

School Improvement Plan

Title I - Targeted Assistance

School Year: 2011 - 2012

School District: Centreville Public Schools

ISD/RESA: St. Joseph County ISD

School Name: Centreville Elementary School

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

Principal: Mrs. Rebecca Stauffer

Building Code: 00628

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

School Information

School:	Centreville Elementary School
District:	Centreville Public Schools
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6
School Code Number:	00628
City:	Centreville
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Centreville Elementary School envisions a school: with high standards and expectations where all students learn and achieve utilizing critical thinking skills; where students who are physically, emotionally, and psychologically safe; where learning is a shared responsibility between students, parents, staff and the community; and a school which prepares students for the changing social, technological, economic and cultural times.

Mission Statement

Our mission is to educate all students to succeed as productive citizens in a global community.

Beliefs Statement

We believe: high achievement is attainable for all students; hard work, high standards, and clear goals are critical to success; physical, emotional, psychological safety is a fundamental human need and right; learning is a shared responsibility between students, parents, staff, and cultural times; and healthy, respectful relationships are essential for a strong community.

Goals

Name	Development Status	Progress Status
Math	Complete	Open
Reading	Complete	Open
Science	Complete	Open
Social Studies	Complete	Open
Writing	Complete	Open

Goal 1: Math

Content Area: Math

Development Status: Complete

Student Goal Statement: All Students at Centreville Elementary will be proficient in mathematics.

Gap Statement: Based on 2009-2010 MEAP, students who are economically disadvantaged scored 21% lower on the 5th grade test (77% to 56%) and 10% lower on the 6th grade test (78% to 68%). Students with disabilities scored 30% lower on the 3rd grade test (100% to 70%), 42% lower on the 5th grade test (72% to 30%), and 34% lower on the 6th grade test (77% to 43%). Students who are female scored 11% lower on the 5th grade test (70% to 59%). Based upon Fall 2010 data, we showed an improvement in how the subgroups of male/female and economically disadvantaged scored as compared to their counterparts. There was no more than a 12% discrepancy in economically disadvantaged students in all grade levels and there was less than a 5% difference in males vs. females who were proficient on the 6th grade MEAP as a cohort group. There is however, still a large discrepancy between our special education population, especially in 4th and 6th grades. 4th grade SE students scored 32% lower than non SE and 6th grade SE scored 42% lower than the non SE. There are very few 5th graders that are SE and the positive news was that there was only a 12% difference in 3rd grade SE students vs. non SE.

Cause for Gap: For economically disadvantaged students who took the 5th and 6th grade tests, the students had limited access to resources and vocabulary. There may have been limited expectations for students by teachers and/or students. Many parents of 5th and 6th grade students feel they are no longer equipped or have the necessary knowledge to help their child(ren) at home.

For students with disabilities who took the 3rd, 5th, and 6th grade tests, the students were not exposed to the core curriculum because they were receiving an alternative curriculum within a special education setting.

For female students who took the 5th grade test, instructional methods were not increasing our female students' understanding of mathematics.

2010-11: Because of adopting a new math curriculum that requires higher order thinking and a variety of math concepts, our upper el. SE students have a difficult time being successful in the gen. ed. setting even with support. Therefore, there is still a problem of our 6th grade and 4th not being exposed to core curriculum. Another contributing factor was the unavailability of the MEAP-ACCESS this year. We had students take the MEAP when MEAP-Access was the more appropriate assessment. Their lack of success at an inappropriate assessment

contributed to the gap as well.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP and 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? In all grade levels, we will make progress toward meeting our measureable goal of 90% on the MEAP at all grade levels. Based upon Fall 2010 data, 3rd, 4th, 5th and 7th scored 91% or greater.

Contact Name: Becky Stauffer

List of Objectives:

Name	Objective
Increased mathematics scores.	The percentage of students scoring at the proficient level on the MEAP will be maintained or increased at each level by 5 to 10% from their current percentage rate to the NCLB goal of 100%. More specifically, all Centreville Elementary students will increase the percent of items correct on the state assessment. In addition each cohort will show evidence of maintaining a high level of growth within proficiency levels. Based upon Fall 2010 MEAP data: All grade levels showed an increase of at least 5% in proficiency, with the exception of 4th who decreased from 97% to 96% proficient. Greatest increase was in 5th grade with a 24% increase. All grade levels showed an increase in how they performed as a cohort, except 5th grade, but they maintained a high level of 91% proficient. Greatest increase was 7th grade with a 17% increase, followed by 6th grade with a 12% increase. All grade levels maintained or increased the number of students who scored 80% or more of the questions correct on the MEAP.

1.1. Objective: Increased mathematics scores.

Measurable Objective Statement to Support Goal: The percentage of students scoring at the proficient level on the MEAP will be maintained or increased at each level by 5 to 10% from their current percentage rate to the NCLB goal of 100%. More specifically, all Centreville Elementary students will increase the percent of items correct on the state assessment. In addition each cohort will show evidence of maintaining a high level of growth within proficiency levels.

Based upon Fall 2010 MEAP data: All grade levels showed an increase of at least 5% in proficiency, with the exception of 4th who decreased from 97% to 96% proficient. Greatest increase was in 5th grade with a 24% increase. All grade levels showed an increase in how they performed as a cohort, except 5th grade, but they maintained a high level of 91% proficient. Greatest increase was 7th grade with a 17% increase, followed by 6th grade with a 12% increase. All grade levels maintained or increased the number of students who scored 80% or more of the questions correct on the MEAP.

List of Strategies:

Name	Strategy
Assessment	Teachers will implement a benchmark assessment. Delta Math is being explored
Improve instruction and align curriculum	Teachers will work to align Everyday Math curriculum with Common Core to create a guaranteed and viable curriculum. The curriculum will be sequenced and organized into a curriculum map which will direct instruction and improve student achievement.
Instruction	Teachers will use instructional strategies to improve mathematics instruction.

1.1.1. Strategy: Assessment

Strategy Statement: Teachers will implement a benchmark assessment. Delta Math is being explored

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.

Other Required Information for Strategy

Deb Wahlstrom's Golden Package MEAP data

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Data Analysis	2010-09-07	2012-06-10	All teachers K-3, 4-6th math teachers, title, special education, and support personnel.
Implementation	2010-09-07	2012-06-07	All staff K-3 and 4-6th grade math teachers
Training	2010-09-07	2012-06-10	All staff K-3 and 4th-6th math teachers.

1.1.1.1. Activity: Data Analysis

Activity Description: Teachers will analyze results of a benchmark math assessment in order to best structure RTI.

Planned staff responsible for implementing activity: All teachers K-3, 4-6th math teachers, title, special education, and support personnel.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2012-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release time for training for data analysis	Title II Part A	1,000.00	0.00

1.1.1.2. Activity: Implementation

Activity Description: Teachers will proctor a benchmark math assessment at the beginning, middle, and end of the school year.

Planned staff responsible for implementing activity: All staff K-3 and 4-6th grade math teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Dibels Next Training with trainer and materials	Title II Part A	500.00	0.00

1.1.1.3. Activity: Training

Activity Description: Teachers will be trained in how to implement and analyze results of a benchmark math assessment as well as common assessments using proficiency scales. Selected staff will be trained in and pilot the process of utilizing proficiency scales as designed by Dr. Robert Marzano as part of the assessment system.

Planned staff responsible for implementing activity: All staff K-3 and 4th-6th math teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2012-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Trainer	Title II Part A	0.00	0.00

1.1.2. Strategy: Improve instruction and align curriculum

Strategy Statement: Teachers will work to align Everyday Math curriculum with Common Core to create a guaranteed and viable curriculum. The curriculum will be sequenced and organized into a curriculum map which will direct instruction and improve student achievement.

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.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

Larry Ainsworth "Curriculum Development", McTighe, Wiggins "Understanding by Design", Common Core/GLCE's

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Align curriculum	2010-09-07	2012-06-01	All staff K-3 and 4th-6th math teachers.
Vocabulary	2010-09-07	2012-06-10	All K-3 teachers and 4-6th grade teachers

1.1.2.1. Activity: Align curriculum

Activity Description: Teachers will meet with ISD instructional leader to align Everyday Math curriculum to the Common Core.

Planned staff responsible for implementing activity: All staff K-3 and 4th-6th math teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release time for teachers with training	Title II Part A	2,000.00	0.00
Training, Instructor, and materials	Title II Part A	200.00	0.00

1.1.2.2. Activity: Vocabulary

Activity Description: Teachers will identify important content vocabulary to support the curriculum. Teachers will identify key vocabulary from Common Core.

Planned staff responsible for implementing activity: All K-3 teachers and 4-6th grade teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2012-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Trainer and Materials	Title II Part A	0.00	0.00
Release time for teachers	General Funds	1,000.00	0.00

1.1.3. Strategy: Instruction

Strategy Statement: Teachers will use instructional strategies to improve mathematics instruction.

Selected Target Areas

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.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

Other Required Information for Strategy

Marzano's "Art and Science of Teaching" and Marzano's "6-Step Method of Teaching Vocabulary."
 Marzano's "Classroom Instruction That Works"

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Training	2010-09-07	2012-06-10	All K-3 teachers and 4-6th teachers.

1.1.3.1. Activity: Training

Activity Description: Teachers will receive training on Marzano's "6-Step Method of Teaching Vocabulary."

Planned staff responsible for implementing activity: All K-3 teachers and 4-6th teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2012-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Trainer and materials	Title II Part A	200.00	0.00

Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students at Centreville Elementary will be proficient readers.

Gap Statement: Based on the 2009 (2010) MEAP Data, 3rd grade had 85% (10-93%) students proficient, 4th grade had 97% (10-90%) students proficient, 5th grade had 86% (10-94%) students proficient, 6th had 89% (10-88%) students proficient and 7th had 85% (10-90%) students proficient. The largest gaps within subgroups of students scoring at the proficient level were as follows: 14% of males scored lower in 5th grade, 31% of students with disabilities scored lower in 5th grade and 19% of the economically disadvantaged students scored lower in 6th grade as compared to their counterparts. Based on 2010 MEAP data, there was very little discrepancy in subgroups of economically disadvantaged and in gender (all groups had less than 8% difference). However, we still have a large gap between our SE and non - SE. Our SE in 3rd and 4th scored 25% lower than the non SE students. In 5th there was a 40% difference and 35% in 6th grade.

Cause for Gap: The causes for the gap between the males and females in 5th grade reading were due to a higher percentage of males, higher incidents of behavior issues, decrease in title services, difficulty in material led to an emotional shut-down.

In 5th grade there was significant gap between students with disabilities. We believe that this is caused because they had lack of exposure to the core curriculum and were taught in isolation with the special education curriculum.

We found that there was a gap in 6th grade economically disadvantaged students brought on by limited access to resources/vocabulary at home, lack of support/understanding from parents, and modified expectations by both parents and teachers.

2010: There are very few SE students (3) in 4th grade which causes the discrepancy to look larger than it is. Also, there are less than 10% of the 6th grade class that is considered SE. With the absence of MEAP-Access, we had more students that took MEAP than was appropriate based on their instruction. We still need to continue to expose SE students to general ed. curriculum.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, STAR, D.R.A., 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? At all grade levels, at least 90% of all students will be proficient on Fall MEAP assessment. In addition, local data will show improvement at all grade levels in Dibels and STAR assessments. All grade levels scored 90% or better on the MEAP with the exception of 6th grade at 88%. All grade levels showed improvements in Dibels from beginning of 2009-10 to last benchmark of 09-10 school year. However, 2nd, 3rd, 4th and 5th did not meet the 80% goal.

In 2010, Dibels Composite Score data showed the following % of students who were at benchmark: K (93%), 1st (77%), 2nd (64%), 3rd (76%), 4th (55%, though students well below benchmark decreased from 29% to 16%), 5th (55%, though students well below benchmark decreased from 26% to 19%), 6th grade (78%). 63% of all students who took the STAR assessment were at or above grade level.

Contact Name: Becky Stauffer

List of Objectives:

Name	Objective
Increased reading scores	The percentage of students scoring at the proficient level on the MEAP will be maintained or increased at each grade level by 5 to 10% from their current percentage rate to the NCLB goal of 100%. More specifically, all Centreville Elementary Students will increase percent of items correct on state assessments. In addition, each cohort will show evidence of maintaining a high level of growth within proficiency levels. Based upon 2010 data, all grade levels maintained a high level (only 6th was below the 90% goal of proficiency at 88%). 5th and 7th grades increased the percent of students proficient by 8 and 1 %, respectively. 3rd, 4th and 6th showed a decrease in proficiency rates though the decrease was less than 5%. Cohort groups in 4th and 5th increased percent of students proficient by up to 5% while 6th and 7th decreased proficiency rates by less than 2%.

2.1. Objective: Increased reading scores

Measurable Objective Statement to Support Goal: The percentage of students scoring at the proficient level on the MEAP will be maintained or increased at each grade level by 5 to 10% from their current percentage rate to the NCLB goal of 100%. More specifically, all Centreville Elementary Students will increase percent of items correct on state assessments. In addition, each cohort will show evidence of maintaining a high level of growth within proficiency levels. Based upon 2010 data, all grade levels maintained a high level (only 6th was below the 90% goal of proficiency at 88%). 5th and 7th grades increased the percent of students proficient by 8 and 1 %, respectively. 3rd, 4th and 6th showed a decrease in proficiency rates though the decrease was less than 5%. Cohort groups in 4th and 5th increased percent of students proficient by up to 5% while 6th and 7th decreased proficiency rates by less than 2%.

List of Strategies:

Name	Strategy
Assessment	Teachers will implement and utilize universal and diagnostic screeners to target students for strategic and intensive instruction. In addition, selected staff will be trained in and pilot the process of utilizing proficiency scales as designed by Dr. Robert Marzano as part of the assessment system.
Curriculum	Curriculum: Teachers will work to align the reading curriculum to create a guaranteed and viable curriculum which aligns with the Common Core using Harcourt Basal Series, Curriculum Crafter and 6 Traits. The curriculum will be sequenced and organized into a curriculum map which will direct instruction and improve student achievement.
Instruction	Teachers will use instructional strategies to improve reading instruction.

2.1.1. Strategy: Assessment

Strategy Statement: Teachers will implement and utilize universal and diagnostic screeners to target students for strategic and intensive instruction.

In addition, selected staff will be trained in and pilot the process of utilizing proficiency scales as designed by Dr. Robert Marzano as part of the assessment system.

Selected Target Areas

II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

Other Required Information for Strategy

RTI
 Data Driven Descion Making
 Deb Wahlstrom
 Dr. Robert Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Assessment	2010-09-01	2011-06-01	Becky Stauffer/Principal & School Improvement Team
Assessment	2010-06-01	2012-09-01	Becky Stauffer/Principal Content Area Teachers
Teachers will be trained in how to utilize data to evaluate instruction.	2010-08-30	2012-06-01	All Staff

2.1.1.1. Activity: Assessment

Activity Description: All core reading teachers will be trained and implement the DIBELS Next. (completed Sept. 2010)

Planned staff responsible for implementing activity: Becky Stauffer/Principal & School Improvement Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Trainer	Title II Part A	0.00	0.00

2.1.1.2. Activity: Assessment

Activity Description: Teachers in grades 3-6th will use 6-Minute Solutions with fidelity.

Planned staff responsible for implementing activity: Becky Stauffer/Principal
Content Area Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-06-01, End Date - 2012-09-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No further resources are needed	General Funds	0.00	0.00

2.1.1.3. Activity: Teachers will be trained in how to utilize data to evaluate instruction.

Activity Description: All teachers will be trained in how to gather and utilize data to effectively evaluate their instruction based upon teacher growth.

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Trainer	Title II Part A	2,000.00	0.00

2.1.2. Strategy: Curriculum

Strategy Statement: Curriculum:

Teachers will work to align the reading curriculum to create a guaranteed and viable curriculum which aligns with the Common Core using Harcourt Basal Series, Curriculum Crafter and 6 Traits. The curriculum will be sequenced and organized into a curriculum map which will direct instruction and improve student achievement.

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

Larry Ainsworth - Curriculum Development
 McTighe, Wiggins - Understanding by Design
 Common Core
 MDE GLCE'S
 Companion Document

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Align	2010-08-20	2012-06-30	15 people K-3 - groups of 3 4-6 - 3 people total
Curriculum Align	2010-09-01	2012-06-01	15 Total people K-3rd - groups of 3 4-6th - 3 people total
Curriculum Align	2010-09-01	2012-06-01	Content Area Teachers

2.1.2.1. Activity: Curriculum Align

Activity Description: Grade level teachers will continue to meet with an ISD Support Staff to look at and break down the new common core.

Planned staff responsible for implementing activity: 15 people

K-3 - groups of 3
4-6 - 3 people total

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-20, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Trainer	Title II Part A	0.00	0.00
Release time for teachers on how to implement common core	Title II Part A	3,000.00	0.00

2.1.2.2. Activity: Curriculum Align

Activity Description: Grade level teachers will meet with an ISD Support Staff to create reading curriculum maps aligned to Common Core. Completed in 2010, but will be implemented, revisited and revised in the 2011/2012 school year.

Planned staff responsible for implementing activity: 15 Total people

K-3rd - groups of 3
4-6th - 3 people total

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release time for teachers on how to plan/create reading curriculum maps.	General Funds	2,000.00	0.00

2.1.2.3. Activity: Curriculum Align

Activity Description: Use key content vocabulary to support reading curriculum.

Planned staff responsible for implementing activity: Content Area Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Trainer	Title II Part A	200.00	0.00
Release time for teachers	General Funds	1,000.00	0.00

2.1.3. Strategy: Instruction

Strategy Statement: Teachers will use instructional strategies to improve reading instruction.

Selected Target Areas

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
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

Art & Sciecne of Teaching by Marzano
 Classroom Instruction That Works by Marzano

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instruction	2010-09-01	2012-06-01	All teachers
Instruction	2010-09-01	2012-06-01	Content area teachers

2.1.3.1. Activity: Instruction

Activity Description: Teachers will continue ongoing training and implementation of Marzano's 6-Step Method of teaching vocabulary.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Trainer	Title II Part A	500.00	0.00

2.1.3.2. Activity: Instruction

Activity Description: Teachers will continue to implement strategies learned in the Reading Academy Training and evaluate the instruction based upon data.

Planned staff responsible for implementing activity: Content area teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Academy	Title II Part A	2,000.00	0.00

Goal 3: Science

Content Area: Science

Development Status: Complete

Student Goal Statement: All Students at Centreville Elementary will be proficient in Science by 5th grade.

Gap Statement: Based on Fall 2009 MEAP data, 83% of Centreville students scored in the proficient range. However, there was a 15% gap between special education and general education students. Based on Fall 2010 data, 96% of the students were proficient in science. There was no gap in subgroups: SE was 91% proficient.

Cause for Gap: Inconsistency in curriculum alignment with the Science GLCE's, specially comparing special education and general education. Also, students are pulled out of science classes to receive services and so, are missing curriculum. Special education students are not being exposed to the full science curriculum. There were not accommodations and modifications in place to support within the general curriculum.

2010-11: A concerted effort to include SE students in the science and SS curriculum was made a priority. A more consistent delivery to science curriculum and alignment to standards made a significant impact.

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

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? Overall proficiency level will increase from 83% (Fall 09) to 90% proficient, and/or above state average. Fall 2010, 96% of 5th graders were proficient.

Contact Name: Becky Stauffer

List of Objectives:

Name	Objective
Increased science scores	In 5th grade, the percent of students scoring at a proficient level on the MEAP will maintain or increase to the NCLB goal of 100%. More specifically, all 5th graders will increase the percent of items correct on the state assessment. 96% were proficient and 13% more students scored in the level 1 proficiency level than did in 2009 (criteria for more questions correct).

3.1. Objective: Increased science scores

Measurable Objective Statement to Support Goal: In 5th grade, the percent of students scoring at a proficient level on the MEAP will maintain or increase to the NCLB goal of 100%. More specifically, all 5th graders will increase the percent of items correct on the state assessment. 96% were proficient and 13% more students scored in the level 1 proficiency level than did in 2009 (criteria for more questions correct).

List of Strategies:

Name	Strategy
Best Practices Instructional Strategies	Teachers will use instructional strategies to improve science instruction.
Common Assessments	Teachers will work collaboratively to develop authentic, common, standards-based science assessments within grade levels.
Curriculum Alignment, Supporting materials	Teachers will align curriculum with GLCEs by aligning current curriculum, as well as, additional aligned curriculum resources such as Curriculum Crafter.

3.1.1. Strategy: Best Practices Instructional Strategies

Strategy Statement: Teachers will use instructional strategies to improve science instruction.

Selected Target Areas

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.
II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

Other Required Information for Strategy

Marzano's Art and Science of Teaching, Marzano's Six Step Teaching, Deb Wahlstrom's Classroom Instruction that Works

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Training in Instructional Strategies	2010-05-01	2012-06-10	K-3 All Teachers and 4-6 Science Teachers

3.1.1.1. Activity: Training in Instructional Strategies

Activity Description: Teachers will continue to receive training on instructional strategies, such as vocabulary instructions and nonlinguistic representations.

Planned staff responsible for implementing activity: K-3 All Teachers and 4-6 Science Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-05-01, End Date - 2012-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Trainer and Materials	Title II Part A	500.00	0.00

3.1.2. Strategy: Common Assessments

Strategy Statement: Teachers will work collaboratively to develop authentic, common, standards-based science assessments within grade levels.

Selected Target Areas

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.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.)
II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

Other Required Information for Strategy

Deb Wahlstrom's Golden Package, RTI, Data- Driven Decision Making, RDI Grant

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Authentic, Standards-Based, Common Assessments	2010-05-01	2011-06-30	All Teachers
Creating Authentic, Standards-Based Common Assessments	2010-05-01	2012-06-30	K-3 All Staff, 4-6 Science Teachers

3.1.2.1. Activity: Authentic, Standards-Based, Common Assessments

Activity Description: Teachers will be trained on creating authentic, standards-based assessments.

Planned staff responsible for implementing activity: All Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-05-01, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Trainer and Materials	Title II Part A	1,000.00	0.00

3.1.2.2. Activity: Creating Authentic, Standards-Based Common Assessments

Activity Description: Teachers will create authentic, standards-based, common science assessments. In addition, selected staff will be trained in and pilot the process of utilizing proficiency scales as designed by Dr. Robert Marzano as part of the assessment system.

Planned staff responsible for implementing activity: K-3 All Staff, 4-6 Science Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-05-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release Time for Teachers	General Funds	2,000.00	0.00

3.1.3. Strategy: Curriculum Alignment, Supporting materials

Strategy Statement: Teachers will align curriculum with GLCEs by aligning current curriculum, as well as, additional aligned curriculum resources such as Curriculum Crafter.

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.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

MDE Science Curriculum, Science Curriculum Companion Documents, Larry Ainsworth's Curriculum Development, McTighe and Wiggins Understanding by Design

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Alignment	2010-04-01	2012-04-01	All Science Staff
Curriculum Alignment to New Texts	2010-05-01	2012-06-30	Fifth, sixth, and seventh grade science teachers
Identify Key Content Vocabulary	2010-05-01	2012-12-30	K-3 Teachers and 4-6 Science Teachers

3.1.3.1. Activity: Curriculum Alignment

Activity Description: Teachers will work with an instructional leader to align curriculum with GLCEs and the Reading Common Core (that pertains to Science) and continue to explore/utilize aligned curriculums (Curriculum Crafter and MDE Companion Document).

Planned staff responsible for implementing activity: All Science Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-04-01, End Date - 2012-04-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Aligned Curriculum	General Funds	1,000.00	0.00
Instructional Materials	General Funds	5,000.00	0.00
Professional development in how to align curriculum and utilize tools.	Title II Part A	1,000.00	0.00

3.1.3.2. Activity: Curriculum Alignment to New Texts

Activity Description: Fifth through seventh grade Science teachers will continue to work to align current MDE Curriculum to new texts.

Planned staff responsible for implementing activity: Fifth, sixth, and seventh grade science teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-05-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release Time for Teachers	General Funds	500.00	0.00

3.1.3.3. Activity: Identify Key Content Vocabulary

Activity Description: Teachers will continue to identify the key content vocabulary for science from MDE Companion Documents, Curriculum Crafter, and MC3.

Planned staff responsible for implementing activity: K-3 Teachers and 4-6 Science Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-05-01, End Date - 2012-12-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Trainer and Materials	Title II Part A	500.00	0.00
Release Time for Teachers	General Funds	1,000.00	0.00

Goal 4: Social Studies

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students at Centreville Elementary will be proficient in Social Studies by 6th grade.

Gap Statement: Based on the Fall 2009 MEAP Data 80% of Centreville students scored in the proficient range. There was a 10% gap in achievement between general education and special education students. Based on Fall 2010, 79% of students were proficient in SS. There was no gap in male/female, ethnicity or economically disadvantage, however there was a 41% gap in SE and non SE.

Cause for Gap: Special education students missed core instruction due to scheduling for special education instruction. There were not accommodations and modifications in place to support within the general curriculum.

2010: Though we have begun to keep SE students in core instruction, the same discrepancy between SE and non SE exists (40%) in both reading and SS. Though we need to continue this practice to include SE in gen ed. instruction, this discrepancy also is a reflection of the SE students' ability to read critically and respond to higher order thinking questions.

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

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? In 6th grade, at least 90% of all students will be proficient as measured by the MEAP assessment.

2010-11: Did not meet goal, only 79% of students proficient.

Contact Name: Becky Stauffer

List of Objectives:

Name	Objective
Increased proficiency in Social Studies	The percent of students scoring at the proficiency level on the MEAP will be maintained or increase by 10% from the current level. More specifically, 6th grade students will increase the number of items correct on the state assessment. 1% less of the students were proficient, 17% less scored in the level 1 category.

4.1. Objective: Increased proficiency in Social Studies

Measurable Objective Statement to Support Goal: The percent of students scoring at the proficiency level on the MEAP will be maintained or increase by 10% from the current level. More specifically, 6th grade students will increase the number of items correct on the state assessment. 1% less of the students were proficient, 17% less scored in the level 1 category.

List of Strategies:

Name	Strategy
Curriculum Alignment	Teachers will work to align curriculum to Michigan GLCEs with Curriculum Crafter, Michigan Citizenship Curriculum, and local text resources to create a guaranteed and viable curriculum. The curriculum will be sequenced and organized

	into curriculum maps which will direct instruction and improve student achievement.
Teachers will develop authentic standards based common assessments.	Teachers will develop common standard based assessments that are aligned with GLCEs. For K-2 teachers social studies standards may be embeded within ELA assessments aligned to common core.
Teachers will use instructional strategies improve instruction.	Teachers will receive professional development in best practices and vocabulary instruction.

4.1.1. Strategy: Curriculum Alignment

Strategy Statement: Teachers will work to align curriculum to Michigan GLCEs with Curriculum Crafter, Michigan Citizenship Curriculum, and local text resources to create a guaranteed and viable curriculum. The curriculum will be sequenced and organized into curriculum maps which will direct instruction and improve student achievement.

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.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

Larry Ainsworth-Curriculum Development, McTighe, Wiggins - Understanding by Design, MDE Curriculum, MC3, Curriculum Crafter

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Alignment	2010-09-01	2013-06-01	All Staff for K-3 and grade level content teachers for 4-6.
Identify key content vocabulary to support curriculum	2010-08-01	2012-06-06	Teachers K-3 and content area teachers in 4-6

4.1.1.1. Activity: Curriculum Alignment

Activity Description: Content area teachers in grades 4-6 will align curriculum to the GLCEs and Common Core Standards (that pertain to SS)with an instructional leader using current local resources, Curriculum Crafter and MC3.

Teachers in K-3 will align social studies GLCEs within the ELA common core with aide of an instructional leader.

Curriculum maps would be activity result.

Planned staff responsible for implementing activity: All Staff for K-3 and grade level content teachers for 4-6.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2013-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Necessary instructional supplies needed to implement new curriculum	Title II Part A	500.00	0.00
Release time for teachers to be trained in incorporating SS within ELA CC.	Title II Part A	1,000.00	0.00

4.1.1.2. Activity: Identify key content vocabulary to support curriculum

Activity Description: Teachers will continue to identify key content vocabulary necessary to support curriculum. Teachers will utilize Curriculum Crafter, mde companion documents, and MC3 to identify the key vocabulary.

Planned staff responsible for implementing activity: Teachers K-3 and content area teachers in 4-6

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-01, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional development on vocabulary	Title II Part A	200.00	0.00
Release time for teachers to identify vocabulary	General Funds	0.00	0.00

4.1.2. Strategy: Teachers will develop authentic standards based common assessments.

Strategy Statement: Teachers will develop common standard based assessments that are aligned with GLCEs. For K-2 teachers social studies standards may be embeded within ELA assessments aligned to common core.

Selected Target Areas

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.
II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

Other Required Information for Strategy

Deb Wahlstrom's Golden Package, Data Driven Decision Making (Data 4 Success), Regional Data Initiative Grant

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will be trained on developing authentic assessments.	2010-08-15	2012-06-01	All teachers
Teachers will write common assessments aligned to standards	2010-08-01	2012-06-01	All Teachers K-3, Content area teachers in 4-6

4.1.2.1. Activity: Teachers will be trained on developing authentic assessments.

Activity Description: All Teachers will be trained by instructional staff in how to develop authentic assessments.

Planned staff responsible for implementing activity: All teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-15, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Training Staff	Title II Part A	500.00	0.00
Release time for teachers to be trained	Title II Part A	1,000.00	0.00

4.1.2.2. Activity: Teachers will write common assessments aligned to standards

Activity Description: Teachers will utilize resources from Curriculum Crafter, MC3, local resources and shared resources to develop standard based assessments. K-2 teachers may embed the social studies standards within the ELA assessments aligned to common core. In addition, selected staff will be trained in and pilot the process of utilizing proficiency scales as designed by Dr. Robert Marzano as part of the assessment system.

Planned staff responsible for implementing activity: All Teachers K-3, Content area teachers in 4-6

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release time for teachers	General Funds	2,000.00	0.00

4.1.3. Strategy: Teachers will use instructional strategies improve instruction.

Strategy Statement: Teachers will receive professional development in best practices and vocabulary instruction.

Selected Target 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.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

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.

Other Required Information for Strategy

Classroom Instruction that Works from Wahlstrom
Marzano's 6 step method of teaching vocabulary

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Training for nonlinguistic strategies to strengthen vocabulary	2010-08-30	2012-05-01	All Staff
Training in 6 Step Method of teaching Vocabulary	2010-08-31	2012-06-10	All Teachers

4.1.3.1. Activity: Training for nonlinguistic strategies to strengthen vocabulary

Activity Description: Teachers will continue to receive training in nonlinguistic strategies for strengthening understanding of vocabulary.

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-05-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Trainer and materials	Title II Part A	1,000.00	0.00

4.1.3.2. Activity: Training in 6 Step Method of teaching Vocabulary

Activity Description: Teachers will continue to receive training on and revisit Marzano's 6 step method of teaching vocabulary and have time to develop materials to implement the strategies.

Planned staff responsible for implementing activity: All Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-31, End Date - 2012-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Trainer	Title II Part A	0.00	0.00
Materials for professional development	Title II Part A	500.00	0.00
Release time for teachers	General Funds	1,000.00	0.00

Goal 5: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students at Centreville Elementary will be proficient writers.

Gap Statement: Based on MEAP 2007 data student proficiency levels were all follows: 6th grade 83% of students proficient; 5th grade 63% proficient, 4th grade 39% proficient; and 3rd grade 77% proficient. All grade levels showed a discrepancy between SE and GE achievement. Special education students scored 38%-63% lower than general education students. In 4th grade the males scored 19% lower than females and in 6th grade males scored 34% less than females, however most the males that did not score proficient were also special ed. students. No new data was available from the 2008 Fall MEAP.

Based on Fall 2010 data: Only 26% of 4th graders and 39% of 7th graders were proficient in writing. There was a discrepancy in gender and SE in 4th grade. Girls scored 16% higher and non SE scored 17% higher in 4th grade. There was no discrepancy in 7th, and SE numbers were too low to report.

Cause for Gap: Inconsistency in curriculum content and alignment across grade levels and writing in other content areas has not been a focus. Focus areas of weaknesses included details, examples and organizational structure. Special education students had not been exposed to the general education curriculum.

SE students are still missing some of the core instruction.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP Data/Golden Package

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? In 4th grade, 90% of all students will be proficient on the writing MEAP. All students will demonstrate improvement as reflected in common rubrics.

2010-11: Only 26% and 39% of students proficient. Common rubrics are in development and implementation stage.

Contact Name: Becky Stauffer

List of Objectives:

Name	Objective
Increased writing scores	The percentage of students scoring at the proficient level on the 4th Grade Writing MEAP will be maintained or increase by 5-10% to the goal of 90%. More specifically, all Centreville Elementary 4th graders will increase number of items correct on the state assessment. 2010: There was not growth in the percentage of students with 80% or more accuracy in responding. Overall, students decreased proficiency by 7% with new cut scores implemented.

5.1. Objective: Increased writing scores

Measurable Objective Statement to Support Goal: The percentage of students scoring at the proficient level on the 4th Grade Writing MEAP will be maintained or increase by 5-10% to the goal of 90%. More specifically, all Centreville Elementary 4th graders will increase number of items correct on the state assessment.

2010: There was not growth in the percentage of students with 80% or more accuracy in responding. Overall, students decreased proficiency by 7% with new cut scores implemented.

List of Strategies:

Name	Strategy
Assessment	Teachers will write rubrics that align to common core to assess students minimally twice a year. Teachers will use the data to inform their instruction to make needed adjustments.
Curriculum	Teachers will work to coordinate existing initiatives (John Collins, 6 Traits) to support and align a cohesive writing curriculum that aligns to the Common Core. The Write Well curriculum will give framework to organize curriculum, integrate strategies and assess students to inform progress
Instruction	Teachers will revisit and utilize research based instructional strategies to support writing instruction such as graphic organizers and identification of key vocabulary. These initiatives will continue to be supported with the tools being implemented from the John Collins model and 6 Traits writing.

5.1.1. Strategy: Assessment

Strategy Statement: Teachers will write rubrics that align to common core to assess students minimally twice a year. Teachers will use the data to inform their instruction to make needed adjustments.

Selected Target Areas

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.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

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.)

Other Required Information for Strategy

Deb Wahlstrom "Classroom Assessment and Writing Rubrics for Assessment"
 Common Core
 School Improvement Framework

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
ISD consultant will instruct staff on developing rubrics.	2010-08-30	2012-06-30	All Staff will work with the writing rubrics Selected staff will be involved in the process of learning about and piloting the Marzano proficiency scales.
Teachers will develop rubrics and assess achievement.	2010-08-30	2012-06-30	All Staff

5.1.1.1. Activity: ISD consultant will instruct staff on developing rubrics.

Activity Description: ISD instructional staff will teach teachers how to develop authentic rubrics for writing assessments.

In addition, selected staff will be trained in and pilot the process of utilizing proficiency scales as

designed by Dr. Robert Marzano as part of the assessment system.

Planned staff responsible for implementing activity: All Staff will work with the writing rubrics

Selected staff will be involved in the process of learning about and piloting the Marzano proficiency scales.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
ISD consultant to work with staff	Title II Part A	0.00	0.00

5.1.1.2. Activity: Teachers will develop rubrics and assess achievement.

Activity Description: Teachers will write rubrics to match instruction and assess the effectiveness of instruction and student achievement based upon the rubrics.

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-30, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release time for teachers to develop and assess rubrics.	General Funds	1,200.00	0.00

5.1.2. Strategy: Curriculum

Strategy Statement: Teachers will work to coordinate existing initiatives (John Collins, 6 Traits) to support and align a cohesive writing curriculum that aligns to the Common Core. The Write Well curriculum will give framework to organize curriculum, integrate strategies and assess students to inform progress

Selected Target Areas

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
II.1.B.4 School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

Other Required Information for Strategy

Deb Wahlstrom "Classroom Assessment and Writing Rubrics", Robert Marzano's guaranteed and viable curriculum and effective instructional strategies, School Improvement Framework

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Write Well	2011-08-01	2012-09-01	ELA teachers 4-6, principal

5.1.2.1. Activity: Write Well

Activity Type: Professional Development

Activity Description: Teachers in grades 4-6 will be trained in the implementation of the Write Well Curriculum to improve instruction and assessment.

Planned staff responsible for implementing activity: ELA teachers 4-6, principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-01, End Date - 2012-09-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Write Well Curriculum	Title II Part A	2,100.00	

5.1.3. Strategy: Instruction

Strategy Statement: Teachers will revisit and utilize research based instructional strategies to support

writing instruction such as graphic organizers and identification of key vocabulary. These initiatives will continue to be supported with the tools being implemented from the John Collins model and 6 Traits writing.

Selected Target Areas

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.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Other Required Information for Strategy

Deb Wahstrom Using Data to Support Student Achievement

School Improvement Framework

MDE GLCEs

Dr. Robert Marzano - Classroom Instruction that Works and What Works in Schools

Six Traits Writing and John Collins Writing Model

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will revisit and utilize instructional strategies.	2010-08-31	2011-06-30	All Staff

5.1.3.1. Activity: Teachers will revisit and utilize instructional strategies.

Activity Description: Teachers will revisit the strategies utilized in John Collins and 6 Traits to integrate into the aligned curriculum cross curricular.

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-31, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release Time for teachers	General Funds	1,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title II Part A	\$21,400.00	\$0.00
General Funds	\$18,700.00	\$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 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?

We surveyed parents, community, staff and students in perception data. As a building we completed the Ed Yes! strands as teams and then discussed outcome of responses as a whole staff to clarify meaning. The School Improvement Team took student achievement data, data from perception surveys and also the Ed Yes! to look critically at strengths and weaknesses to determine new and/or modify existing goals and activities in the school improvement plan.

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

Our students (K-6) are assessed three times a year in reading/literacy skills using Dibels and STAR, as well as DRA in K and 1. Those students that fall below benchmark are referred for additional support from general education teacher and/or Title 1. Teacher recommendations are also considered in the process when looking at common classroom assessments. We use MEAP and local assessments to identify students below benchmark in reading, as well as, in mathematics, science and social studies. Science and SS curriculums are aligned to GLCES and we use curriculum crafter to supplement curriculum and the common assessments.

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

For reading, we use the Dibels Next literacy assessment and their benchmark scores to determine the level of service students receive. We use STAR as an additional assessment resource. All teachers in grades K-1 also use DRA to monitor student progress and use the recommended levels. The DRA, STAR and Dibels allows us to triangulate the data for K-1. In grades 2-6 instead of DRA, we use MEAP data as our 3rd source. A student is considered at risk if they fall in the Level 2 low category or lower on the MEAP.

All teachers use the GLCEs, and now the Common Core, to drive their instruction and assessments. Common assessments are utilized in 3rd -6th to target students for assistance in mathematics, science and social studies.

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

At the end of preschool, we assess all students as well as incoming kindergarteners in the KDI kindergarten screener to target students for assistance. Any student falling below average is monitored in the first weeks of the school year. We assess all K students using Dibels and DRA to monitor progress and further target for assistance, as needed. In grades 1-2, Dibels, DRA and STAR, as well as, classroom assessments and teacher input are utilized to target students.

Services for Eligible Students

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

Incorporated into Existing School Program Planning

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

Program planning for Title I, Part A students is done in conjunction with our School Improvement planning process for all students. Our school improvement process is data driven and our plan reflects in providing for data training for all teachers in the core subjects. Title I student assistance is based upon data as is our school improvement process. The Title I teacher is a member of our building and district SIP teams.

Instructional Strategies

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

Title I and Regular Education Coordination

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

Title I staff participates in our Preschool Discovery Days that enrolls students for K and preschool, but also screens for specific needs: vision, speech, hearing, gross motor skills, etc. Title I teacher is involved in the administration of the KDI kindergarten screener to help detect students that may need Title I support at the onset of kindergarten.

Title I staff coordinates with regular education for instruction and service in four core content areas. Grade levels block additional reading and math intervention time with Title I that is not part of the core instruction. The students will be distributed based upon ability between Title and the regular education teachers to offer the level of intervention that is needed. General Ed. and Title I teachers are in constant

communication of the type of instruction needed and students are progress monitored to determine the effectiveness. Students, especially in upper elementary, receive additional help in small group instruction with science and social studies based upon failure to meet minimal expectations in standards.

Curriculum Alignment that Corresponds to the Goals

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

The building is in process of aligning ELA and math curriculum to the Common Core National Standards. During 2011, teachers worked with ISD ELA consultant to unpack standards, align standards in curriculum maps that included the following components (learning goals, essential questions, enduring understandings, lesson design and assessments), this year they will implement the curriculum and meet with consultant to make necessary changes. 2011-12 will be a focus on mathematics as well. Teachers will meet with ISD math consultant to unpack practice vs. content standards, create maps and assessments in format of the ELA. The process is outlined in school improvement plan, as well as, instructional practices of learning goals and vocabulary to improve instruction. By end of 2012-13 school year, we hope to have all maps implemented in math and ELA to CC. Science and SS is already aligned and mapped to GLCEs. We followed a same process as outlined above in 2009-10. This year the focus will be to integrate writing into the curriculum with a more intentional focus and outcome. The curriculum process will continue to be reviewed as we also move towards standards based grading and reporting from assessments to report cards.

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

The school improvement team, the stakeholders, collectively agreed upon the curriculum, instruction and assessment strategies and activities included in the plan. They made the decision to implement the best practice strategies and activities outlined for the sole purpose of improving student achievement.

Instruction by Highly Qualified Professional Staff

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

All teachers in Centreville Elementary are highly qualified and all Title I teaching paraprofessionals hold an associate's degree or have taken the parapro assessment and meet NCLB requirements.

High-Quality and Ongoing Professional Development

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

Activities section. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

Strategies to Increase Parental Involvement

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

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

Centreville Public Schools has a district parental involvement policy. It is attached to our Centreville Elementary Handbook that all parents and students acknowledge they understand and abide by. We have a high degree of parental and grandparent involvement in our school. We have many parent volunteers in the classroom and library on a weekly basis. We have an active parent support group (PAC: Parent Advisory Committee) that supports our school in offering extra curricular opportunities, financial help with field trips and helps fund our parent educational initiative. Parents have access to the school through email, website, PowerSchool, and phone contact.

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

- 2a. Design

Parents are involved in program design through our Curriculum Coordinating Council, School Improvement Team and parent surveys.

- 2b. Implementation

Parents are involved in the program implementation through Curriculum Coordinating Council, parent Title 1 meeting, school improvement team and Parent Advisory Committee meetings.

- 2c. Evaluation

Parent involvement in program evaluation occurs through parent surveys, parent participation in curriculum council, school improvement team and PAC. Though we have used surveys this year, we still need to grow in use and find more ways to solicit input from parents.

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

Centreville Elementary provides assessment and academic results to parents in a variety of methods. At parent teacher conferences, Dibels and STAR assessments are explained to parents and child's progress

towards the goals and benchmarks is shared. Kindergarten teachers have a parent meeting explaining their standards-based report cards and how the students are assessed. K-1 have standards based report cards aligned to Common Core and GLCEs. We mail the parent MEAP reports home. Dibels and STAR benchmark assessments are sent with report cards 3 times a year. Academic and classroom assessment information is available on a daily basis through our PowerSchool program. A foreign language teacher and bi-lingual aide are also available for non-English speaking parents.

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".

School Improvement team and Curriculum Council that has parent members helped with the revision and approval of the school-parent compact. The compact is given to parents at the Title 1 meeting, mailed home to those not in attendance and then followed up with at parent/teacher conferences.

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

We will survey parents at the end of the 1st semester and 2nd semester asking them if they followed the compact with fidelity but also solicit information on how well we have offered them support at home to help their child. The need for additional direction and resources was a comment made through our perception data survey. We feel this is an area to follow up on our progress to improve in this area.

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

We have not yet surveyed our parents. Surveying the effectiveness of the compact will be initiated the 11-12 school year.

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

Preschool Transition Strategies

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

Our preschool program is a participant of the Great Start Preschool Program. One requirement of the program is that the teacher completes 2 home visits a year that include a pre and post evaluation. We also have conferences in fall and spring to go over the progress of the child and their readiness skills for kindergarten. We also screen all exiting preschool students with the KDI, kindergarten readiness test, to assess their abilities but also assess the effectiveness of our program. We have modified our GRSP

preschool to include more academics and modified our writing centers to align expectations of letter formation to our K program. We also have an ECSE preschool program. All students have progress reports with parents 4 times a year and an IEP meeting. We hold transition meetings for all students exiting to K. The transition meeting includes the county Early Childhood supervisor, principal, teacher and all service providers to plan for the continuation of service in K and assess the anticipated needs.

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.

In Aug. 2011, we are participating in a county wide effort sponsored by our ISD to change our grading and reporting practices to that of standards based. The Marzano group will come and work with staff members from each grade level to help them understand the new system, develop authentic assessments aligned to CC standards, assess and track student progress in their standards and report to parents with standards based report cards. The process will allow us to develop truly authentic assessments aligned to standards to target our instruction and improve student learning. We will continue to use Dibels Next, STAR and DRA to assess student skills in reading. We are in process of exploring a standardized math screener to give us the vital information needed to target students for improvement.

Coordination of Title I, Part A and Other Resources

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

Our school counselor provides a character education program and sponsored an anti-bullying program. We started a parent support group offering parent education classes.

Ongoing Review of Eligible Student Progress

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

Dibels and Dibels Next is used for benchmark and progress monitoring, as well as, STAR and classroom assessments. Within the intervention instruction, Reading Mastery and Corrective Reading benchmark assessments are also utilized. We are exploring a standardized math assessment for grades 1-8. We also use Pinnacle and Golden Package to analyze state level assessments.

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

The data is used to determine the level of instruction a student is given. If a student becomes on benchmark

and has sustained benchmark scores, then the student moves to a supportive instruction by the general education teacher but is monitored closely. If a student is not progressing or becomes strategic or intensive, then they are moved to a group or individual instruction to meet their more intensive need.

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

Data is continually used to evaluate our program. We have just recently implemented many new programs (Corrective Reading, Reading Mastery, Road to the Code, 6 Minutes, etc.) because our data showed that many of our students were not progressing or that our basal series intervention program existing was not at the level that they could perform and grow. We use common assessments in all core areas as well to help inform and structure our RtI time.

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

Our evaluation of our program by data of student achievement will continue to be used for professional development as outlined in our school improvement plan. This year's plan to dissect our core program for effectiveness, alignment of curriculum to the common core, and using data to determine effectiveness of instruction is a reflection of our data. For the 11-12 school year, we will continue with the previous process including instructional strategies (learning goals and vocabulary) and differentiation. We are also embarking on a 18 mo. to 2 year process of moving our assessment and grading practices to a standards based approach. We will be part of an ISD project led by the Marzano team.

Effective Use of Technology

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

The institution supports the use of technology through the local technology plan, technology course for all K-6 students that is aligned to the MDE standards, and the use of Curriculum Crafter as an online curriculum tool aligned to the state and national standards. Staff will be sharing resources utilizing Moodle communication. SIP plan will be posted on the school website for community and parents to reference. The institution is also participating in the Regional Data Initiative through our local ISD.

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.

As a building and school improvement team, we use data from the MEAP, Dibels Next, STAR, and DRA to assess the effectiveness of our plan. We use pre and post tests to determine if our specific strategies (vocab. instruction) have impacted the learning of our students. The use of data is embedded in our decision making process and the assessment of the effectiveness of our instruction. We are looking forward to moving

towards a standards based reporting to clarify the skills of the students and effectiveness of our instruction.

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

The school improvement plan is presented to staff with input and clarification encouraged. The goals will be cited on staff meeting agendas to be continually visited throughout the year keeping them a focus. The plan is presented to the school board annually and the plan is posted on the school website for public viewing.

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.

All stakeholders are active members of our school improvement team. They investigated the data, wrote the goals, communicated the goals to the staff, and will monitor, evaluate, and modify the plan as needed throughout the year(s).

Assurances

EdYES!

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

Response: *Yes*

Comments: *Besides MEAP, Dibels and grade level common assessments are used for literacy in grades K-6 and common assessments are used in mathematics for grades 1 and 2. We have begun to CBM mathematics assessment as well.*

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

Response: *Yes*

Comments:

Educational Development Plan (EDP)

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

Response: *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: *Yes*

Comments:

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: *Policy is embedded within our student handbook.*

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

Response: *No*

Comments: *All probationary teachers have received training in classroom management through New Teacher's Academy. A small team of teachers has also been trained in CHAMPS.*

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: *No*

Comments: *Substitute teachers and visitors do not always have the opportunity to read student handbook though it's available at the school office and on line at district web site to all parents, students and community members. Beginning of the year District Newsletter is mailed to all households in the district and includes a summary of school rules and expectations.*

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

Response: *Yes*

Comments: *We have only just recently surveyed our students. Those responses were shared with staff on an initial basis, but were used by school counselor when she met with all classes in May. We had a concern over 35% of our students feeling there was not respect between students, especially those with different needs. The counselor addressed this with the students and discussed ways to support one another. WE will continue to follow up with this perception.*

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No, do not 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: *Yes*

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: *No*

Comments:

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

Response: *Other curriculum*

Comments:

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

Response: *No*

Comments:

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

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

Comments: *This is the amount of minutes each child receives of physical educ. instruction.*

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:

15. The food service director/manager participated in professional development related to food or nutrition

during the past 12 months.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No Written Policy*

Comments: *We are in the development stages of implementing safe routes to school through the Safe Routes to Schools grant and MSU.*

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

Response: *Yes*

Comments: *All parents are required to complete a student health information sheet at beginning of school year. School secretary monitors immunizations and communicates to parents when students are not up to date. Counselor sends out information regarding students on medications, compiles the information and communicates with staff. Powerschool also offers us the opportunities to log and track student medical information.*

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

Response: *No action taken*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments: *Meets with all classrooms as part of Character Counts.*

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

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 no indoor facilities*

Comments:

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
	Matt	Vandussen	Teacher, SIP Chair	mvandussen@cpschools.org
	Linsey	Wolff	Teacher	lwolff@cpschools.org
	Barb	Eash	Teacher, Title 1	beash@cpschools.org
	Diana	Kamphues	Counselor	dkamphues@cpschools.org
	Cathy	Carpenter	Teacher Title 1, Parent	ccarpenter@cpschools.org
	Dennis	Kirby	Teacher, Parent	dekirby@cpschools.org
	Marcy	Emmendorfer	Teacher	memmendorfer@cpschools.org
	Becky	Stauffer	Principal	bstauffer@cpschools.org
	Nashonee	Rhyner	Parent	shonersbooks@yahoo.com
	Ashley	Eby	teacher	aeby@cpschools.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:	Robert Kuhlman, Superintendent
Address:	190 Hogan St. Centreville, MI 49032
Telephone Number:	269-467-5200

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

Centreville Public Schools

Parent Involvement Program Plan

The Centreville Public Schools Board of Education, Administration, and Staff believe that significant and long-lasting learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians. Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goal(s) through the following parent involvement plan. To this end, parents should be meaningfully involved in:

- ❖ developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing desired learning outcomes;
- ❖ providing a mutually supportive school and home environment which encourages learning;

The Parent Involvement Plan will be communicated to the parent of each child in the District through meetings and other forms of communication. The Parental Involvement Plan will be distributed to all parents and students through publication in the Student Handbook, posted on the district website, or other suitable means.

The Parent Involvement Plan includes the following strategies:

Student / Parent Education Goals

- ❖ Provide for parents, a child's individual assessment results, reading results, progress reports through PowerSchool, interim reports, report cards, parent conferences.
- ❖ Provide flexible scheduled parent/teacher conferences and parent requested conferences.

Communication Goals

- ❖ Provide parents with each school's Code of Conduct.
- ❖ Post general parent/teacher meetings and special parent involvement planning meetings in newsletters, on the District website, and/or via-e-mail.
- ❖ Publish information about the parent involvement plan and parent involvement opportunities in the District's School Newsletter(s) and on the District website.

- ❖ Maintain a consistent district-wide effort to communicate regularly with parents through phone calls, e-mail, and or letters.
- ❖ Distribute periodic newsletters, informing parents of upcoming school and district events and curriculum being taught
- ❖ Inform parents about the curriculum being taught through meetings, newsletters, and/or course statements.
- ❖ Place current and accurate announcements on the schools' marquis and on the District website.

Parent Participation Goals

- ❖ Encourage home reading programs. Books may be provided which encourage students to read at home.
- ❖ Encourage parents to serve as chaperones for class field trips and other school activities.

District Goals

- ❖ Schedule at least two (2) parent-teacher conferences annually to inform parents of student's progress.
- ❖ Recognize parents and volunteers who have helped throughout the year.
- ❖ Encourage active staff participation in PAC or similar school parent groups.
- ❖ Have students perform for parents and community.
- ❖ Provide opportunities for discussions between parents, administrators, and staff to address problems and find solutions for students having difficulties, either academically or socially.
- ❖ Parents will be made aware of and invited to serve as members of the following committees: Curriculum Coordinating Council, Handbook Committee, School Improvement, Band Boosters, Athletic Boosters, Sex Education Advisory Committee, and other committees which may be formed.

Relations with Parents

The Board, Administration, and Staff need parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the Board encourages parents to support their child's career in school by:

- ❖ Participating in school functions, organizations, and committees;
- ❖ Supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;
- ❖ Requiring their child to observe all school rules and regulations;
- ❖ Supporting or enforcing consequences for their child's willful misbehavior in school;
- ❖ Sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
- ❖ Maintaining an active interest in their child's daily work, monitoring and making it possible for him /her to complete assigned homework by providing a quiet place and suitable conditions for study;
- ❖ Reading all communications from the school, signing, and returning them promptly when required;
- ❖ Cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

Student Name_____

Centreville Elementary School

Title 1 Parent/Teacher Agreement

At Centreville Elementary School, we envision a school where the school community and home partner to provide the highest level of success for every individual student. We make the commitment to challenge, motivate, and support each other to help each child succeed individually.

To accomplish this, Title 1 staff, parents, teachers, and students must work together. We ask that you promise to do this by completing and signing your part of the agreement.

Teacher/Title 1 Checklist Includes:

I will do my personal best to:

- Provide a caring learning environment where your child can develop.
- Provide an enriched and challenging curriculum.
- Title 1 will provide a curriculum which supports the general education curriculum and maintains growth towards state standards for your child.
- Keep you informed of your child's progress on a regular basis.
- Help with how you can assist your child at home.

Classroom Teacher: _____

Title 1 Teacher: _____

Student Checklist Includes:

I will do my best to:

- Attend school ready to learn.
- Take responsibility for my learning.
- Treat others with consideration and respect:

Student Signature: _____

Parent/Significant Adult Checklist Includes:

I will do my personal best to:

- See that my child is "on time" and in regular attendance at school.
- Read weekly with my child, as well as nightly with books sent home by Title 1.
- Supervise the completion of student homework each evening.
- Provide a quiet place for my child to work and work with my child to complete all homework.
- Attend at least one (1) parent/teacher conference for each of my children.
- Other: _____

Parent Signature: _____

THANK YOU FOR YOUR COMMITMENT TO OUR PARTNERSHIP