

# 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 Middle School

Grades Served: 7,8

Principal: Mrs. Barbara E. Lester

Building Code: 00626

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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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 Middle School
District:	Centreville Public Schools
Public/Non-Public:	Public
Grades:	7,8
School Code Number:	00626
City:	Centreville
State/Province:	Michigan
Country:	United States

# Vision, Mission and Beliefs

## Vision Statement

Centreville Junior High School in partnership with students, parents, and community, will provide a safe and positive environment of mutual respect which encourages life-long learning.

## Mission Statement

Choose Excellence in Education  
with  
Joint Community Commitment  
to  
Have Respect for All  
in a  
Safe and Positive Environment

## Beliefs Statement

Students:

- We value a safe and nurturing environment where all students can achieve.
- We value the educational needs of each and every student.
- We value and appreciate students' individuality and diversity.
- We value a strong sense of community where students feel that they belong and are able to connect with staff and other students to establish healthy, respectful relationships.
- We value the concept of teamwork in academic, athletic, and extracurricular activities.
- We value the student's ability to accept their responsibility for learning and behavior.
- We value the students' ability to gain an understanding of the physical, social, and emotional changes that they will experience.
- We value the students' ability to achieve their fullest potential through high academic standards.

Staff:

- We value a classroom environment with clear expectations and specific academic and behavioral goals.
- We value an academic curriculum which includes the arts, exploration, as well as core academic subjects.
- We value assessments which are critical to effective teaching and learning.
- We value the instruction of the core democratic values to prepare students for daily experiences and future challenges.
- We value technology which provides and integrates teaching and learning.
- We value the preparation necessary for the students' transition to high school, helping them to assume responsibility for their future.
- We value professional development for all staff to collaborate, develop, and improve teaching strategies and interdisciplinary instruction.
- We value collaboration with colleagues to apply effective learning strategies and classroom management practices to enhance student learning.

Parents and Community:

- We value the development of partnerships between families and staff to demonstrate the importance of education.
- We value educational decisions that are collaborative efforts of all shareholders.
- We value the importance of keeping the family informed about their student's progress and seek opportunities to encourage their active support.
- We value the active role and input from families that can assist in the success and achievement of their student.
- We value their time and service in school related and extra curricular activities.

# Goals

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

## Goal 1: Mathematics

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in mathematics.

**Gap Statement:** Based on 2010 MEAP Data, the percentage of students scoring at proficient levels ranged from 84% in grade 8 to 91% in grade 7. This is an increase from 2009 scores which ranged from 73% to 81%.

**Cause for Gap:** Inconsistency of curriculum instruction and alignment. Low levels of proficiency in all strand areas.

At grade 7, 7% of students correctly answered 80% or more of the questions. At grade 8, 2% of students correctly answered 80% or more of the questions.

Disabled / Non-Disabled Students: There is a gap between disabled and non-disabled students at both grade 7 and 8:

- Grade 7 Disabled Students 50% Proficient (only two students)
- Grade 7 Non-disabled Students 93% Proficient
- Grade 8 Disabled Students 38% Proficient
- Grade 8 Non-disabled Students 94% Proficient

Economically Disadvantaged / Non-Economically Disadvantaged Students: There is a gap between economically disadvantaged and non-economically disadvantaged students at both grade 7 and 8:

- Grade 7 Disadvantaged Students 86% Proficient
- Grade 7 Non-disadvantaged Students 97% Proficient
- Grade 8 Disadvantaged Students 78% Proficient
- Grade 8 Non-disadvantaged Students 92% Proficient

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP, EXPLORE Test, 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?** Criteria for success: 95% of Centreville Junior High students will be proficient in mathematics as measured on the MEAP Mathematics Test. In addition, the percentage of students

correctly answering 80% or more of questions on the MEAP Test will increase by 10% each year.

Measures of assessment: MEAP, EXPLORE, classroom assessments

**Contact Name:** Barbara Lester

**List of Objectives:**

Name	Objective
Mathematics	95% of Centreville Jr.High students will be proficient in Mathematics as measured on the MEAP Mathematics Test. In addition, the percentage of students correctly answering 80% of MEAP test questions will increase by 10% each year.

## 1.1. Objective: Mathematics

**Measurable Objective Statement to Support Goal:** 95% of Centreville Jr.High students will be proficient in Mathematics as measured on the MEAP Mathematics Test. In addition, the percentage of students correctly answering 80% of MEAP test questions will increase by 10% each year.

**List of Strategies:**

Name	Strategy
Curriculum Alignment	Align Common Core / GLCEs and local curriculum across grade levels.
Use of Assessments, Data, and Instructional Strategies	Teachers will be trained in the writing effective common standards-based assessments and in using assessment results to select appropriate instructional and intervention strategies.

### 1.1.1. Strategy: Curriculum Alignment

**Strategy Statement:** Align Common Core / GLCEs and local curriculum across grade levels.

**Selected Target Areas**

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



review and revision based upon input of appropriate stakeholders within a structured process.

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.1.B.3 Parents have a clear understanding of the curricular expectations for their child. A variety of opportunities are made available to them to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

**Other Required Information for Strategy**

Assessment results, Marzano's Classroom Instruction that Works, Schools that Work, and The Art and Science of Teaching

Align the Design, by Mooney / Mausbach

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Curriculum Review	2009-09-01	2012-06-30	Mathematics Teachers, Curriculum Director

**1.1.1.1. Activity: Curriculum Review**

**Activity Description:** Teachers will be trained on the use of available resources to align curriculum across grade levels and with the Common Core / GLCEs.

**Planned staff responsible for implementing activity:** Mathematics Teachers, Curriculum Director

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2009-09-01, 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
Professional Development in Curriculum Alignment	Title II Part A	500.00	0.00

### 1.1.2. Strategy: Use of Assessments, Data, and Instructional Strategies

**Strategy Statement:** Teachers will be trained in the writing effective common standards-based assessments and in using assessment results to select appropriate instructional and intervention strategies.

**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.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)
I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.
I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.
I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.
I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.
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**

Marzano's Classroom Instruction that Works, Classroom Assessment and Grading that Work, The Art and Science of Teaching  
 Mattos' Pyramid to Intervention

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Use of Assessments / Data / Best Practices	2009-09-01	2012-06-30	Mathematics Teachers

### 1.1.2.1. Activity: Use of Assessments / Data / Best Practices

**Activity Description:** Teachers will be trained in writing effective standards-based assessments and in the use of assessment data to increase student achievement through appropriate teaching and intervention strategies.

Daily use of ExamView questions. Pre - post test score comparisons. Track chapter review assessments and use results to increase student achievement. Fraction Fridays and use of instructional practices to improve achievement.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2009-09-01, 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
Professional Development in Standards-Based Assessments and Use of data	Title II Part A	600.00	

## Goal 2: Reading

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students at Centreville Junior High will be proficient readers.

**Gap Statement:** 90% of seventh grade and 87% of eighth grade students are proficient in reading as assessed by MEAP 2010. This is an increase at seventh grade, and a decrease at eighth grade. At the seventh grade level, there is a sizable gap between students with disabilities (50%) and non-disabled students (91%). (PLEASE NOTE THERE ARE ONLY TWO DISABLED STUDENTS IN GRADE 7.) At the eighth grade level, there is also a sizeable gap between disabled (54%) and non-disabled (94%) students. There is a smaller gap between economically disadvantaged and non-economically disadvantaged students: 8th Grade Disadvantaged: 80% proficient 8th Grade Non-disadvantaged: 96% proficient. At seventh grade Disadvantaged students scored above non-disadvantaged students (93% to 87%)

**Cause for Gap:** 33% of 7th grade students correctly answered 80% or more of test questions correctly. Only 18% of 8th graders correctly answered 80% or more of test questions correctly.

Further analysis of 7th grade scores indicates low performance with narrative text and overall comprehension

questions per MEAP results.

8th graders scored only 5% above the state average. Further analysis indicates low performance on word study, narrative text questions, and comprehension questions per MEAP results.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP, EXPLORE, 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?** 95% of Centreville Junior High Students will be proficient in reading as measured by the MEAP Reading Test. In addition the percentage of students who correctly respond to 80% of test items will increase by 10% on an annual basis.

**Contact Name:** Barbara Lester

**List of Objectives:**

Name	Objective
Reading-Improved Scores	95% of Centreville Junior High students will be proficient in reading on the MEAP Reading Test. In addition, the percentage of students who correctly respond to 80% of the test items will increase by 10% on an annual basis.

## 2.1. Objective: Reading- Improved Scores

**Measurable Objective Statement to Support Goal:** 95% of Centreville Junior High students will be proficient in reading on the MEAP Reading Test. In addition, the percentage of students who correctly respond to 80% of the test items will increase by 10% on an annual basis.

**List of Strategies:**

Name	Strategy
Curriculum Alignment and Improvement of Instruction	With the assistance of ISD Consultant Annette Smitley, teachers will align our reading curriculum with the Common Core and continue to explore and implement best instructional practices.
Reading: Increased emphasis on reading instruction and assessments	All staff will focus on the use of reading strategies and increased opportunities for reading.
Use of Assessments, Data, and Interventions	Staff will receive training in the use of effective assessments and data to plan effective interventions for instruction and learning.

### 2.1.1. Strategy: Curriculum Alignment and Improvement of Instruction

**Strategy Statement:** With the assistance of ISD Consultant Annette Smitley, teachers will align our reading curriculum with the Common Core and continue to explore and implement best instructional practices.

**Selected Target Areas**

I.1.A.2 The local 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 a wide range of needs and abilities of all students.
I.1.B.2 The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.
I.1.B.3 Parents have a clear understanding of the curricular expectations for their child. They have a variety of opportunities to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.
I.2.B.2 There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school 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.B.1 The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.
II.1.B.4 School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.
III.2.C.1 Professional development is strategically aligned with the school improvement plan. The expected outcome from these initiatives is an increase in student achievement.

**Other Required Information for Strategy**

Marzano's best practices  
Align the Design, by Mooney / Mausbach

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Align Curriculum	2009-06-30	2012-06-30	English / Language Arts Staff

**2.1.1.1. Activity: Align Curriculum**

**Activity Description:** Teachers will work to align existing curriculum and explore the use of various

tools to strengthen the alignment, instruction, and standards-based assessments.

**Planned staff responsible for implementing activity:** English / Language Arts Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2009-06-30, 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
Professional Development focused on aligning curriculum and assessments	Title II Part A	500.00	0.00

### 2.1.2. Strategy: Reading: Increased emphasis on reading instruction and assessments

**Strategy Statement:** All staff will focus on the use of reading strategies and increased opportunities for reading.

**Selected Target Areas**

I.1.A.2 The local 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 a wide range of needs and abilities of all students.
I.1.B.2 The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.
I.1.B.3 Parents have a clear understanding of the curricular expectations for their child. They have a variety of opportunities to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.
I.2.B.2 There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school 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.3 The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.
I.3.B.2 The school regards data as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers as well as teacher teams continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.
II.1.B.4 School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

III.2.C.1 Professional development is strategically aligned with the school improvement plan. The expected outcome from these initiatives is an increase in student achievement.

**Other Required Information for Strategy**

Marzano's best practices  
 Mattos' Pyramid to Intervention

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Reading - Increased focus and opportunities.	2009-06-30	2012-06-30	All Staff

**2.1.2.1. Activity: Reading - Increased focus and opportunities.**

**Activity Description:** Increased time devoted to reading activities - Time Out to Read, guided classroom reading, reading strategies. Aligned reading assessments will be used to direct instruction. Reading intervention through Reading Exploratory classes.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2009-06-30, 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
Professional development in reading strategies and reading assessments	Title II Part A	300.00	0.00

**2.1.3. Strategy: Use of Assessments, Data, and Interventions**

**Strategy Statement:** Staff will receive training in the use of effective assessments and data to plan effective interventions for instruction and learning.

**Selected Target Areas**

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet a wide range of needs and abilities of all students.
I.2.B.2 There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school 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.3 The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.
I.3.B.2 The school regards data as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers as well as teacher teams continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.
II.1.A.2 School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.
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 Classroom Assessment and Grading that Works  
 Marzano's The Art and Science of Teaching  
 Mattos' Pyramid to Intervention.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Assessment, Data, and Interventions	2010-08-01	2012-06-30	All Staff

**2.1.3.1. Activity: Assessment, Data, and Interventions**

**Activity Description:** Teachers will receive training in writing effective and appropriate standards-based assessments and in the use of data to design effective intervention strategies for teaching and learning. Intervention strategies will focus on recognition of the writer's craft, global themes, and vocabulary.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-08-01, 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
Professional Development - Data and Standards-Based Assessments	Title II Part A	800.00	0.00

### Goal 3: Science

**Content Area:** Science

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in Science.

**Gap Statement:** 85% of 8th grade students were proficient in science as assessed on the Fall 2010 MEAP Test. This compares with 88% proficient in science on the Fall 2009 MEAP Test.

Demographic percent proficient data is as follows:

Disabled Students (46%) Non-disabled Students (94%)

Economically Disadvantaged Students (80%) Non-disadvantaged students (92%)

Male Students (76%) Female Students (94%)

Two strands are identified as a weakness in the Golden Package Data Analysis Report: Using Physical Science Knowledge and Using Earth Science Knowledge.

Zero percent of students correctly answered 80% or more of the questions on the MEAP Science Test.

**Cause for Gap:** Previously, earth science was taught in 5th grade and physical science in 6th grade at Centreville Public Schools. Economically disadvantaged students tend to move between school districts and problems such as missing certain curriculum strands occurred when students were not enrolled at Centreville for grades 5-7. Beginning with the 2010-2011 school year, integrated science will be taught at grades 5-7 to reduce the gap between instruction and the MEAP Science Test and to reduce gaps in learning. The results of this change on MEAP Scores will not be available until 2013.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP Test results, The Golden Package Data Analysis Report, 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?** MEAP and classroom assessments will be used.

92% of Centreville Junior High students will be proficient in science as measured by the MEAP Science Test. In addition, the percent of students correctly answering 80% or more of the questions on the MEAP Science Test will increase by 10% each year.

**Contact Name:** Barbara Lester

**List of Objectives:**

Name	Objective
Science	92% of Centreville Junior High students will be proficient in science as measured by the MEAP Science Test. In addition, the percent of students correctly answering 80% or more of test questions will increase by 10% each year.

### 3.1. Objective: Science

**Measurable Objective Statement to Support Goal:** 92% of Centreville Junior High students will be proficient in science as measured by the MEAP Science Test. In addition, the percent of students correctly answering 80% or more of test questions will increase by 10% each year.

**List of Strategies:**

Name	Strategy
Curriculum Alignment	Teachers will work to realign the curriculum to an integrated science program for grades 5-7. With the assistance of ISD Consultant Annette Smitley, teachers will integrate reading and writing goals from the Common Core Curriculum into our science curriculum.
Using Assessment Data to Improve Instruction	Teachers will be trained in writing effective standards-based assessments and in using assessment data to select effective teaching and intervention strategies. Use ExamView questions as part of classroom assessments. Develop activities to improve scores in areas identified as low in Exam View and the Golden Package.

#### 3.1.1. Strategy: Curriculum Alignment

**Strategy Statement:** Teachers will work to realign the curriculum to an integrated science program for grades 5-7. With the assistance of ISD Consultant Annette Smitley, teachers will integrate reading and writing goals from the Common Core Curriculum into our science curriculum.

**Selected Target Areas**

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

review and revision based upon input of appropriate stakeholders within a structured process.

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.1.B.3 Parents have a clear understanding of the curricular expectations for their child. A variety of opportunities are made available to them to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

I.2.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**

MEAP Golden Package  
 Marzano's Classroom Instruction that Works  
 Align the Design, by Mooney and Maubach

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Curriculum Alignment	2010-09-01	2012-06-30	Science Teachers

**3.1.1.1. Activity: Curriculum Alignment**

**Activity Description:** Teachers will review GLCEs and available data as tools in the realignment of our science curriculum.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-01, 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
Professional Development in Science Curriculum Alignment and Development	Title II Part A	400.00	0.00

**3.1.2. Strategy: Using Assessment Data to Improve Instruction**

**Strategy Statement:** Teachers will be trained in writing effective standards-based assessments and in using assessment data to select effective teaching and intervention strategies.

Use ExamView questions as part of classroom assessments. Develop activities to improve scores in areas identified as low in Exam View and the Golden Package.

**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.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.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.
I.3.B.1 The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students, and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.
I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.
II.1.A.2 School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.

**Other Required Information for Strategy**

Marzano's Classroom Instruction That Works, MEAP, Exam View, and local assessment data.

Mattos' Pyramid to Intervention

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Effective Assesments / Use of Assessment Data	2010-09-01	2012-06-30	Science Teachers

**3.1.2.1. Activity: Effective Assesments / Use of Assessment Data**

**Activity Description:** Teachers will be trained in writing effective standards-based assessments and in using assessment data to select appropriate teaching and intervention strategies.

Use ExamView questions to practice the type of questions found on the MEAP Test and to assess student learning. Develop activities to improve scores in areas identified as low in local assessments, Exam View, and MEAP Testing.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-01, 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
Professional Development in assessments, use of data, and interventions.	Title II Part A	400.00	0.00

**Goal 4: Social Studies**

**Content Area:** Social Studies

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in Social Studies.

**Gap Statement:** Based on Fall Fall 2010 MEAP Test results, 89% of Centreville 9th grade students scored in the proficient range. This is a decrease from 2009 MEAP Test results, which indicated 91% of Centreville students scored in the proficient range in Social Studies.

**Cause for Gap:** 14% of Centreville grade 9 students correctly answered 80% or more of test questions on the 2009 Grade 9 Social Studies MEAP Test. This is a decrease from 2009 results.

Students scored below 60% in geographic perspectives, historical and civics perspectives, interpreting time lines,

and understanding Constitutional and Legislative process. A contributing factor in the achievement gap is the movement of students between school districts prior to the grade 9 assessment.

Demographic percent proficient information is as follows:

Male Students 97%; Female Students 83%

Educationally Disabled Students: 60%; Non-disabled Students: 94%

Economically Disadvantaged Students: 79%; Non-economically Disadvantaged Students: 95%

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP, EXPLORE Test, 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?** 90% of Centreville Junior High Students will be proficient in social studies as measured on the MEAP Social Studies Test. In addition, the percent of students correctly answering 80% or more questions on the MEAP Social Studies test will increase by 10% each year.

**Contact Name:** Barbara Lester

**List of Objectives:**

Name	Objective
Social Studies	90% of Centreville Junior High students will be proficient in social studies on the MEAP Social Studies Test. In addition, the percent of students correctly answering 80% or more of questions on the MEAP Test will increase by 10% each year.

## 4.1. Objective: Social Studies

**Measurable Objective Statement to Support Goal:** 90% of Centreville Junior High students will be proficient in social studies on the MEAP Social Studies Test. In addition, the percent of students correctly answering 80% or more of questions on the MEAP Test will increase by 10% each year.

**List of Strategies:**

Name	Strategy
Assessment, Data, and Interventions	Teachers will receive instruction in writing effective standards-based assessments and the use of assessment data to implement effective instructional and intervention strategies.
Curriculum Alignment - Social Studies	Teachers will continue work on the alignment of our social studies curriculum with the GLCEs / Common Core. Teachers will also continue to explore and implement best instructional practices.
Social Studies - Instructional / Assessment Practices	Improve reading comprehension strategies, focusing on interpreting graphs and timelines.

### 4.1.1. Strategy: Assessment, Data, and Interventions

**Strategy Statement:** Teachers will receive instruction in writing effective standards-based assessments and the use of assessment data to implement effective instructional and intervention strategies.

#### Selected Target Areas

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.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.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.
I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.
II.1.A.2 School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.
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 The Art and Science of Teaching  
 Marzano's Classroom Assessment and Grading that Work  
 Mattos' Pyramid to Intervention

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Professional Development - writing assessments, data, interventions	2010-08-01	2012-06-30	Social Studies Staff

#### 4.1.1.1. Activity: Professional Development - writing assessments, data,

**interventions**

**Activity Description:** Teachers will receive instruction in writing effective standards-based assessments and in the use of assessment data to select appropriate and effective teaching and intervention strategies.

**Planned staff responsible for implementing activity:** Social Studies Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-08-01, 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
Professional Development - Standards-Based Assessments, Data, Interventions	Title II Part A	200.00	0.00

**4.1.2. Strategy: Curriculum Alignment - Social Studies**

**Strategy Statement:** Teachers will continue work on the alignment of our social studies curriculum with the GLCEs / Common Core. Teachers will also continue to explore and implement best instructional practices.

**Selected Target Areas**

I.1.A.2 The local 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 a wide range of needs and abilities of all students.
I.1.B.2 The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.B.1 The school assures that students have the supports they need to meet the required standards/expectations. Teachers expect and provide opportunities for students to use many and varied approaches to demonstrate competency. The school 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 community that all students can succeed. This is demonstrated in the broad use at both the school 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.B.1 The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students and parents. The results are kept current so that staff members can use them to inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.
II.1.A.2 School leaders have a clear understanding of the importance of data to school improvement. They



maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.

III.2.C.1 Professional development is strategically aligned with the school improvement plan. The expected outcome from these initiatives is an increase in student achievement.

V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

**Other Required Information for Strategy**

Marzano's Classroom Instruction that Works, Classroom Assessment and Grading that Work

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Curriculum Alignment - Social Studies	2009-09-01	2012-06-30	Social Studies Teachers

**4.1.2.1. Activity: Curriculum Alignment - Social Studies**

**Activity Description:** Teachers will work to align existing curriculum and explore the use of various tools to strengthen the alignment, instruction, and assessments.

**Planned staff responsible for implementing activity:** Social Studies Teachers

**Actual staff responsible for implementing activity:** Social Studies Teachers, Special Education Teacher, School Improvement Team, Principal

**Planned Timeline:** Begin Date - 2009-09-01, End Date - 2012-06-30

**Actual Timeline:** Begin Date - 09/01/2009, End Date - 06/30/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development in alignment of curriculum and assessments.	Title II Part A	400.00	

**4.1.3. Strategy: Social Studies - Instructional / Assessment Practices**

**Strategy Statement:** Improve reading comprehension strategies, focusing on interpreting graphs and

timelines.

**Selected Target Areas**

I.1.A.2 The local curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.2.B.2 There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school 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.B.2 The school regards data as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers as well as teacher teams continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.
I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.
II.1.B.1 School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.
III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.
III.2.B.3 To enhance the quality of instruction at the school, each new staff member participates in an extensive induction program prior to the beginning of school. A mentor/coach with common responsibilities is assigned to each new staff member and maintains a mentoring relationship over time.
III.2.C.1 Professional development is strategically aligned with the school improvement plan. The expected outcome from these initiatives is an increase in student achievement.

**Other Required Information for Strategy**

Marzano's Classroom Instruction that Works, Classroom Assessment and Grading that Work

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Instructional Practices / Assessment Social Studies	2009-09-01	2012-06-30	Social Studies Teachers

**4.1.3.1. Activity: Instructional Practices / Assessment Social Studies**

**Activity Description:** Review Constitutional concepts taught in previous grade levels. Additional activities relating to graphs, charts, and timelines. Continued daily use of effective teaching strategies and ExamView questions appropriate to subject content.

**Planned staff responsible for implementing activity:** Social Studies Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2009-09-01, 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
Professional Development in Social Studies Instructional Strategies	Title II Part A	200.00	0.00

## Goal 5: Writing

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students at Cenreville Junior High will be proficient writers.

**Gap Statement:** 7th grade students are 40% proficient in writing as assessed by MEAP 2010. This is below the state average of 48%.

There is a sizable gap between students with disabilities(0%) and non-disabled students (41%). (There are only 2 special education students.)

The gap between males and females was only 3%. Males 38% proficient; females 41% proficient.

The gap between economically disadvantaged (36%)and non-economically disadvantaged (43%)students was 7%.

**Cause for Gap:** 0% of seventh graders correctly answered 80% or more of test items. Further analysis indicates low performance in writing process and writing genres. As always, use of details needs improvement.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP, EXPLORE Test, 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?** 90% of Centreville Junior High students will be proficient in writing as measured on the MEAP Writing Test and district writing assessment.

**Contact Name:** Barbara Lester

**List of Objectives:**

Name	Objective
Writing	90% of Centreville Junior High students will be proficient in writing on the MEAP Writing Test.

## 5.1. Objective: Writing

**Measurable Objective Statement to Support Goal:** 90% of Centreville Junior High students will be proficient in writing on the MEAP Writing Test.

### List of Strategies:

Name	Strategy
Curriculum Alignment - Writing	With the assistance of ISD Consultant Annette Smitley, teachers will work on the alignment of our writing curriculum with Common Cores and continue to explore and implement best instructional practices.
Increased Opportunities - Writing	Increase writing opportunities that focus on grammar usage, organizational patterns, and sentence structure. Writing activities in science and social studies classes. Continue with Marzano's best practices.
Use of Assessments, Data, and Interventions	Teachers will receive professional development in writing effective standards-based writing assessments and the use of data to plan effective intervention and teaching strategies.

### 5.1.1. Strategy: Curriculum Alignment - Writing

**Strategy Statement:** With the assistance of ISD Consultant Annette Smitley, teachers will work on the alignment of our writing curriculum with Common Cores and continue to explore and implement best instructional practices.

#### Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.
I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.
I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what

they are studying and why they are studying it.
I.1.B.3 Parents have a clear understanding of the curricular expectations for their child. A variety of opportunities are made available to them to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.
I.2.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**

Marzano's Classroom Instruction that Works, Classroom Assessment and Grading that Work. Mattos' Pyramid to Intervention.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Curriculum Alignment - Writing	2009-09-01	2012-06-30	English / Language Arts Staff

**5.1.1.1. Activity: Curriculum Alignment - Writing**

**Activity Description:** Teachers will work to align existing curriculum and explore the use of various tools to strengthen alignment, instruction, and assessments.

**Planned staff responsible for implementing activity:** English / Language Arts Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2009-09-01, 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
Professional development focused on curriculum alignment and assessments	Title II Part A	200.00	0.00

## 5.1.2. Strategy: Increased Opportunities - Writing

**Strategy Statement:** Increase writing opportunities that focus on grammar usage, organizational patterns, and sentence structure. Writing activities in science and social studies classes. Continue with Marzano's best practices.

### Selected Target Areas

I.1.A.2 The local 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 a wide range of needs and abilities of all students.
I.1.B.2 The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.
I.1.B.3 Parents have a clear understanding of the curricular expectations for their child. They have a variety of opportunities to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.
I.2.B.2 There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school 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.3 The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.
I.3.B.2 The school regards data as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers as well as teacher teams continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.
II.1.B.4 School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.
III.2.C.1 Professional development is strategically aligned with the school improvement plan. The expected outcome from these initiatives is an increase in student achievement.

### Other Required Information for Strategy

Marzano's Classroom Instruction that Works, and Classroom Assessment and Grading that Work, Mattos' Pyramid to Intervention

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing - Increased focus and opportunities	2009-09-01	2012-06-30	English / Language Arts Teachers

### 5.1.2.1. Activity: Writing - Increased focus and opportunities

**Activity Description:** Increased time devoted to writing instruction and activities which focus on conventions, grammar, and peer editing.

**Planned staff responsible for implementing activity:** English / Language Arts Teachers

**Actual staff responsible for implementing activity:** English / Language Arts Teachers, Special Education Teacher, School Improvement Team, Principal

**Planned Timeline:** Begin Date - 2009-09-01, End Date - 2012-06-30

**Actual Timeline:** Begin Date - 09/01/2009, End Date - 06/30/2012

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development - Writing Strategies	Title II Part A	200.00	0.00

### 5.1.3. Strategy: Use of Assessments, Data, and Interventions

**Strategy Statement:** Teachers will receive professional development in writing effective standards-based writing assessments and the use of data to plan effective intervention and teaching strategies.

**Selected Target Areas**

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
I.2.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.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.
I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.
II.1.A.2 School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.
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**

Mattos' Pyramid to Intervention  
 Marzano's The Art and Science of Teaching  
 Marzano's Classroom Assessment and Grading that Work

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional Development - writing assessments, data, interventions	2010-08-01	2012-06-30	English / Language Arts Staff

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**5.1.3.1. Activity: Professional Development - writing assessments, data, interventions**

**Activity Description:** Teachers will receive training in writing effective assessments. Teachers will also be trained in the use of data to plan effective instructional strategies and interventions.

**Planned staff responsible for implementing activity:** English / Language Arts Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-08-01, 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
Professional Development - Writing Standards-Based Assessments	Title II Part A	200.00	0.00



# Resource Profile

Funding Source	Planned Amount	Actual Amount
Title II Part A	\$4,900.00	\$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?

*Our comprehensive needs assessment was conducted by junior high staff and administration. Staff members complete the school process rubrics and review local assessment, MEAP, and EXPLORE data. Staff and parent survey information was also reviewed.*

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.

*At the junior high school level, our needs assessment process involves a review of MEAP Test data from current and previous years, student performance data from subject area assessments, as well as daily and marking period grades. The junior high teachers gather data for review by building staff. Student achievement concerns are discussed on a monthly basis at building level meetings.*

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.

*At grades 7 and 8, students scoring at the Level 3 and Level 4 Performance Level of the MEAP Tests are listed. Students receiving a letter grade of "E" for any marking period are also included. District assessments of GLCEs / Common Core standards are being developed for the core subject areas.*

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.

*Not applicable at these grade levels.*

## Services for Eligible Students

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

### **Incorporated into Existing School Program Planning**

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

*The junior high will not be a Title I school during the 2011-2012 school year. Program planning for Title I, Part A students eligible student was previously done in conjunction with the existing School Improvement planning process for all students. The needs of all students are considered. In addition, the focus of our school improvement plan and professional development for the 2011-12 school year is use of data, effective teaching strategies, and appropriate interventions for at-risk students.*

### **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).

*The junior high is not scheduled to be a Title I school during the 2011-2012 school year. The previous Title I, Part A program at the junior high coordinated with and supported the regular education program as it is designed to reinforce the common core / grade level content expectations taught in the regular education program. Students were not pulled out of the regular education classroom.*

### **Curriculum Alignment that Corresponds to the Goals**

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

*Our English / Language Arts, Mathematics, Science, and Social Studies curriculums are aligned with the State Grade Level Content Expectations. We are currently in the process of aligning our curriculum with the Common Core Standards.*

*Process for review and revision of ELA and Mathematics: junior high teachers meet with the curriculum director and when possible, ISD Consultants, to review State and Common Core Standards. Standards are unpacked and learning goals and assessments are written. A curriculum map is developed and reviewed by the curriculum director and Curriculum Coordinating Council members.*

*Process for review and revision of Science and Social Studies: junior high teachers meet with the curriculum director and when possible, ISD Consultants, to review State and Common Core Standards. Standards are unpacked and learning goals and assessments are written. A curriculum map is developed and/ or revised by staff members and reviewed by the curriculum director and Curriculum Coordinating Council members.*

*Timeline: Review and revision of Curriculum: 2011-2012 school year.  
Implementation of Revised Curriculum: 2012-2013 school year.  
Review of Curriculum Maps / Assessments: 2013- 2014 school year.*

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

*Decisions about curriculum, instruction, and assessment are made collaboratively - teachers and principal work together to develop and review curriculum, instruction, and assessment strategies.*

*Additional stakeholders will be added to assist monitoring, evaluation, and revision of the plan.*

### **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 summer school teachers employed in the Title I Summer School meet the highly qualifications of NCLB. Paraprofessionals are not employed at the junior high level for Title I, Part A programs.*

### **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. (See attached.) Centreville Junior High uses the district policy. Parent involvement is an on-going goal and an on-going struggle at the junior high. We do not have a PTO at the junior high. Parents are involved through sports and other curricular and extra-curricular activities. Parental access to e-mail, PowerSchool grade and attendance information, as well as scheduling conflicts have adversely affected attendance at parent-teacher conferences. We continue to explore opportunities to involve parents in our program in a meaningful way.*

*Because our Title I, Part A program has been limited to a three-week summer school, we have not had an annual Title I parent meeting at the junior high. We have also not developed learning contracts at this level.*

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 Committee, and through parent surveys.*

2b. Implementation

*Parents are involved in program implementation through their involvement in the Curriculum Coordinating Council, school improvement team, informational parent meetings, and through parent-student activities which are a part of the program. Parents may observe any class and/or program.*

2c. Evaluation

*Parent involvement in program evaluation occurs through parent participation in the Curriculum Coordinating Council, school improvement committees, and parent-surveys.*

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

*Centreville Junior High provides assessment and academic results to parents in a variety of methods: Individual MEAP and EXPLORE results are mailed home to students. Academic / assessment information is mailed home to parents every three weeks. Academic and classroom assessment information is available on a daily basis through our PowerSchool program. A foreign language teacher and a bi-lingual aide are available to assist in providing information to 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".

*Not applicable due to grade levels served.*

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

*Title I Staff, Title I Parents, and principals will meet to review and evaluate the targeted plan.*

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

*The plan has not yet been evaluated.*

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".

*N/A. This is a middle school program.*

### **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.

*Projects and demonstrations are used in many classes as alternative measures of assessment.*

### **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.

*Title I, Part A previously funded a three week summer school program at the junior high school. Academic centers, home rooms, academic exploratory classes, and after school tutoring are also available to Title I - eligible students through district funded programs. Vocational and technical education programs as well as on-line learning are available at the high school level.*

### Ongoing Review of Eligible Student Progress

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

*Classroom / content area assessment and grading information are reviewed every four / five weeks. Interims are sent to all parents. In addition, parents of at-risk students receive a detailed report detailing assignment and assessment information. Progress information is also available on a daily basis through our PowerSchool program. Teachers meet together on a monthly basis to review student achievement and concerns.*

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

*If a summer school program is scheduled, daily progress monitoring will be used to structure and refine instructional goals and instructional strategies for the next school day.*

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

*If a summer program is scheduled, daily progress monitoring during the Title I, Part A Summer School, will be examined and used to plan the next day's instructional goals and strategies. End of summer school assessment information will be used to make instructional plans for the coming school year and to make changes in the Title I, Part A / Summer School program for the next school year.*

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.

*Evaluation of Title I, Part A program services will be used as part of the building level school improvement planning process to determine professional development for teachers. Curriculum alignment, student standards-based assessments, use of assessment data, and planning and selecting appropriate intervention strategies is the focus of professional development during the 2011-2012 school year. All student program evaluations will be used in this ongoing process.*

### 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 has assessed the need for and integrated the use of technology to support this school improvement plan through review of the local technology plan, technology content expectations, and through staff surveys / input. Our school is participating in a regional data initiative which will use technology to track student assessment data.*

*LCD projectors and document cameras were recently added to all core academic classrooms.*

### **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.

*Junior high staff members meet at the end of each school year to review classroom, MEAP, and EXPLORE assessment information and to review and revise school improvement goals, strategies, and activities.*

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

*School and student information and progress will be shared with parents and students through our Power School Program, parent conferences, and parent updates. All stakeholders will be informed through school newsletters and our school website.*

### **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 listed are involved in the planning, design, monitoring, and evaluation of this school improvement plan. Involvement is through implementation of the strategies and activities and through planning, monitoring, and evaluation meetings. Meetings will be held throughout the school year.*

*Additional stakeholders will be added to assist monitoring, evaluation, and revision of the plan.*



## Assurances

### EdYES!

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

Response: *N/A (our school does not have grades 1-5)*

Comments:

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: *www.cpschools.org*

### Educational Development Plan (EDP)

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

Response: *Yes*

Comments: *EDPs are on file in the high school.*

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

Response: *Yes*

Comments: *EDP prepared by the high school.*

### Health and Safety (HSAT)

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

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

Response: *Written Policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments: *Students were surveyed. The survey included health / safety concerns, but the survey was not specifically a health/safety assessment.*

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

Response: *No action taken*

Comments:

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

Response: *No*

Comments:

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

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

Comments:

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

Response: *Yes*

Comments:

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

Response: *No action taken*

Comments:

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

Response: *Yes*

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: *91-149 minutes at elementary level, 136-224 minutes at middle/high level*

Comments: *During the 2011-2012 school year, seventh graders will receive at least 50 minutes per day for 1 semester. Eighth graders will receive at least 50 minutes per day for one quarter.*

*There are no elementary students at this building.*

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

Response: *Reviewed policy, but not yet adopted*

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: *No*

Comments: *Budget restraints affect food choices.*

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: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Written Policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No action taken*

Comments:

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

Response: *No*

Comments: *There were no counselors or health staff at the middle school.*

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *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: *offered*

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

Response: *Written Policy, but not fully implemented*

Comments: *Current policy needs to be revised.*

31. Our school has a parent education program.

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Access to some indoor facilities*

Comments: *Access to track area for walking.*

## 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
Mrs.	Andrea	Justus	Teacher	ajustus@cpschools.org
Mr.	Eric	Borgman	Teacher	eborgman@cpschools.org
Mrs.	Kim	Hulin	Teacher	khulin@cpschools.org
Mrs.	Patricia	Reed	Teacher	preed@cpschools.org
Mr.	Terry	Miller	Teacher	tmiller@cpschools.org
Mr.	Bill	Anders	Teacher	banders@cpschools.org
Mrs.	Barbara	Lester	Curriculum Director	blester@cpschools.org
Mr.	Dennis	Kirby	Principal	dekirby@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:	Superintendent
Address:	PO Box 158
Telephone Number:	269-467-5205

## 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 Junior High

## Parent Involvement Program Plan

Our Parent Involvement Plan is scheduled to be revised during this school year.

Centreville Public Schools  
Centreville Junior High

## 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:

- v developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing desired learning outcomes;
- v 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**

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

## **Communication Goals**

- v Provide parents with each school's Code of Conduct.
- v Post general parent/teacher meetings and special parent involvement planning meetings in newsletters, on the District website, and/or via-e-mail.
- v Publish information about the parent involvement plan and parent involvement opportunities in the District's School Newsletter(s) and on the District website.
- v Maintain a consistent district-wide effort to communicate regularly with parents through phone calls, e-mail, and or letters.
- v Distribute periodic newsletters, informing parents of upcoming school and district events and curriculum being taught
- v Inform parents about the curriculum being taught through meetings, newsletters, and/or course statements.
- v Place current and accurate announcements on the schools' marquis and on the District website.

### **Parent Participation Goals**

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

### **District Goals**

- v Schedule at least two (2) parent-teacher conferences annually to inform parents of student's progress.
- v Recognize parents and volunteers who have helped throughout the year.
- v Encourage active staff participation in PAC or similar school parent groups.
- v Have students perform for parents and community.
- v Provide opportunities for discussions between parents, administrators, and staff to address problems and find solutions for students having difficulties, either academically or socially.
- v 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:

- v Participating in school functions, organizations, and committees;

- v Supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;
- v Requiring their child to observe all school rules and regulations;
- v Supporting or enforcing consequences for their child's willful misbehavior in school;
- v Sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
- v 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;
- v Reading all communications from the school, signing, and returning them promptly when required;
- v Cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

Centreville Public Schools

Centreville Junior High

School - Parent Compact

As per Additional Requirements  
Strategies to Increase Parental Involvement #7

We do not have a School – Parent Compact.

It is my understanding that as a junior high building, we are not required to have a compact.