate, Synthesize). <p>Students experiencing difficulty attaining proficiency will be provided with the following accommodations and interventions:</p> <ul style="list-style-type: none"> ○ Extended time limits; modified assignments or test taking procedures. ○ Small group instruction ○ Team teaching or cooperative teaching ○ Mentoring to reinforce skills or assist in gaining mastery of foundational skills. ○ Differentiation and scaffolding of instruction • Child Study Teams are convened for students experiencing difficulty in attaining proficiency or are at risk of failing. • Teachers will provide an enriched and accelerated curriculum for select students. • Students will construct charts, graphs, diagrams and written summaries explaining results of 	<p>MAPSA Conference</p> <p>Best Practices</p> <p>Grade level meetings</p>	<p>Grade Level Content Expectations and Objectives</p> <p>Unit Assessments</p> <p>Student Portfolios</p>	<p>Glory Math</p> <p>Achievement Series Edperformance</p> <p>Everyday Mathematics</p>

<p>science investigations and observations.</p> <ul style="list-style-type: none">• Students will use narratives and graphic data to compare the past of their local community with present day life.			
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Goal Statement #3: Each student will show adequate progress in mathematics for all grade levels.

Essences

1. Students will read, interpret, and create graphs, charts, diagrams, and tables.
2. Students will be able to solve story problems at their ability level using several operations or steps.
3. Students will improve their computational skills.

<p>Rationale and Supporting Data (used in goal selection)</p> <ol style="list-style-type: none"> 1. MEAP 3rd and 4th grades Mathematics Scores (5th grade had less than 10 students so data unavailable) 2. 1st and 2nd grade TerraNova mathematical. 3. EdPerformance Math Scores for 3rd, 4th and 5th graders. 4. Curriculum and performance assessments. 5. Teacher observations 	<p>Standardized Assessments:</p> <ol style="list-style-type: none"> 1. MEAP 2. TerraNova 3. EdPerformance 	<p>Local Assessments:</p> <ol style="list-style-type: none"> 1. Teacher observations 2. Curriculum and performance assessments
<p>Second Strategy/Intervention for Math</p> <p>Teachers will model and instruct students on how to read, interpret, and solve story problems at their respective ability levels moving from simple to complex multi-step problems.</p>	<p>Research supporting this strategy/intervention:</p> <p><u>Intellectual Character: What It Is, Why It Matters, and How to Get It</u> by Ron Ritchhart</p> <p><u>Best Practice</u> By Zemelman, Daniels, and Hyde</p> <p><u>What Works in Schools</u> By Robert Marzano</p> <p><u>Classroom Instruction that Works</u> By Robert Marzano</p>	
<p>Measurable Objective Statement:</p> <p>Students overall will show a 10% increase in proficiency in the math category of the MEAP.</p> <p>Students will identify key words by</p>		

underlining or highlighting in story problems on local assessments at 90% accuracy.	
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Activities to implement the intervention (including professional development) such as:	Professional Development	Evidence and Documentation	Resources
<p>• Teachers will model and instruct students on identifying key words in word problems to identify the operation required.</p> <p>• Students will create word problems for the different operations at their specific grade levels.</p> <p>• Teachers will instruct and review the fact families for the different operations assisting students in making connections.</p> <p>Students experiencing difficulty attaining proficiency will be provided with the following accommodations and interventions:</p> <ul style="list-style-type: none"> ○ Extended time limits; modified assignments or test taking procedures. ○ Small group instruction ○ Team teaching or cooperative teaching. ○ Mentoring to reinforce skills or assist in gaining mastery of foundational skills. ○ Differentiation and scaffolding of instruction <p>• Child Study Teams are convened for students experiencing difficulty in attaining proficiency or are at risk of failing</p> <p>• Teachers will provide an enriched and accelerated curriculum for select students.</p> <p>• Students will construct charts, graphs, diagrams and written summaries explaining results of science</p>	<p>MAPSA Conference</p> <p>Best Practices</p> <p>Grade level meetings</p>	<p>Grade Level Content Expectations and Objectives</p> <p>Unit Assessments</p> <p>Student Portfolios</p> <p>Lesson Plans</p>	<p>Glory Math</p> <p>Achievement Series</p> <p>Edperformance</p> <p>Everyday Mathematics</p>

<p>investigations and observations.</p> <ul style="list-style-type: none">• Students will use narratives and graphic data to compare the past of their local community with present day life.			
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Goal Statement #3: Each student will show adequate progress in mathematics for all grade levels.

Essences

1. Students will read, interpret, and create graphs, charts, diagrams, and tables.
2. Students will be able to solve story problems at their ability level using several operations or steps.
3. Students will improve their computational skills.

<p>Rationale and Supporting Data (used in goal selection)</p> <ol style="list-style-type: none"> 1. MEAP 3rd and 4th grades Mathematics Scores (5th grade had less than 10 students so data unavailable) 2. 1st and 2nd grade TerraNova mathematical. 3. EdPerformance Math Scores for 3rd, 4th and 5th graders. 4. Curriculum and performance assessments 5. Teacher observations 	<p>Standardized Assessments:</p> <ol style="list-style-type: none"> 1. MEAP 2. TerraNova 3. EdPerformance 	<p>Local Assessments:</p> <ol style="list-style-type: none"> 1. Teacher observations 2. Curriculum and performance assessments
<p>Third Strategy/Intervention for Math</p> <p>Students will practice computational skills daily in a variety of ways</p>	<p>Research supporting this strategy/intervention:</p> <p><u>Best Practice</u> By Zemelman, Daniels, and Hyde</p> <p><u>What Works in Schools</u> By Robert Marzano</p> <p><u>Classroom Instruction that Works</u> By Robert Marzano</p>	
<p>Measurable Objective Statement:</p> <p>Students overall will show a 10% increase in proficiency in the math category of the MEAP.</p>		

Activities to implement the intervention (including professional development) such as:	Professional Development	Evidence and Documentation	Resources
<p>• Students will take basis facts tests at their grade level.</p> <p>• Teachers will model and instruct students on using diagrams to solve basic operation problems.</p> <p>• Teachers will model and instruct students on beginning multiplication, equal groups, and building arrays.</p> <p>Students experiencing difficulty attaining proficiency will be provided with the following accommodations and interventions:</p> <ul style="list-style-type: none"> ○ Extended time limits; modified assignments or test taking procedures. ○ Small-group instruction ○ Team teaching or cooperative teaching. ○ Mentoring to reinforce skills or assist in gaining mastery of foundational skills. ○ Differentiation and scaffolding of instruction <p>• Child Study Teams are convened for students experiencing difficulty in attaining proficiency or are at risk of failing.</p> <p>• Teachers will provide an enriched and accelerated curriculum for select students.</p>	<p>MAPSA Conference</p> <p>Best Practices</p> <p>Grade level meetings</p>	<p>Grade Level Content Expectations and Objectives</p> <p>Unit Assessments</p> <p>Student Portfolios</p> <p>Lesson Plans</p>	<p>Glory Math</p> <p>Achievement Series</p> <p>Edperformance</p> <p>Everyday Mathematics</p>

School Improvement Action Plan-Science

Submitted by the NCA Science Committee:

David LeClerc, Gloria Hardy, Karilyn Alsobrooks, Suzanne Crimmins, Shannah Dutka, Deanna Gabanna, Connie Joseph, Greg Milewski, Jill Samarian, Mary Siden.

Goal

By the end of the 2010-2011 school year, students at Brace-Lederle K-8 School, (as indicated by the 2007 Terra Nova scores) will improve their capability to apply scientific inquiry skills by 10% percent overall.

Analysis of Support Data

The 2008-2009 school year will see a transition in terms of State Expectations. New K-7 Science Grade Level Content Expectations (GLCE's) were approved by the State in December 2007. One aspect of the School Improvement Plan will be to prepare for a smooth transition to the new GLCE's. Several activities described in the plan are designed to address this transition. The Data and Science Teams analyzed available standardized test results (M.E.A.P. and Terra Nova) for the 2006-2007 school year to identify other areas of potential concern. The 2006-2007 and 2007-2008 school years will be utilized as baseline years. The effect of improvement strategies will be compared against these benchmarks. Interventions will be implemented in the 2008-2009 school year, and any improvements may not be observed until the following year.

Analyses of M.E.A.P. test results were given a lower emphasis (relative to Terra Nova) for several reasons. The science portion of the M.E.A.P. is only administered in the fifth and eighth grades. As such, the test offers limited usefulness in assessing trends across the entire school. The content emphasis of the M.E.A.P. test also tends to change between the areas of life, earth, and physical science from year to year. Analysis of released M.E.A.P. items for the 2006-2007 school year indicated that eighth grade physical science was an area of possible concern, results in fifth grade were more evenly distributed.

Terra Nova test results are summarized below by subgroup, displayed as national percentiles:

2006-2007 Terra Nova: 1st - 8th Grade

	1st		2nd		3rd		4th		5th		6th		7th		8th	
Total	74	44.9	78	40.3	72	50.8	86	43.1	82	39.2	91	38.1	79	39.9	92	38
Male	31	49.8	36	44.1	31	54.5	35	48.1	48	41.9	39	34.2	41	39.8	49	33.6
Female	43	41.4	42	37	41	48	51	39.5	34	35.3	52	41.1	38	40.1	43	43
At-risk	1	99	1	40	2	21.5	2	39	4	17	4	21	6	30.7	0	0
Special Ed	1	72	1	2	2	19	4	12	7	11.4	9	13.9	2	12	4	24.8
Free/Reduced Lunch	27	47.2	37	33.7	25	41.4	33	36.6	14	28.6	25	34	28	40.8	35	29.7

Number of students
%ile National Percentile

The Terra Nova data indicates a general decrease in student performance in the upper grades. The scores of male students show a more significant decrease in Middle School, as compared to female students.

Interventions and Activities

One key activity is to conduct professional development to introduce the GLCE's to the teaching staff. An important portion of this professional development will focus on pacing for scientific

inquiry as established in the GLCE's for thought processes, measurement tools, and communication skills.

An additional staff professional development activity is planned by Oakland Schools. They will present an abbreviated version of the MICLASS program. The intent of the program is to introduce a classroom strategy linking scientific writing and interpreting skills.

In a related topic, the new GLCE's follow the lead of the National Science Education Standards in limiting vocabulary and topics to those absolutely necessary to convey main ideas. This will be a component of the professional development activity. An activity to address both staff development and student growth is to establish consistent language across all grade levels. Scientific method posters will be placed in each classroom. This will allow both students and staff to communicate scientific ideas more effectively.

An important strategy intended to help student achievement is increased interaction across grade levels. The new GLCE's clearly identify related concepts crossing different grades. Grade levels will be paired based upon common topics of study. Students from upper grades will work with students in lower grades. Students from both upper and lower grades will be more motivated by the interactions.

The final planned activity is development of a school WIKI site for science. A WIKI website can be accessed by all teachers, while staff from each grade level will be able to contribute new material to the site. The WIKI site is intended to increase collaboration and professional growth of the staff. Initially, this site will be furnished with the new GLCE's. Over time, additional instructional resources, lesson ideas and strategies will be contributed by staff.



2. SCHOOL WIDE REFORM STRATEGIES (ACTION PLAN)

Goal Area #3	Reading (MAINTAINENCE)
Rationale (Need)	<ul style="list-style-type: none"> • MEAP data shows that by 5th grade, 72% of students are proficient in Reading. • However, reading scores have been in an overall decline for three years at grades 3-5 and there are gaps between SES and non-SES students and a large gender gap in 3rd grade (81% girls; 63% boys).
SMART Goal	By May of 2009, all of the Vandenberg teachers will have been given time to reorganize and collaborate on reading benchmarks. All of the teachers will also have given common assessments at each quarter.
Instructional Strategy #1	Reorganize and evaluate current reading program using benchmarks and create common assessments to be given throughout the year.
Research	<u>Professional Learning Communities</u> by Rick and Becky DuFour, and Robert Eaker
Professional Development	<ul style="list-style-type: none"> • Utilize staff meeting time to allow staff to meet with grade level partners and reorganize reading curriculum. • Teachers will be given Flipbook charts from the Michigan Department of Education. • During the beginning part of the year, staff will be released and have common planning time to continue work. Staff will also be able to utilize their common planning prep time to work with grade level partners.
Parent Involvement	N/A
At-Risk Students'	N/A

Support	
Evaluation	In May 2009, teachers will have evidence from lesson plan books/common assessments as to the benchmarks taught each week.
Verification	<ul style="list-style-type: none"> • The building principal and school improvement team will verify that professional development has been conducted and release time was given. • A lesson plan books/common assessments will be kept throughout the year by the teachers as verification that benchmarks are being taught.
Instructional Strategy #2	<ul style="list-style-type: none"> • Implement common workshop reading times that allow set times for support staff to use push in programs.
Research	<u>No More Waiting to Fail</u> by Rachel Brown-Chidsey; Educational Leadership October 2007
Professional Development	<ul style="list-style-type: none"> • Staff meeting time will be used to discuss what differentiated instruction looks like and how workshop can be used. • Teachers will also be allowed release time from his/her classroom to see workshop time in action.
Parent Involvement	Parents will be invited to a reading workshop night hosted by the school. Information will be given to parents to show them how the reading curriculum is taught in their child's classroom. Parents will also move from classroom to classroom and learn the best ways to help their child become a better reader.
At-Risk Students' Support	<ul style="list-style-type: none"> • Student's writing will be assessed using the state reading data (3-5) and DIBELS data (K-2). • After school programs will be used to help supplement instruction for those students who are in need of extra reading support. • Along with implementing reading aides in various classrooms.
Evaluation	In May 2009, Reading scores will be used to determine if the 5% increase was achieved. Reading progress will also be

	monitored each semester with NWEA MAP testing.
Verification	<ul style="list-style-type: none">• The building principal and school improvement team will verify initial and supportive professional development has been conducted.• Teachers will monitor student progress through the year and data will be collected to verify students are showing growth.• A verification chart will be kept throughout the year by the building principal/school improvement team.

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p>3. Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals)</p> <p><u>Legislative Citation</u> Instruction by highly qualified teachers. [NCLB Act Sec. 1114 (b)(1)(C)]</p> <p>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)]</p> <p>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</p>	<p>The plan does not provide an assurance statement that all instructional paraprofessionals meet the NCLB requirements for instructional paraprofessionals.</p> <p>The plan does not provide an assurance statement that all teachers are highly qualified.</p>	<p>The plan provides an assurance statement that all instructional paraprofessionals meet the NCLB requirements for instructional paraprofessionals.</p> <p>The plan provides an assurance statement that all teachers are highly qualified.</p>	

Comments:

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p>3. Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals), cont.</p> <p>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)]</p> <p>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)]</p>			

Comments:

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p>4. Strategies to Attract High-Quality Highly Qualified Teachers to High Need Schools</p> <p><u>Legislative Citation</u> Strategies to attract high-quality highly qualified teachers to high-need schools. [NCLB Act Sec. 1114 (b)(1)(E)]</p>	<p>The school has not identified the teacher-turnover rate.</p> <p>The school has not identified the experience level of key teaching and learning personnel.</p> <p>The school does not list specific initiative(s), at the district and school level, to attract and keep high quality teachers.</p> <p>If there is a high turnover rate, the school has not described any initiatives it has implemented to try and lower the rate.</p>	<p>The school has identified the teacher-turnover rate.</p> <p>The school has identified the experience level of key teaching and learning personnel.</p> <p>The school lists specific initiative(s), at the district and school level, to attract and keep high quality teachers regardless of the turnover rate.</p> <p>If there is a high turnover rate, the school has described some initiatives it has implemented to try and lower the rate.</p>	<p>The school lists many initiatives, at the district and school level, to attract and keep high quality teachers.</p>

Comments:

3. INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF:

The Sixth Grade Academy prides itself on its exemplary staff. All Sixth Grade staff members are Highly Qualified Teachers. The Taylor School District Human Resource Department is responsible for maintaining and housing teacher certifications and files. All Taylor School District Teachers are Highly Qualified under the NCLB Act. The staff possesses a Bachelor's degree and full state certification. In addition, staff meets the criteria of at least of one of the following: Michigan Test for Teacher Certification (M.T.T.C), Master's Degrees and Post Graduate studies and certifications. Also the Sixth Grade Academy utilizes instructional paraprofessionals. These paraprofessionals are highly qualified and meet the NCLB requirements for their positions. The special education office is responsible for maintaining and housing instructional paraprofessional files.

4. STRATEGIES TO ATTRACT HIGH-QUALITY HIGHLY QUALIFIED TEACHERS TO HIGH NEED SCHOOLS:

The 2007-2008 school year was the first year of implementation of the Sixth Grade Academy, a stand alone sixth grade building. Several teachers in the Taylor School District sought to teach at the Sixth Grade Academy based on the innovative programming, educational opportunities for Sixth graders and an exciting new professional challenge. All staff members chose to come to the Academy. After one year, all staff is committed to continuing teaching at the Sixth Grade Academy. Our teaching staff has an average of seventeen years teaching experience in the Taylor Public Schools.

35 Highly Qualified Teachers: Number of Years Teaching

0-3 years	4-10 years	11-15 years	16 + years
0	9	10	16

Highly Qualified Teachers: Classroom Teachers Professional Degrees

B.A./B.S.	Masters Degree	Ed. Specialist	Ph.D.
4	31	0	0

Currently, there is a three year commitment between the Taylor Federation of Teacher's Union and the Taylor School District that enables teachers to secure a position in the building without being displaced to another building. This pilot program contract language eliminates staff turnover at the school. We applaud this agreement.

See Appendix D for Taylor School District 6th Grade Pilot language

- The district continues to attend job fairs to promote our district, acquiring applications of professionals that may be needed in the future.
- The Taylor School District strictly abides by NCLB legislation in hiring all staff.

- The Taylor School District is always on the cutting edge with innovative programming, guest speakers, professional development and curriculum.
- The School District has a mentoring program for non-tenured teachers. Teachers are assigned a mentor within building for four years to offer support and guidance.
- The Taylor School District offers a safe and secure working environment for all staff members.
- The Taylor School District offers teachers, paraprofessional, and administrators, onsite degree programs sponsored by Madonna University. This program is partially funded by the Taylor School District.
- The Taylor School District provides professional development opportunities on the state and national level.

3. INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF (TEACHERS AND INSTRUCTIONAL PARAPROFESSIONALS)

One hundred percent of the eleven Emerson Elementary School's teaching staff members are highly qualified. They all possess a Bachelor's degree and full state certification and show evidence of meeting at least one of the following options: Michigan Test for Teacher Certification (M.T.T.C.), or a graduate degree or coursework that is equivalent to an undergraduate major in any subject area directly related to elementary teacher, or achieve National Board Certification, or credentialing in any subject(s) or an appropriate development level(s), or the high objective uniform state standard of evaluation (H.O.U.S.S.E.).

One hundred percent of the five instructional paraprofessionals are highly qualified as documented with WorkKeys Assessment proficiency in Reading, Writing and Math.

4. STRATEGIES TO ATTRACT HIGH-QUALITY HIGHLY QUALIFIED TEACHER TO HIGH NEED SCHOOLS

At this time, Ionia Public Schools and consequently Emerson Elementary School have no open teaching positions. High teacher turnover rates are not a problem at this school. The teaching staff at Emerson Elementary School is highly qualified and has been at the school for an average of 7 years in the 11 years the school has been open. The teaching staff also has an average of 17.7 years teaching experience.

Ionia Public Schools and Emerson Elementary participate in innovative programs that enhance instruction and support teachers in the classroom. Some programs that attract highly qualified teachers to our school are: mentors for new teachers, new teacher orientation, scheduled professional development, and Instructional Consultation Teams (ICT). Emerson Elementary is the only district elementary school that has fully implemented ICT. These programs all work toward improving and enhancing student and staff performance.

Teachers are also included in making decisions regarding the district curriculum. They have the opportunity to become very familiar with the state curriculum guidelines and work together district-wide by grade level and/or curriculum committees to create activities and common assessments for classroom use.

The district offers competitive salary and benefits in comparison to surrounding districts which helps to attract and keep highly qualified teachers.

Emerson was renovated in 1995 updating the building and playground along with adding state of the art technology infrastructure and equipment.

3. Highly Qualified Teachers in All Core Area Classes

Vandenberg instructional staff meets all state and federal requirements prior to hiring for “highly qualified” status. Staff updates their credentials annually with the Personnel Department and submits logs of professional development electronically. Staff is only assigned to positions in their qualification area. All paraprofessionals have met the No Child Left Behind (NCLB) requirements. Teacher qualifications are available to parents at the district board office.

4. Strategies to Attract Highly Qualified Teachers

District and building administrators attend college and universities within the state to recruit highly qualified teaching staff. During the interview process, only highly qualified candidates, per state and federal requirements, are selected. All references and academic records are reviewed for accuracy.

Our school district website also promotes our district and seeks to attract potential qualified staff. Initial applications can be submitted online.

Vandenberg strives to retain highly qualified staff by offering school, district and outside professional development opportunities, participation in the Galileo Leadership Consortium, the chance to lead before and after school enrichment classes, as well as many informal recognition programs.

5. Highly Qualified and Ongoing Professional Development for Teachers, Principals and Paraprofessionals.

The professional development for our school is embedded within our action plan. These professional development opportunities are focused on achieving our school wide goals (see pages 4, 6, 8, and 10 of the School Wide Reform Strategies Action Plan)

When	Activity	Who	Estimated Cost
<i>September</i>	<i>6 + 1 Writing Traits</i>	<i>All staff/District</i>	<i>General Fund/District</i>
<i>September</i>	<i>Lucy Calkins Writer's Workshop</i>	<i>All staff</i>	<i>\$8000</i>
<i>September</i>	<i>“Calendar” Math Workshop</i>	<i>All staff (Syndee Malek)</i>	<i>\$2500</i>
<i>October</i>	<i>AIMS Measurement Workshop</i>	<i>All Staff (Syndee Malek)</i>	<i>\$1500</i>
<i>November</i>	<i>Writing Workshop Observation/Reflection</i>	<i>All staff (Teaching staff with grade level groups)</i>	<i>\$1500</i>
<i>December</i>	<i>Reading Workshop Observation/Reflection + materials</i>	<i>All staff (Teaching staff with grade level groups)</i>	<i>\$1600</i>
<i>January</i>	<i>Writing Workshop Observation/Reflection</i>	<i>All staff (Teaching staff with cross</i>	<i>\$1500</i>

C. Instruction by Highly Qualified Professional Staff (Teacher and paraprofessionals)

All sixty-one Brace-Lederle K-8 educators meet the highly qualified requirements of No Child Left Behind, according to Access. Access is an online database containing educational credentials and State of Michigan certification endorsements for all current educators and potential candidates. As a means of hiring, the hiring pool consists of candidates identified at job fairs and through the Oakland County Consortium. District central personnel create the slate of candidates based on Access. Candidates are referred to the building administrator from the personnel office.

During the interview process, a team of teachers and the administrator interview the candidates. It is the philosophy of the hiring team to select the candidate who shares the pedagogical philosophy of educating the whole child. All candidates must meet district standards and be highly qualified in their major area of study. Brace-Lederle K-8 has a reputation for seeking and hiring teachers with dual certification. Teachers are assigned to their positions first and foremost according to certification in their major area of study. They must meet or exceed state criteria for highly qualified teachers.

All **paraprofessionals** in Southfield Public Schools meet the federal mandate of the NCLB act requirements to be highly qualified. As of January 2006, all Title I Instructional paraprofessionals must meet NCLB highly qualified requirements. Complete at least two years of study at an institution of higher education in allied or related courses or Obtain an associate's degree or higher and Pass the state ACT WorkKeys test or Pass the state of Michigan test for teacher certification or the ESP ETS Paraprofessional Assessment or Successfully complete the portfolio process.

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

Describe the strategies used to attract and retain highly qualified teachers. Describe the process used to ensure that instruction is provided by highly qualified teachers.

Historically, teacher turnover rates have not been a concern. Brace-Lederle had a six percent teacher turnover rate in the 2006-2007 school year. A majority of this fluctuation can be attributed to the district-wide displacement process. Displacement was the result of a shift in student population. Although there was a six percent turnover rate, Brace-Lederle maintained a high level of experience in our key teaching and learning personnel. Eighty-four percent of our staff had tenure status, while sixteen percent were at probationary status. Fifty percent of the probationary staff was affected by the displacement process.

Our support staff is instrumental in assisting new staff. Each grade level team embraces new staff members and provides informal guidance and support. The speech pathologist and social worker regularly collaborate with new staff members.

Formal support is provided by the administration, in the form of Individual Development Plans (IDP's) required by the district. This plan provides an opportunity for the teacher and administrator to collaboratively plan that teacher's goals for the school year. This process helps the teacher focus on areas of improvement and provides a direction for professional growth in new areas.

Southfield Public Schools motto is, "the brightest and the best." In order to maintain our high exemplary status, the district offers its employees a salary and benefit package that is competitive within southeast Michigan. In conjunction with an extension of employment opportunities, to attract and retain teachers, our district also provides extra professional development and tuition reimbursement.

E. Strategies to Attract High-Quality and On-Going Professional Development: Describe the process used to identify and to provide high quality professional development. Describe how staff development is job-embedded and ongoing for all stakeholders. What is your evidence that the ongoing staff development has made a difference for staff and students?

***INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF
(TEACHERS AND INSTRUCTIONAL PARAPROFESSIONALS)**

All teachers and paraprofessionals must meet Title I requirements.

The Human Resources department is currently only hiring teachers who possess the certification that qualifies teachers as highly qualified. Procedures are in place to document and record certifications. Teachers currently employed are assigned to positions that reflect certification of the teachers. Procedures are in place that place laid off and surplus teachers in only positions for which they would be considered highly qualified.

The teacher contract for teachers includes extra compensation for degrees earned and is a motivator for teachers to continue their education.

The Human Resources Department advertises and recruits for hard-to-hire positions. Human Resources Department has a website for job listings and for potential candidates to post a resume and fill out applications.

TEACHER CERTIFICATION

Subject	Certification	Degree
Third Grade	Elementary K- 5 All Subj (K -8 Self CC)	Bachelor of Science
Kindergarten	Elementary K- 5 All Subj (K -8 Self CC)	Bachelor of Science
Physical Education	Secondary Health (MA) 6 -12 Physical Education (MB) K-12	Bachelor of Science
Special Education	Elementary K- 5 All Subj (K -8 Self CC) Cognitive (Mental) Impairment (SA) K-12 Early Childhood Education Pre K - K	Bachelor of Science
Second Grade	Elementary K- 5 All Subj (K -8 Self CC)	Bachelor of Science Master of Art
First Grade	Elementary K- 5 All Subj (K -8 Self CC)	Bachelor of Science
Sixth Grade	Elementary K- 5 All Subj (K -8 Self CC) Reading (BT) 6- 8 Science (DX) 6 -8	Bachelor of Science
Fifth Grade	Elementary K- 5 All Subj (K -8 Self CC) Mathematics (EX) 6 -8	Bachelor of Science
Fourth Grade	Elementary K- 5 All Subj (K -8 Self CC) Music Education (JQ) K -12	Bachelor of Science Master of Arts
Parapro		65 credit hours
Parapro		Bachelor of Arts

***STRATEGIES TO ATTRACT HIGH-QUALITY, HIGHLY QUALIFIED TEACHERS TO HIGH-NEED SCHOOLS**

The academy is a one-building public school academy that utilizes a variety of strategies to attract high quality teachers. These strategies include:

- Offering a competitive salary and benefits package.
- Providing a comprehensive orientation that facilitates a successful transition into teaching.
- Providing opportunities for teachers to improve their instructional skills through a comprehensive professional development program.
- Including teachers in the continuous improvement planning process, and other school initiatives and activities.
- On-line job recruitment and application
- Attendance at University job fairs and advertisement in local newspapers
- Yearly merit-pay opportunities. Currently teacher retention has been positive-100%.

***HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT**

In accordance with section 1119 and subsection (a)(4), the academy provides high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

The results of the comprehensive needs assessment serve as the basis for the development and delivery of the professional development plan.

- The process to determine the developmental needs of teachers stems from our Professional Development Plan that teachers and paraprofessionals complete at the beginning of each school year. This plan includes: goals, objectives, and correlated professional development interests.
- There are a variety of professional development opportunities offered to teachers and paraprofessionals. All training must be based upon individual goals and the school's School Improvement Plan.
- Professional Development is mandatory and all teachers participate. Every Friday afternoon is set aside for staff development. These PD days correlate to

10 Components of a Schoolwide Plan	Requirements Not Met	Meets All Requirements	Exceptional
<p>5. High-quality and Ongoing Professional Development</p> <p><u>Legislative Citation</u> In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards. [NCLB Act Sec. 1114 (b)(D)]</p>	<p>Staff does not receive ongoing and sustained professional development that is aligned with the comprehensive needs assessment and with the goals of the school improvement plan.</p> <p>The school improvement plan only includes a professional development calendar as the professional development plan.</p>	<p>Staff receives ongoing and sustained professional development that is aligned with the comprehensive needs assessment and with the goals of the school improvement plan.</p> <p>Specific professional development is articulated within the plan.</p>	<p>The professional development plan is embedded within an action plan format.</p> <p>Every single professional development event/activity described is directly focused on achieving the schoolwide goals and on improving teaching and student learning.</p>

Comments:

5. HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

The Sixth Grade Academy staff receives ongoing and sustained professional development that is aligned with the Comprehensive Needs Assessment and with the goals of the school improvement plan. The staff participates in District-wide Professional Development, Core Content Subject Area Meetings at the District Level and Core Content Subject Area Professional Learning Communities (PLC) at the Sixth Grade Academy. Staff is encouraged to attend out of district conferences and workshops to assist them in enhancing their instructional strategies. As the staff continues to evaluate and update the school wide plan, additional professional development will be provided.

Professional Development 2007-2010

DATE	ACTIVITY	PARTICIPANTS	EVALUATION
Sept. 2007-June 2010	Team Meetings Twice a Week	All Staff	Meeting Minutes turned into Principal
Oct. 2007-Oct. 2009	Deep Exploration of Differentiated Instruction John McCarthy Ed. Consultant WRESA	All Staff	Evaluation Survey
Sept. 2007-June 2010	Co-Teaching In-services, Workshops, Conferences	Core Teachers, Intervention Specialists, Administrations	Minutes Agendas Evaluations
June 2008-2010	Cooperative Learning	All Staff, Administrators, School Improvement Coordinator	Evaluation Survey
Sept. 2008-June 2010	Professional Learning Communities	All Staff, Administrators	Survey Minutes, Agendas

Sept. 2008-June 2009	Book: "Introduction to Problem Solving" By Susan O'Connell	Math Staff, Intervention Specialists	Student Work Rubrics Student Self Evaluation
April 2008-June 2009	Writing Quality Assessments. Ann Mull Presenter.	All Staff, Administrators	Assessments Evaluations Agendas
August 2007-June 2009	EETT Training	All Staff	Evaluations Administrator Observations
June 2007-June 2008	David Hyerle's "Thinking Maps" Follow-up Session	All Staff	Evaluations Survey Administrator Observations

5. HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

Emerson staff will participate in a variety of professional development activities in the 2008-2009 school year. Below is a calendar of professional development activities that can also be found listed in the Action Plan on pages 7 and 8.

Goal	When	Activity	Who	Completed	Evidence
#2	By September of 2008	Read Assessment Research Articles (Stiggins, Marzano, Reeves)	All Instructional Staff Principal		Agenda and Sign-In Sheet of article review in the fall
#3	By September of 2008	Read Parent Involvement Research Articles (Joyce Epstein)	All Instructional Staff Principal		Agenda and Sign-In Sheet of article review in the fall
#1	By September of 2008	6 Traits Rubric review by building staff on PD Day	All Instructional Staff Principal		Agenda and Sign-In Sheet
#2 and #3	By September 2008	Successmaker training	All Instructional Staff		Agenda and Sign-In Sheet
#1	In September 2008, and monthly thereafter	Lucy Calkins Training by building Trainer at staff meetings	All Instructional Staff Principal		Agenda and Sign-In Sheet
#1, #2, and #3	September 2008 November 2008 January 2009 March 2009 June 2009	School Improvement	All Instructional Staff Principal Parents		Agenda and Sign-In Sheet
#2 and #3	By December 2008	Study Island training	All Instructional Staff		Agenda and Sign-In Sheet
#2 and #3	By June of 2009	Structured Language training	All Instructional Staff		Agenda and Sign-In Sheet
#2	By May of 2010	Development of 2 Grade Level Assessment in each Core Area	Instructional Staff		Assessments Agenda Sign-In Sheet

Professional Development Plan

Aligned School Improvement Goal: *Building Climate/Student Welfare - All students will become aware of and effectively demonstrate good citizenship.*

See Attached In-service Planning Form (Appendix J)

Activity	Participation/ Target Audience	Person Responsible	Timeline	Expected Outcome	Resources needed	Funding Source	Progress
<p>1. Review of programs and processes:</p> <ul style="list-style-type: none"> • LifeSkills program. • SIT/STAT process. <p>2. Introduction to Teaching Tolerance materials.</p> <p>3. Video production training.</p> <p>4. Building climate data analysis and review.</p> <p>5. Shared resources for building climate/student welfare.</p>	<p>1, 2, 3, 4, 5: All instructional staff</p>	<p>1, 2, 3, 4, 5: Principal</p>	<p>1 and 2: August 2008</p> <p>2: October 2008</p> <p>3: September 2008</p> <p>4: March 2009</p> <p>5: April 2009</p>	<p>1, 2, 3: Embedded use of all materials and strategies school-wide.</p> <p>4, 5: Revision of programs and processes based on data analysis.</p>	<p>1, 4, 5: No additional resources needed.</p> <p>2: Teaching Tolerance resources</p> <p>3: Video production training materials</p>	<p>1, 4, 5: Turrill general fund.</p> <p>2: Title II (School Improvement Funds)</p> <p>3: Title II (Professional Development Funds)</p>	

