

# School Improvement Plan

## Title I - Schoolwide

School Year: 2011 - 2012

School District: Coloma Community Schools

ISD/RESA: Berrien RESA

School Name: Washington Elementary School

Grades Served: K,1

Principal: Mr. Daryl Ost

Building Code: 04390

District Approval of Plan:

---

Authorized Official Signature and Date

Board of Education Approval of Plan:

---

Authorized Official Signature and Date

# School Improvement Plan

## Contents

Introduction .....	3
School Information .....	4
Vision, Mission and Beliefs .....	5
Goals .....	6
Goal 1: ELA - 2011 .....	6
Goal 2: Mathematics - 2011 .....	13
Goal 3: Science -2011 .....	19
Goal 4: Social Studies - 2011 .....	26
Resource Profile .....	35
Additional Requirements .....	36
Assurances .....	44
Stakeholders .....	50
Statement of Non-Discrimination .....	51
Supporting Documentation .....	52

## Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable. The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

## School Information

School:	Washington Elementary School
District:	Coloma Community Schools
Public/Non-Public:	Public
Grades:	K,1
School Code Number:	04390
City:	COLOMA
State/Province:	Michigan
Country:	United States

# Vision, Mission and Beliefs

## **Vision Statement**

Our vision as we move forward at Washington Elementary is to become a model lower elementary building. Through many hours of planning, Coloma Community Schools have elected to realign the elementary buildings. Washington is now serving our preK through first population. We believe that this will allow us to intensely focus our curriculum and professional development to better meet the needs of our student body.

## **Mission Statement**

Washington Elementary School believes that all students can learn. We are committed to providing experiences that would help our students develop academically, socially, physically, and emotionally so that they may attain their potentials. We accept this responsibility and will endeavor to meet these commitments.

## **Beliefs Statement**

Our vision will become a reality through common goals, unity, and a strong purpose!

# Goals

Name	Development Status	Progress Status
ELA - 2011	Complete	Open
Mathematics - 2011	Complete	Open
Science -2011	Complete	Open
Social Studies - 2011	Complete	Open

## Goal 1: ELA - 2011

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** Student will be proficient in reading skills on the state assessment or at least 60% proficiency in reading skills through local common assessments.

**Gap Statement:** Gender equity: females, historically out perform white males

**Cause for Gap:** majority of teaching staff are females. Male student need exposure to males reading.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP, dibels, classroom assessments

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Information on the implementation of this goal will be collected during the school year as delineated above. Evidence collected will include: Use of a common rubric across curricular, Data driven through Data Director use, updated curriculum maps, and growth shown through common writing assessments.

**Contact Name:** Building Administrator

### List of Objectives:

Name	Objective
ELA - 2011	The majority (>80%) of students will achieve proficiency in reading skills on the MEAP, state assessment, or demonstrate at least 60% proficiency on local common assessments.

## 1.1. Objective: ELA - 2011

**Measurable Objective Statement to Support Goal:** The majority (>80%) of students will achieve proficiency in reading skills on the MEAP, state assessment, or demonstrate at least 60% proficiency on local

common assessments.

**List of Strategies:**

Name	Strategy
Curriculum Maps	Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.
Formative and Summative Assessments	Staff will collaborate to create common assessments
Instructional Strategies	Instructional Strategies (Research based) will be given and added to the classroom curriculum to increase student reading scores.

**1.1.1. Strategy: Curriculum Maps**

**Strategy Statement:** Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.

**Selected Target Areas**

- I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
- I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
- I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
- I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.
- I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

**Other Required Information for Strategy**

Mapping the Big Picture, Heidi Hayes Jacobs  
 Master Instruction Strategies Michael L Lujan

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Common	2011-08-	2015-06-	All teachers Building Administrator Curriculum Content Team

Vocabulary	22	05	Curriculum Director
Curriculum Maps	2011-08-22	2015-06-05	All Teachers Building Administrator Curriculum Content Team Curriculum Director

### 1.1.1.1. Activity: Common Vocabulary

**Activity Type:** Professional Development

**Activity Description:** Commonly assessed vocabulary will be incorporated into teaching lessons as well as curriculum maps.

**Planned staff responsible for implementing activity:** All teachers  
 Building Administrator  
 Curriculum Content Team  
 Curriculum Director

**Actual staff responsible for implementing activity:** All teachers  
 Building Administrator

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

### 1.1.1.2. Activity: Curriculum Maps

**Activity Type:** Professional Development

**Activity Description:** Instructional strategies will be developed and implemented for students with disabilities and at-risk students (differentiated instruction, one on one assistance, peer tutoring, other research-based strategies by Lujan, etc)

**Planned staff responsible for implementing activity:** All Teachers  
 Building Administrator  
 Curriculum Content Team  
 Curriculum Director

**Actual staff responsible for implementing activity:** All teachers  
 Building Administrator

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

**1.1.2. Strategy: Formative and Summative Assessments**

**Strategy Statement:** Staff will collaborate to create common assessments

**Selected Target Areas**

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)
I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.
I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.
II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

**Other Required Information for Strategy**

Classroom Assessment & Grading that Work, Robert J. Marzano,  
 Classroom Assessment for Student Learning, Richard J. Stiggins,

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Common Assessments	2011-08-22	2015-06-05	ELA Curriculum Content Team Building Administrator Curriculum Director
Dissemination of data derived from common assessments	2011-08-22	2015-06-05	ELA Curriculum Content Team Building Administrator Curriculum Director
Professional Development in the use of DataDirector for online/paper test	2011-08-22	2015-06-05	ELA Curriculum Content Team Building Administrator Curriculum Director

**1.1.2.1. Activity: Common Assessments**

**Activity Type:** Professional Development

**Activity Description:** Staff will collaborate to create common assessments.

**Planned staff responsible for implementing activity:** ELA Curriculum Content Team  
 Building Administrator  
 Curriculum Director

**Actual staff responsible for implementing activity:** All teachers  
 Building Administrator

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**1.1.2.2. Activity: Dissemination of data derived from common assessments**

**Activity Type:** Professional Development

**Activity Description:** Staff will disseminate data derived from common assessments.

**Planned staff responsible for implementing activity:** ELA Curriculum Content Team  
 Building Administrator  
 Curriculum Director

**Actual staff responsible for implementing activity:** All teachers  
 Building Administrator

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**1.1.2.3. Activity: Professional Development in the use of DataDirector for online/paper test**

**Activity Type:** Professional Development

**Activity Description:** Professional Development in the use of DataDirector for online/paper testing.

**Planned staff responsible for implementing activity:** ELA Curriculum Content Team  
 Building Administrator  
 Curriculum Director

**Actual staff responsible for implementing activity:** All teachers  
 Building Administrator

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**1.1.3. Strategy: Instructional Strategies**

**Strategy Statement:** Instructional Strategies (Research based) will be given and added to the classroom curriculum to increase student reading scores.

**Selected Target Areas**

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.1.B.3 Parents have a clear understanding of the curricular expectations for their child. A variety of opportunities are made available to them to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.
I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

**Other Required Information for Strategy**

Master Instruction Strategies, Michael L. Lujan,  
 Mapping the Big Picture, Heidi Hayes Jacobs

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional development in Best practice instructional strategies	2011-08-22	2015-06-05	All Teachers Building Administrator Curriculum Director
Research Based Strategies	2011-08-22	2015-06-05	All Teachers Building Administrator Curriculum Content Team Curriculum Director

**1.1.3.1. Activity: Professional development in Best practice instructional strategies**

**Activity Type:** Professional Development

**Activity Description:** Professional development in Best practice instructional strategies

**Planned staff responsible for implementing activity:** All Teachers  
Building Administrator  
Curriculum Director

**Actual staff responsible for implementing activity:** All teachers  
Building Administrator

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**1.1.3.2. Activity: Research Based Strategies**

**Activity Type:** Professional Development

**Activity Description:** Best Practice Instruction strategies will be incorporated into lesson plans.

**Planned staff responsible for implementing activity:** All Teachers  
Building Administrator  
Curriculum Content Team  
Curriculum Director

**Actual staff responsible for implementing activity:** All teachers  
Building Administrator

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

## Goal 2: Mathematics - 2011

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** Students will be proficiency in addition and subtraction fluency on the state assessment or at least 60% proficient in addition and subtraction fluency through local common assessments..

**Gap Statement:** Girls are still under performing the boys.  
White population has small gap.

**Cause for Gap:** Girls need to have math activities that relate to female students.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP, classroom assessments

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Information on the implementation of this goal will be collected during the school year as delineated above. Evidence collected will include: Use of a common rubric across curricular, Data driven through Data Director use, updated curriculum maps, and growth shown through common assessments.

**Contact Name:** Building Administrator

**List of Objectives:**

Name	Objective
Mathematics - 2011	The majority (>80%) of students will achieve proficiency in addition and subtraction fluency on the MEAP, state assessment, or demonstrate at least 60% proficiency on local common assessments..

### 2.1. Objective: Mathematics - 2011

**Measurable Objective Statement to Support Goal:** The majority (>80%) of students will achieve proficiency in addition and subtraction fluency on the MEAP, state assessment, or demonstrate at least 60% proficiency on local common assessments..

**List of Strategies:**

Name	Strategy
Curriculum Maps	Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.
Formative and Summative Assessments	Staff will collaborate to create common assessments.
Instructional Strategies	Instructional strategies (research based) will be given and added to the classroom curriculum to increase student math scores.

### 2.1.1. Strategy: Curriculum Maps

**Strategy Statement:** Curriculum Maps will be developed according to the district curriculum improvement process in order to vertically and horizontally align the state content expectations.

**Selected Target Areas**

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

**Other Required Information for Strategy**

Master Instruction Strategies, Michael L. Lujan,  
Mapping the Big Picture, Heidi Hayes Jacobs

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Common Vocabulary	2011-08-22	2015-06-05	All Teachers Building Administrator Curriculum Content Team Curriculum Director
Curriculum Maps	2011-08-22	2015-06-05	All Teachers Building Administrator Curriculum Content Team Curriculum Director

**2.1.1.1. Activity: Common Vocabulary**

**Activity Type:** Professional Development

**Activity Description:** Commonly assessed vocabulary will be incorporated into teaching lessons.

**Planned staff responsible for implementing activity:** All Teachers  
 Building Administrator  
 Curriculum Content Team  
 Curriculum Director

**Actual staff responsible for implementing activity:** All teachers  
 Building Administrator

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**2.1.1.2. Activity: Curriculum Maps**

**Activity Type:** Professional Development

**Activity Description:** Instructional strategies will be developed and implemented for students with disabilities and at-risk students (differentiated instruction, one on one assistance, peer tutoring, other research-based strategies by Lujan, etc.)

**Planned staff responsible for implementing activity:** All Teachers  
 Building Administrator  
 Curriculum Content Team  
 Curriculum Director

**Actual staff responsible for implementing activity:** All Teachers  
 Building Administrator  
 Curriculum Content Team

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

**2.1.2. Strategy: Formative and Summative Assessments**

**Strategy Statement:** Staff will collaborate to create common assessments.

**Selected Target Areas**

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)
I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.
I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.
I.3.B.1 The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students, and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.

**Other Required Information for Strategy**

Classroom Assessment & Grading that Work, Robert J. Marzano,  
 Classroom Assessment for Student Learning, Richard J. Stiggins,

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Common Assessments	2011-08-22	2015-06-05	Curriculum Content Team Building Administrator Curriculum Director

Dissemination of data derived from common assessments	2011-08-22	2015-06-05	Curriculum Content Team Building Administrator Curriculum Director
Professional Development in the use of DataDirector for online/paper test	2011-08-22	2015-06-05	Curriculum Content Team Building Administrator Curriculum Director

**2.1.2.1. Activity: Common Assessments**

**Activity Type:** Professional Development

**Activity Description:** Staff will collaborate to create common assessments.

**Planned staff responsible for implementing activity:** Curriculum Content Team Building Administrator Curriculum Director

**Actual staff responsible for implementing activity:** All teachers Building Administrator

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

**2.1.2.2. Activity: Dissemination of data derived from common assessments**

**Activity Type:** Professional Development

**Activity Description:** Staff will disseminate data derived from common assessments.

**Planned staff responsible for implementing activity:** Curriculum Content Team Building Administrator Curriculum Director

**Actual staff responsible for implementing activity:** All teachers Building Administrator

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

**2.1.2.3. Activity: Professional Development in the use of DataDirector for online/paper test**

**Activity Type:** Professional Development

**Activity Description:** Professional Development in the use of DataDirector for online/paper testing.

**Planned staff responsible for implementing activity:** Curriculum Content Team

Building Administrator

Curriculum Director

**Actual staff responsible for implementing activity:** All teachers

Building Administrator

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

**2.1.3. Strategy: Instructional Strategies**

**Strategy Statement:** Instructional strategies (research based) will be given and added to the classroom curriculum to increase student math scores.

**Selected Target Areas**

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

**Other Required Information for Strategy**

Master Instruction Strategies, Michael L. Lujan,  
Mapping the Big Picture, Heidi Hayes Jacobs

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional development in Best practice instructional strategies	2011-08-22	2015-06-05	All Teachers Building Administrators Curriculum Content Teams Curriculum Director

**2.1.3.1. Activity: Professional development in Best practice instructional strategies**

**Activity Type:** Professional Development

**Activity Description:** Professional development in Best Practice instructional strategies.

**Planned staff responsible for implementing activity:** All Teachers  
Building Administrators  
Curriculum Content Teams  
Curriculum Director

**Actual staff responsible for implementing activity:** All Teachers  
Building Administrators  
Curriculum Content Teams

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**Goal 3: Science -2011**

**Content Area:** Science  
**Development Status:** Complete

**Student Goal Statement:** Students will be proficient in Life Science on the state assessment or at least 60% proficient through local common assessments.

**Gap Statement:** Boys scoring less than girls  
White population  
Students with disabilities

**Cause for Gap:** Disabled students pulled out of social studies and science.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP, classroom assessments

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Information on the implementation of this goal will be collected during the school year as delineated above. Evidence collected will include: Use of a common rubric across curricular, Data driven through Data Director use, updated curriculum maps, and growth shown through common assessments.

**Contact Name:** Building Administrator

**List of Objectives:**

Name	Objective
Science - 2011	The majority (>80%) of students will achieve proficiency in life skills strand on the MEAP, state assessment, or demonstrate at least 60% proficiency on local common assessments.

### 3.1. Objective: Science -2011

**Measurable Objective Statement to Support Goal:** The majority (>80%) of students will achieve proficiency in life skills strand on the MEAP, state assessment, or demonstrate at least 60% proficiency on local common assessments.

**List of Strategies:**

Name	Strategy
Curriculum Maps	Teachers will increase learning through common assessments, training, and vertical articulation.
Formative and Summative Assessments	Staff will collaborate to create common assessments.
Instructional Strategies	Instructional strategies (research based) will be given and added to the classroom curriculum to increase scores.

### 3.1.1. Strategy: Curriculum Maps

**Strategy Statement:** Teachers will increase learning through common assessments, training, and vertical articulation.

**Selected Target Areas**

- I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
- I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
- I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
- I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.
- I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

**Other Required Information for Strategy**

Master Instruction Strategies, Michael L. Lujan,  
Mapping the Big Picture, Heidi Hayes Jacobs

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Common Vocabulary	2011-08-22	2015-06-05	All Teachers Building Administrator Curriculum Content Teams Curriculum Director
Curriculum Maps	2011-08-22	2015-06-05	All Teachers Building Administrator Curriculum Content Team Curriculum Director

#### 3.1.1.1. Activity: Common Vocabulary

**Activity Type:** Professional Development

**Activity Description:** Commonly assessed vocabulary will be incorporated into teaching lessons.

**Planned staff responsible for implementing activity:** All Teachers  
Building Administrator  
Curriculum Content Teams

Curriculum Director

**Actual staff responsible for implementing activity:** All teachers  
Building Administrator

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Content Team Meetings	General Funds		

**3.1.1.2. Activity: Curriculum Maps**

**Activity Type:** Professional Development

**Activity Description:** Instructional strategies will be developed and implemented for students with disabilities and at-risk students (differentiated instruction, one on one assistance, peer tutoring, other research-based strategies by Lujan, etc.)

**Planned staff responsible for implementing activity:** All Teachers  
Building Administrator  
Curriculum Content Team  
Curriculum Director

**Actual staff responsible for implementing activity:** All teachers  
Building Administrator

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**3.1.2. Strategy: Formative and Summative Assessments**

**Strategy Statement:** Staff will collaborate to create common assessments.

**Selected Target Areas**

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)
I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.
I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.
I.3.B.1 The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students, and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.
I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

**Other Required Information for Strategy**

Classroom Assessment & Grading that Work, Robert J. Marzano,  
 Classroom Assessment for Student Learning, Richard J. Stiggins,

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Common Assessments	2011-08-22	2015-06-05	All Teachers Building Administrator Curriculum Content Team Curriculum Director
Professional Development in the use of DataDirector for online/paper test	2011-08-22	2015-06-05	All Teachers Building Administrator Curriculum Content Team Curriculum Director

**3.1.2.1. Activity: Common Assessments**

**Activity Type:** Professional Development

**Activity Description:** Staff will collaborate to create common assessments

**Planned staff responsible for implementing activity:** All Teachers  
 Building Administrator  
 Curriculum Content Team  
 Curriculum Director

**Actual staff responsible for implementing activity:** All teachers  
Building Administrator

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

**3.1.2.2. Activity: Professional Development in the use of DataDirector for online/paper test**

**Activity Type:** Professional Development

**Activity Description:** Professional Development in the use of DataDirector for online/paper test

**Planned staff responsible for implementing activity:** All Teachers  
Building Administrator  
Curriculum Content Team  
Curriculum Director

**Actual staff responsible for implementing activity:** All teachers  
Building Administrator

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

**3.1.3. Strategy: Instructional Strategies**

**Strategy Statement:** Instructional strategies (research based) will be given and added to the classroom curriculum to increase scores.

**Selected Target Areas**

I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.
I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

**Other Required Information for Strategy**

Master Instruction Strategies, Michael L. Lujan,  
Mapping the Big Picture, Heidi Hayes Jacobs

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional development in Best practice instructional strategies	2011-08-22	2015-06-05	All Teachers Building Administrator Curriculum Content Team Curriculum Director
Research Based Strategies	2011-08-22	2015-06-05	All Teachers Building Administrator Curriculum Content Team Curriculum Director

**3.1.3.1. Activity: Professional development in Best practice instructional strategies**

**Activity Type:** Professional Development

**Activity Description:** Instructional strategies (research based) will be given and added to the classroom curriculum to increase student reading scores.

**Planned staff responsible for implementing activity:** All Teachers  
Building Administrator  
Curriculum Content Team  
Curriculum Director

**Actual staff responsible for implementing activity:** All Teachers  
Building Administrator

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

**3.1.3.2. Activity: Research Based Strategies**

**Activity Type:** Professional Development

**Activity Description:** Best practice instructional strategies will be incorporated into lesson plans.

**Planned staff responsible for implementing activity:** All Teachers  
 Building Administrator  
 Curriculum Content Team  
 Curriculum Director

**Actual staff responsible for implementing activity:** All teachers  
 Building Administrator

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
----------	----------------	----------------	---------------

**Goal 4: Social Studies - 2011**

**Content Area:** Social Studies

**Development Status:** Complete

**Student Goal Statement:** Students will be proficient in Historical perspective on the state assessment or at least 60% proficient through local common assessments.

**Gap Statement:** Gender equity - girls score higher than boys for 3 out of 5 years  
 Students with disabilities

**Cause for Gap:** Students with disabilities do not receive IEPC for this subject and are often pulled from the classroom during this subject to meet their IEPC needs.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP, classroom assessments,

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Information on the implementation of this goal will be collected during the school year as delineated above. Evidence collected will include: Use of a common rubric across curricular, Data driven through Data Director use, updated curriculum maps, and growth shown through common assessments.

**Contact Name:** Building Administrator

**List of Objectives:**

Name	Objective
Social Studies - 2011	The majority (>80%) of students will achieve proficiency in Historical perspective on the MEAP, state assessment, or demonstrate at least 60% proficiency on local common assessments.

### 4.1. Objective: Social Studies - 2011

**Measurable Objective Statement to Support Goal:** The majority (>80%) of students will achieve proficiency in Historical perspective on the MEAP, state assessment, or demonstrate at least 60% proficiency on local common assessments.

**List of Strategies:**

Name	Strategy
Curriculum Maps	Information on the implementation of this goal will be collected during the school year as delineated above. Evidence collected will include: Use of a common rubric across curricular, Data driven through Data Director use, updated curriculum maps, and growth shown through common writing assessments.
Formative and Summative Assessments	Staff will collaborate to create common assessments
Instructional Strategies	Instructional Strategies (researched based) will be given and added to the classroom curriculum to increase student scores.

#### 4.1.1. Strategy: Curriculum Maps

**Strategy Statement:** Information on the implementation of this goal will be collected during the school year as delineated above. Evidence collected will include: Use of a common rubric across curricular, Data driven through Data Director use, updated curriculum maps, and growth shown through common writing assessments.

**Selected Target Areas**

- I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
- I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
- I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

**Other Required Information for Strategy**

Master Instruction Strategies, Michael L. Lujan,  
 Mapping the Big Picture, Heidi Hayes Jacobs

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Common Vocabulary	2011-08-22	2015-06-05	All Teachers Building Administrators Curriculum Content Team Curriculum Director
Curriculum Maps	2011-08-22	2015-06-05	All Teachers Building Administrators Curriculum Content Teams Curriculum Director

**4.1.1.1. Activity: Common Vocabulary**

**Activity Type:** Professional Development

**Activity Description:** Commonly assessed vocabulary will be incorporated into teaching lessons.

**Planned staff responsible for implementing activity:** All Teachers  
 Building Administrators  
 Curriculum Content Team  
 Curriculum Director

**Actual staff responsible for implementing activity:** All Teachers  
 Building Administrator

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Content Team Meetings	Title II Part A		

**4.1.1.2. Activity: Curriculum Maps**

**Activity Type:** Professional Development

**Activity Description:** Instructional strategies will be developed and implemented for students with disabilities and at-risk students (differentiated instruction, one on one assistance, peer tutoring, other research-based strategies by Lujan, etc.)

**Planned staff responsible for implementing activity:** All Teachers  
 Building Administrators  
 Curriculum Content Teams  
 Curriculum Director

**Actual staff responsible for implementing activity:** All Teachers  
 Building Administrator

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Title II Part A		

**4.1.2. Strategy: Formative and Summative Assessments**

**Strategy Statement:** Staff will collaborate to create common assessments

**Selected Target Areas**

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)
I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.
I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment

activities to inform instruction.

I.3.B.1 The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students, and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.

**Other Required Information for Strategy**

Classroom Assessment & Grading that Work, Robert J. Marzano,  
 Classroom Assessment for Student Learning, Richard J. Stiggins,

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Common Assessments	2011-08-22	2015-06-05	All Teachers Building Administrators Curriculum Content Teams Curriculum Director
Dissemination of data derived from common assessments	2011-08-22	2015-06-05	All Teachers Building Administrators Curriculum Content Teams Curriculum Director
Professional Development in the use of DataDirector for online/paper test	2011-08-22	2015-06-05	All Teachers Building Administrators Curriculum Content Teams Curriculum Director

**4.1.2.1. Activity: Common Assessments**

**Activity Type:** Professional Development

**Activity Description:** Staff will collaborate to create common assessments.

**Planned staff responsible for implementing activity:** All Teachers  
 Building Administrators  
 Curriculum Content Teams  
 Curriculum Director

**Actual staff responsible for implementing activity:** All Teachers  
 Building Administrator

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Title II Part A		

**4.1.2.2. Activity: Dissemination of data derived from common assessments**

**Activity Type:** Professional Development

**Activity Description:** Staff will disseminate data derived from common assessments

**Planned staff responsible for implementing activity:** All Teachers

Building Administrators  
Curriculum Content Teams  
Curriculum Director

**Actual staff responsible for implementing activity:** All teachers

Building Administrator

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Common Assessments	Title II Part A		

**4.1.2.3. Activity: Professional Development in the use of DataDirector for online/paper test**

**Activity Type:** Professional Development

**Activity Description:** Professional Development in the use of DataDirector for online/paper test

**Planned staff responsible for implementing activity:** All Teachers

Building Administrators  
Curriculum Content Teams  
Curriculum Director

**Actual staff responsible for implementing activity:** All Teachers

Building Administrators  
Curriculum Content Teams

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development in the use of DataDirector for online/paper test	General Funds		

**4.1.3. Strategy: Instructional Strategies**

**Strategy Statement:** Instructional Strategies (researched based) will be given and added to the classroom curriculum to increase student scores.

**Selected Target Areas**

III.2.A.1 All instructional staff has the skill to be effective collaborators and value the contribution that collaboration makes to student success. Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.
III.2.A.2 Staff continuously collaborates to adjust instruction based on on-going student performance.
III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.
III.2.B.2 Curriculum content is a key component of professional development. Staff participation in professional development results in improved delivery of the curriculum content.
III.2.C.2 Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

**Other Required Information for Strategy**

Classroom Assessment & Grading that Work, Robert J. Marzano,  
 Classroom Assessment for Student Learning, Richard J. Stiggins,

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional development in Best practice instructional strategies	2011-08-22	2015-06-05	All Teachers Building Administrators Curriculum Content Teams Curriculum Director
Research Based Strategies	2011-08-22	2015-06-05	All Teachers Building Administrators Curriculum Content Teams Curriculum Director

**4.1.3.1. Activity: Professional development in Best practice instructional strategies**

**Activity Type:** Professional Development

**Activity Description:** Professional development in various best practice instructional strategies.

**Planned staff responsible for implementing activity:** All Teachers  
 Building Administrators  
 Curriculum Content Teams  
 Curriculum Director

**Actual staff responsible for implementing activity:** All Teachers  
 Building Administrators

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Best Practice Instructional Strategies	General Funds		

**4.1.3.2. Activity: Research Based Strategies**

**Activity Type:** Professional Development

**Activity Description:** Best practice instructional strategies will be incorporated into lesson plans.

**Planned staff responsible for implementing activity:** All Teachers  
 Building Administrators  
 Curriculum Content Teams  
 Curriculum Director

**Actual staff responsible for implementing activity:** All Teachers  
 Building Administrators  
 Curriculum Content Teams

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2015-06-05

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Best Practice Instructional Strategies	General Funds		

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$0.00	\$0.00
Title II Part A	\$0.00	\$0.00

# Additional Requirements

## Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

*Staff training on desegregating data.*

*We met in content area teams and examined desegregated data by student outcomes.*

*Third meeting to examine needs.*

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

*We are showing fairly high proficiency in all areas. We do see the need to align our curriculum with the core standards.*

## Schoowide Reform Model

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

*Title One inclusion and Pull out services.*

*Students Grouped on Student ability*

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

*We had meetings in our content areas to look at our longitudinal data and analyzed our content areas for strengths and weaknesses. Our building School Improvement team met and developed a plan for the next 3-5 years.*

## Curriculum Alignment that Corresponds to the Goals

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

*It is the teacher's responsibility to ensure alignment of the content standards. The district is in the process of developing a plan to ensure all curriculum is aligned to the core content standards.*

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

*Decisions at Washington Elementary regarding curriculum, instruction and assessment are discussed as an entire staff, then through smaller department (grade level) teams, the data is collected and disaggregated. Once again we come together as a whole staff and make informed decisions based on that data.*

### **Instruction by Highly Qualified Professional Staff**

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

*All paraprofessionals meet the NCLB requirements and all teachers are Highly Qualified.*

*The professional staff are all highly qualified and reflect the following qualifications*

*B.A. 2 teachers*

*B.A. + 15 credit hours 4 teachers*

*M.A. 11 teachers*

*M.A. + 20 credit hours 2 teachers*

*Professional Qualifications of All Public Elementary and Secondary School Teachers in the School*

*Percentage of Teachers in the School who are Highly Qualified 100%*

*Percentage of Teachers in the School with Emergency Credentials 0%*

*Percentage of Core Academic Subject classes not Taught by Highly Qualified Teachers \* 0%*

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

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

*All paraprofessionals meet the NCLB requirements and all teachers are Highly Qualified.*

*The professional staff are all highly qualified and reflect the following qualifications*

*B.A. 2 teachers*

*B.A. + 15 credit hours 4 teachers*

*M.A. 11 teachers*

*M.A. + 20 credit hours 2 teachers*

*Professional Qualifications of All Public Elementary and Secondary School Teachers in the School*  
*Percentage of Teachers in the School who are Highly Qualified 100%*  
*Percentage of Teachers in the School with Emergency Credentials 0%*  
*Percentage of Core Academic Subject classes not Taught by Highly Qualified Teachers \* 0%*

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

*Coloma Community Schools attracts high quality, highly qualified teachers by posting our positions on respected job posting sites as well as our own webpage.*  
*At Washington Elementary School we decrease turnover and retain high quality staff through our mentoring and established evaluation process.*

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

*3 retirements last year due to state level incentives*

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

NA

### **High-Quality and Ongoing Professional Development**

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

### **Strategies to Increase Parental Involvement**

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

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

*At Washington Elementary School we have made a concentrated effort to increase parental involvement by adding several parent nights to our school calendar. Along with our meet the teacher night (ice cream social), and conferences, we have added three parent nights, organized by our Title 1 staff to engage parents in learning activities for home. We offer the parents access to our extensive webpage as well as a pin number to track their child(rens) progress academically. Classroom newsletters are sent out every week and a schoolwide newsletter is sent out each month.*

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

2a. Design

*At Washington Elementary School our parents have played a significant role in the development of this plan. We have a parent advisory team that agreed to help plan our future parent nights.*

2b. Implementation

*At Washington Elementary our parent advisory team has assisted our staff in the implementation of our strategic plan. They have gone above and beyond to help us meet the challenge of increasing our parental involvement.*

2c. Evaluation

*At Washington Elementary School our Title 1 team, along with our parent advisory team will evaluate the participation and the feedback from each parent night.*

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

*At Washington Elementary School our parents have 24 hour access to their child(rens) assignments and grades. The online grading system allows teachers to print progress reports at anytime they are requested and also allows for parent/teacher correspondence if necessary.*

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

*At Washington Elementary School we devote a portion of our first parent-teacher conference to the discussion and signing of the parent-teacher compact.*

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

*We will do parent surveys at Title and parent nights.*

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

*The parent survey will be done next year and the results will make changes to our Title I program and School Improvement Plan.*

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

### **Preschool Transition Strategies**

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

*At Washington Elementary School we have developed a preschool transition plan to help ease the move from preschool into a traditional school setting. We have a preschool on-site, as well as a local preschool in our city that comes into the building to observe one of our kindergarten classes and share in an activity with current kindergarten students. On a separate occasion, the building administrator meets with the parents to discuss transition questions and kindergarten readiness skills. As a part of our strategic plan, we hold a kindergarten round-up each spring to meet with parents and assess our incoming students.*

### **Teacher Participation in Making Assessment Decisions**

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

*At Washington Elementary School the decision making process regarding academic assessment is a staff wide decision. Grade level teams disaggregate student assessment data and discuss student outcomes regarding those assessments. This allows us to make appropriate content, instructional and assessment decisions.*

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

*At Washington Elementary School we have monthly school improvement and grade level team meetings, where we discuss student achievement data. Our staff disaggregates the data and discusses content, instructional delivery and assessment. Specific intervention strategies are discussed for those students in need strategic or intensive intervention at these meetings as well.*

### **Alternative Measures of Assessment**

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

*Used GICE to develop common assessments at each grade level.*

### **Timely and Additional Assistance**

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

*At Washington Elementary School we have developed a strategic plan for identifying students experiencing difficulty mastering state standards. The process is initiated through benchmark assessments. Once we have baseline data, our students that are considered in need of strategic or intensive intervention are identified. Our identified students receive skills specific instruction in an inclusive setting with our classroom teachers and Title 1 intervention specialists. They also receive extended pull-out time with our Title 1 intervention specialists in a one-on-one or small group setting. These students are progress monitored every two weeks to assess growth toward proficiency of the standards. If it is determined that the interventions have been successful and the student reaches benchmark, then that student is released from additional supports. If it is determined that the student is not making progress, an intervention meeting is scheduled with our intervention team (school social worker, special education teacher, general education teacher, Title 1 teacher, and administrator) to develop a SIDR (Student Intervention and Data Review Form). A strategic plan is developed and documented for implementation.*

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

*At Washington Elementary School we have developed a strategic plan for identifying students experiencing difficulty mastering state standards. The process is initiated through benchmark assessments. Once we have baseline data, our students that are considered in need of strategic or intensive intervention are identified. Our identified students receive skills specific instruction in an inclusive setting with our classroom teachers and Title 1 intervention specialists. They also receive extended pull-out time with our Title 1 intervention specialists in a one-on-one or small group setting. These students are progress monitored every two weeks to assess growth toward proficiency of the standards. If it is determined that the interventions have been successful and the student reaches benchmark, then that student is released from additional supports. If it is determined that the student is not making progress, an intervention meeting is scheduled with our intervention team (school social worker, special education teacher, general education teacher, Title 1 teacher, and administrator) to develop a SIDR (Student Intervention and Data Review Form). A strategic plan is developed and documented for implementation.*

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

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

*Title I funds*

*Section 31A funds  
General Funds*

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

*At Washington Elementary our Federal, State and local programs and resources are coordinated through site based decisions that are then submitted to our central office for approval.*

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

*At Washington Elementary School we use the bulk of our Title I A money to support our Title I paraprofessionals and our Title I reading specialist. With the additional staffing, we are able to address specific academic concerns both in an inclusive setting and through intensive pull-out.*

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

*At Washington Elementary School we use the bulk of our Title I A money to support our Title I paraprofessionals and our Title I reading specialist. With the additional staffing, we are able to address specific academic concerns both in an inclusive setting and through intensive pull-out.*

*We have a local HeadStart program, as well as a preschool on site that are supported by Federal and State grant dollars. We also use a portion of our Title allocation to support all day kindergarten.*

### **Effective Use of Technology**

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

*Washington Elementary assesses the need for and integrates the use of technology based on the district technology plan that is reviewed and updated annually.*

### **Evaluation of the School Improvement Plan**

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

*Results will be looked at on an annual basis within the core content areas. We will have a monitoring plan of the School Improvement plan to ensure success of all students.*

2. Describe how the school improvement team determines whether the schoolwide program has been effective

in increasing the achievement of students who had been furthest from achieving the standards.

*We will have a monitoring plan in place starting in the fall of 2011. This plan will ensure that the plan is being implemented. Student success will be examined to make sure that the goals are being met.*

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

*Data needed to analyze.*

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

*Institution and student information and progress is shared in a number of ways. Teachers communicate with stakeholders through a weekly newsletter as well as email or phone conversations if necessary. The school provides a monthly newsletter, a continuously updated website, and an online grading program with parent access. Twice a year each building administrator reports out at a open school board meeting on specific school information and student achievement.*

### **Building Level Decision-Making**

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

*Each month our teachers meet in grade level teams to discuss curriculum, assessments and student achievement. That data is brought to the school improvement meeting and analyzed as a staff. We are able to evaluate our practices and make data supported decisions, which guide our instruction. Parents representatives are invited to the meetings but generally request appointments during office hours for insight and input.*

## Assurances

### EdYES!

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

Response: *No*

Comments: *Will search and implement*

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

Response: *Yes*

Comments: *[http://ccs.coloma.org/colwash/Washington\\_Elementary.pdf](http://ccs.coloma.org/colwash/Washington_Elementary.pdf)*

### Educational Development Plan (EDP)

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

Response: *N/A (our school does not have grade 8)*

Comments:

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

Response: *No*

Comments: *We do not have 8th grade in our building.*

### Health and Safety (HSAT)

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

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

Response: *Written Policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: *Handbook is online however need hard copies for subs and visitors.*

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

Response: *No*

Comments: *We will develop a health and safety assessment and curriculum.*

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

Response: *No action taken*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No, but use a health education curriculum*

Comments:

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

Response: *No*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Other curriculum*

Comments: *It is state based from the State Guidelines and from Western Michigan University*

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

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

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

Comments: *90 minutes per week*

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

Response: *Adopted policy, but not fully implemented*

Comments: *Our physical education teacher incorporates nutrition into his weekly lessons.*

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

Response: *Yes*

Comments: *Chartwells*

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments: *We offer no Vending or la carte.*

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

Response: *No*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written Policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments: *Parents note any medical information on our enrollment cards.*

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

Response: *Adopted policy, but not fully implemented*

Comments: *Safe and Civil Schools*

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

Response: *Yes*

Comments: *We had a protective services inservice*

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

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

Response: *Yes*

Comments: *Individual and/or group counseling as appropriate to the individual identified student*

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

Response: *Yes*

Comments: *Worked with principal to have these topics addressed by our community police officer.*

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

Response: *Yes*

Comments: *All school staff assist in identifying and reporting victims of abuse and neglect  
Classroom teachers refer victims/perpetrators to social worker and/or principal.*

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Written Policy, but not fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Access to all indoor facilities*

Comments: *gym is used for softball*

## Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Ms.	Jessica	Murray	Teacher	jmurray@ccs.coloma.org
Mrs.	Peggy	Brinnehl	Teacher	pbrinneh@ccs.coloma.org
Ms.	Stacey	Hubbell	Teacher	atorres@remc11.k12.mi.us
Mrs.	Julia	Swain	Title 1	jswain@ccs.coloma.org
Mrs.	Cindy	Vandermolen	Parent	269.202.4800
Mr.	Daryl	Ost	Principal	dost@ccs.coloma.org
Mrs.	Ruth	Kittleson	Director of State and Fed	rykittleson@ccs.coloma.org
Mr.	Chris	Broadwater	Title I	cbroadwater@ccs.coloma.org
Mrs.	Chere	Phillips	Title I	cphillips@ccs.coloma.org
	Julie	Jerue	Kindergarten Teacher	jjerue@ccs.colom.org
Mrs.	M. Kathy	Reed	Kindergarten Teacher	kreed@ccs.coloma.org
Mrs.	Angela	Seabury	Kindergarten Teacher	aseabury@ccs.coloma.org
Mr.	Thomas	Cullitan	First Grade Teacher	tcullitan@ccs.coloma.org
Mrs.	Natalie	Contreras	First Grade Teacher	ncontreras@ccs.coloma.org
Mrs.	Kathy	Ott	First Grade	kott@ccs.coloma.org
Mrs.	Cynthis	Burch	First Grade	cburch@ccs.coloma.org

# Statement of Non-Discrimination

## Federal Office for Civil Rights

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

## Contact Information

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

Name/Position:	Daryl Ost
Address:	6463 E. Becht Rd., Coloma, MI 49038
Telephone Number:	269.468.2430

## References

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

## Supporting Documentation

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

- School-Parent Involvement Plan
- School-Parent Compact

## **Parent Involvement Policy**

A Parent(s)/Guardian(s) Involvement Policy (Cf. 7170)

LEBA-A

### State of Michigan Parent/Guardian Involvement Initiative

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials: input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

### Title I Programs

In accordance with the requirement of the No Child Left Behind Act, the Coloma Community Board of Education encourages parent(s)/guardian(s) participation in Title I programs. Parent(s)/Guardian(s) shall be offered substantial and meaningful opportunities to participate in the education of their children by this policy.

The Board directs that the following actions be implemented by the administration to insure compliance with federal law and to invite parents to become involved highly in the education of their children:

- The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams;
- Invitations to parent(s)/guardian(s) to attend at least one annual meeting for Title I parents, with additional meeting opportunities being available as needed, designed to provide Title I information and program services, and to solicit parent(s)/guardian(s) suggestions on program development, planning, evaluation and operation;
- Assistance to parent(s)/guardian(s) in understanding Title I, including the providing of information in a language understandable to the parent(s)/guardian(s) if practicable;
- Parent(s)/Guardian(s) notification of Title I student selection and criteria for selection;
- Information regarding child's achievement and progress;
- A provision for input by Title I staff at regularly scheduled parent/guardian-teacher conferences and any additional communication as requested by the Title I staff or parent(s)/guardian(s);
- Opportunities to enhance parent(s)/guardian(s) capacity to work with children in the home on school learning;
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent(s)/guardian(s) involvement strategies;
- Ongoing communication between school and parent(s)/guardian(s); and
- Other appropriate activities (i.e. Family Math Nights, parent(s)/guardian(s) sessions, science, theatre, etc.)

Written Plans/Policies

The Coloma Community School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District-wide plan for parent(s)/guardian(s) involvement in the development of a Title I plan, and directs the administration to:

- Involve parent(s)/guardian(s) in the development of the plan;
- Develop a plan that provides for the involvement of parent(s)/guardian(s) in the Title I activities of the school;
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent(s)/guardian(s) involvement activities to improve student academic achievement and school performance;
- To integrate and coordinate the plans/policies for parent(s)/guardian(s) involvement in Title I programs with parent(s)/guardian(s) involvement in other programs, including but not limited to Head Start;
- To review and evaluate the District's plan annually and to share the results of that review and evaluation with the Board;
- To assure that the policy/plan contains a compact that outlines how parent(s)/guardian(s), the school staff and students will share the responsibility of improved student achievement; and
- To distribute the District plan to parent(s)/guardian(s) of participating children and to the local community.

Migrant Education Program (MEP) Parent(s)/Guardian(s) Involvement

Parent(s)/Guardian(s) of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation, and evaluation of the program.

Limited English Proficiency (LEP) Parent(s)/Guardian(s) Involvement

In accordance with federal law, parent(s)/guardian(s) of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program. Parent(s)/Guardian(s) will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.

Approved: MASB Rec.

LEGAL REF: 20 USCA 6318 (No Child Left Behind Act); MCL 380.1294 (PA 107 of  
| 2004)

Revised 12/20/2004

Coloma Community Schools  
Parent/Student/Teacher/Principal Compact

Parent/Guardian Agreement

I want my child to succeed. Therefore, I will:

- \_\_\_\_\_ See that my child is punctual and attends school regularly.
- \_\_\_\_\_ Support the school discipline policy.
- \_\_\_\_\_ Read with my child and let my see me read.
- \_\_\_\_\_ Supervise the completion of homework and home activities with my child.
- \_\_\_\_\_ Set aside a time each evening just for school work.
- \_\_\_\_\_ Provide a quiet place for my child to work.
- \_\_\_\_\_ Attend parent/teacher conferences for my child.
- \_\_\_\_\_ Volunteer at school when possible.

Parent/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Agreement

It is important that I work to the best of my ability. Therefore, I will:

- \_\_\_\_\_ Attend school regularly and be punctual.
- \_\_\_\_\_ Return my assignments and home activities completed and on time.
- \_\_\_\_\_ Follow the school and classroom rules.
- \_\_\_\_\_ Respect my parents, classmates, teachers and all people in my community.
- \_\_\_\_\_ Come to school each day with the necessary tools for learning.  
(pencils/paper)

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Agreement

It is important that students achieve. Therefore, I will:

- \_\_\_\_\_ Provide a caring learning environment where your child can be responsible for learning.
- \_\_\_\_\_ Provide an enriched and challenging curriculum.
- \_\_\_\_\_ Provide appropriate and meaningful homework assignments for students.
- \_\_\_\_\_ Keep you informed of your child's progress on a regular basis.
- \_\_\_\_\_ Support and attend school functions.

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal Agreement

I support this form of parental involvement. Therefore, I will:

- \_\_\_\_\_ Provide a positive atmosphere for learning.
- \_\_\_\_\_ Provide an environment that allows for communication among the teacher, parent and student.
- \_\_\_\_\_ Support and attend school functions.

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

