

School Improvement Plan

Title I - Schoolwide

School Year: 2011 - 2012

School District: Romulus Community Schools

ISD/RESA: Wayne RESA

School Name: Barth Elementary School

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

Principal: Diane Kay Golka

Building Code: 06679

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

School Information

School:	Barth Elementary School
District:	Romulus Community Schools
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	06679
City:	Romulus
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Our vision is to provide the highest quality of education for all students in a caring and supportive environment.

Mission Statement

Our mission is to encourage, inspire, mentor, and support all children in meeting their highest academic potential through a variety of proven educational programs, so that they can serve our community.

Beliefs Statement

We believe that....

All children can learn and achieve at their highest potential.

All stakeholders of Barth Elementary should demonstrate good character traits to provide a safe and respectful learning environment.

High expectations should be set for all students and staff members.

Learning experiences should be meaningful and differentiated to meet the needs of all students.

A strong community, home, and school partnership is essential for student success.

Goals

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

Goal 1: Math Goal

Content Area: Math

Development Status: Complete

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

Gap Statement: Based on a review of the Fall 2008, Fall 2009, and Fall 2010 Math MEAP state-wide assessment, our students were below the state average at all grade levels and in most subgroups. In 2008, 86% of our 3rd graders were proficient, in 2009, 90% were proficient, and in 2010, 89% were proficient. In 2008, 84% of our 4th graders were proficient, in 2009, 82% were proficient, and in 2010, 88% were proficient. In 2008, 69% of our 5th graders were proficient, in 2009, 65% were proficient, and in 2010, 70% were proficient. Our students with disabilities subgroup scores were 10-40% below the "all students group" scores. In the Spring of 2010, our district gave the NWEA MAP standardized test for the first time. 38% of our students in grades 1-6 scored below the 25th percentile on the math test of the MAP. In the Spring of 2010 we also gave a new local district-wide math post test from our new Pearson math series. 45% of our students in grades 1-6 scored 70% or higher on the math post test. 55% of our students scored below 70%.

Cause for Gap: Specifically, our special-ed sub-group is scoring 10 to 40 points below the "all students group" on the math MEAP. Further data analysis from the MEAP and local district assessments showed that numbers and operations and measurement were our weakest areas in most grade levels. We feel that our students lack concrete knowledge in number sense and have trouble making real world connections to math concepts.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP/MI-Access, NWEA MAP, District Envision Post-Test

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? The criteria for success are that all students will score in the proficient level of math on the MEAP by the Fall 2012 MEAP test. We will look to see gains of 5% or more, especially in our special-ed sub-group each year. We will continue to review and analyze MEAP, NWEA MAP, monthly school-developed math check-ups, district-created formatives, district post-test scores, and report card grades to monitor progress and success of this goal.

Contact Name: Gerilynn Baty

List of Objectives:

Name	Objective
Improved Application of Math Skills	All students will be proficient on the state math MEAP assessment by the Fall of 2012. For the Fall of 2011 Math MEAP test 85% of all students will be proficient on the Math MEAP and 70% of our special-education subgroup will be proficient.

1.1. Objective: Improved Application of Math Skills

Measurable Objective Statement to Support Goal: All students will be proficient on the state math MEAP assessment by the Fall of 2012. For the Fall of 2011 Math MEAP test 85% of all students will be proficient on the Math MEAP and 70% of our special-education subgroup will be proficient.

List of Strategies:

Name	Strategy
Co-Teaching	Participating staff will receive ongoing training with effective practices associated with inclusion and will use those practices to co-teach in the general-ed classrooms.
Marzano's Elements of Effective Teaching	Staff will continue to implement Marzano's 9 essential elements of effective teaching.
Math Computation	Teachers will implement daily math fact and computation practice in their classrooms and differentiate instruction for targeted groups, especially the special-ed sub-group.
Math Problem Solving	Teachers will model a variety of problem solving strategies.
Math Vocabulary	Teachers will provide students with specific math terms and phrases at each grade level.
Technology	Teachers in grades 1-5 will use Study Island, Compass Learning Odyssey and other integrated technology to re-teach math skills to struggling learners or to challenge the advanced students.

1.1.1. Strategy: Co-Teaching

Strategy Statement: Participating staff will receive ongoing training with effective practices associated with inclusion and will use those practices to co-teach in the general-ed classrooms.

Selected Target Areas

1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness

2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.6 Allocates and protects instructional time to support student learning
3.8 Implements interventions to help students meet expectations for student learning

Other Required Information for Strategy

Scruggs, T. "Case Studies in Co-Teaching in the Content Areas", Intervention in School and Clinic.

Scruggs, T. "The Contributions of Qualitative Research to Discussions of Evidence- Based Practice in Special Education", Intervention in School and Clinic.

Tannock, M.T. "Tangible and Intangible Elements of Collaborative Teaching", January 1, 2009.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Co-Teaching PD	2011-09-05	2012-06-14	Curriculum Director Special Education Director Principal
Response to Intervention	2011-09-10	2012-06-10	Principal, K-5 teachers, learning specialist, speech teacher, resource teacher

1.1.1.1. Activity: Co-Teaching PD

Activity Type: Professional Development

Activity Description: Teachers and Staff who will be participating in Co-Teaching will be provided PD in related practices associated with co-teaching.

Planned staff responsible for implementing activity: Curriculum Director
Special Education Director
Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.1.2. Activity: Response to Intervention

Activity Description: Staff will provide additional instruction for students performing below grade level in math. Students who are performing below grade will receive extra help, usually in small group, from either the teacher, the learning specialist, speech teacher, and/or the resource teacher.

Planned staff responsible for implementing activity: Principal, K-5 teachers, learning specialist, speech teacher, resource teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-10, End Date - 2012-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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1.1.2. Strategy: Marzano's Elements of Effective Teaching

Strategy Statement: Staff will continue to implement Marzano's 9 essential elements of effective teaching.

Selected Target Areas

1.3 Identifies goals to advance the vision
2.5 Fosters a learning community
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.8 Implements interventions to help students meet expectations for student learning

Other Required Information for Strategy

Classroom Instruction That Works- Research Based Strategies for Increasing Student Achievement (Marzano, Pickering, Pollack, 2001)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PD on Marzano's Elements of Effective Teaching	2011-10-05	2012-01-25	Curriculum Director Principal

1.1.2.1. Activity: PD on Marzano's Elements of Effective Teaching

Activity Type: Professional Development

Activity Description: Teachers will receive more training in the elements of effective teaching during the 2011-2012 school year.

Planned staff responsible for implementing activity: Curriculum Director Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-05, End Date - 2012-01-25

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.3. Strategy: Math Computation

Strategy Statement: Teachers will implement daily math fact and computation practice in their classrooms and differentiate instruction for targeted groups, especially the special-ed sub-group.

Selected Target Areas

2.5 Fosters a learning community
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
3.4 Supports instruction that is research-based and reflective of best practice
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
3.8 Supports the implementation of interventions to help students meet expectations for student learning

Other Required Information for Strategy

"Teaching Number Sense" by Sharon Griffin, 2004.

"Touch Math" from ERIC-ED469445

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Game Night	2010-09-15	2012-06-01	Principal, Title I Learning Specialist, K-5 Teachers
Preschool Transition	2010-09-15	2012-06-01	Principal, Title I Learning Specialist, Kindergarten Teachers
Teaching Grade-Level Computation Skills	2009-09-07	2012-06-01	Principal, Title I Learning Specialist, K-5 teachers

1.1.3.1. Activity: Math Game Night

Activity Description: Students and their families will be invited to Barth Elementary's Math Game Night where they will learn how to play different math skills and math computation games. Games will be available for purchase and some games will be raffled off.

Planned staff responsible for implementing activity: Principal, Title I Learning Specialist, K-5 Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Game Night Games	Title I Part A	300.00	0.00

1.1.3.2. Activity: Preschool Transition

Activity Description: Staff will help prepare preschool children who will be entering kindergarten the following year with the concepts of basic numbers and number sense.

Planned staff responsible for implementing activity: Principal, Title I Learning Specialist, Kindergarten Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Grade Level Content Expectation Brochures, Math Activities	Title I Part A	200.00	0.00

1.1.3.3. Activity: Teaching Grade-Level Computation Skills

Activity Description: Teachers will model computation problems on board.
 Staff will help students use math manipulatives to practice computation problems.
 Staff will use Touch Math with at-risk students.
 Staff will use flash cards with students for basic math fact practice.
 Staff will use Study Island with students in grades 2-5.
 Teachers will give students timed math check-ups to increase computation skills.
 Teachers will use math games to practice math computation skills with students.

Planned staff responsible for implementing activity: Principal, Title I Learning Specialist, K-5 teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-09-07, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Flash Cards and Computation Games	Title I Part A	100.00	0.00

1.1.4. Strategy: Math Problem Solving

Strategy Statement: Teachers will model a variety of problem solving strategies.

Selected Target Areas

1.5 Ensures that the school's vision and purpose guide the teaching and learning process
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity

Other Required Information for Strategy

Marzano (2009) 'designing and Teachign Learning Goals and Objectives'
 Mayer, R.E. "Problem-Solving Transfer"

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Envision Topic Problem Solving Lesson	2011-09-15	2012-06-01	Principal Teachers

1.1.4.1. Activity: Envision Topic Problem Solving Lesson

Activity Description: Teachers will model and teach the problem solving strategy lesson at the end of each math topic in the Envision math program.

Planned staff responsible for implementing activity: Principal Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-15, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.5. Strategy: Math Vocabulary

Strategy Statement: Teachers will provide students with specific math terms and phrases at each grade level.

Selected Target Areas

1.3 Identifies system-wide goals and measures to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

Building Background Knowledge for Academic Achievement (Marzano, 2004)
 Classroom Instruction That Works (Marzano, Pickering, Pollack, 2001)
 Content Area Vocabulary: A Critical Key to Conceptual Learning (Janis M. Harmon and Karen D. Wood)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Math Vocabulary	2010-09-15	2012-06-01	Principal, K-5 teachers

1.1.5.1. Activity: Math Vocabulary

Activity Description: Teachers will provide students with lists of math terms and phrases at each grade level.

Teachers will create word walls of specific math terms.

Teachers will have students create vocabulary cards or keep a vocabulary notebook of specific math terms.

Planned staff responsible for implementing activity: Principal, K-5 teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Notebooks, index cards, metal rings	General Funds	200.00	0.00

1.1.6. Strategy: Technology

Strategy Statement: Teachers in grades 1-5 will use Study Island, Compass Learning Odyssey and other integrated technology to re-teach math skills to struggling learners or to challenge the advanced students.

Selected Target Areas

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity

Other Required Information for Strategy

studyisland.com

compasslearningodyssey.com

Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement (Robert J. Marzano, Debra J. Pickering, Jan E. Pollack)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parent Technology Component	2010-09-15	2012-06-01	Principal, Title I Learning Specialist, Teachers
Using Technology in Math	2010-09-15	2012-06-01	Principal and 2-5 teachers

1.1.6.1. Activity: Parent Technology Component

Activity Description: Teachers will implement the Pearson, Study Island, and Compass Learning Odyssey parent involvement component to assist parents in helping their children at home practice and reinforce math skills.

Planned staff responsible for implementing activity: Principal, Title I Learning Specialist, Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Study Island	General Funds	0.00	0.00

1.1.6.2. Activity: Using Technology in Math

Activity Description: Teachers in grades second through fifth will be trained to use Study Island. Teachers will differentiate math lessons by setting up Compass Learning Odyssey math sequences for students to use at their academic level.

Planned staff responsible for implementing activity: Principal and 2-5 teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Study Island Program	General Funds	1,500.00	0.00

Goal 2: Reading Goal

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will be proficient in reading.

Gap Statement: Based on a review of the Fall 2008, Fall 2009, and Fall 2010 MEAP data, all grade levels scored

below the state average and most subgroups also scored below the state average. On the 2008 MEAP 73% of our 3rd graders were proficient, in 2009 88% were proficient, and in 2010 81% were proficient. In 2008 77% of our 4th graders were proficient, in 2009 70% were proficient, and in 2010 81 % were proficient. In 2008 67% of our 5th graders were proficient, in 2009 81% were proficient, and in 2010 76% were proficient. In the Spring of 2010 we gave the standardized NWEA MAP test for the first time. 34% of students in grades 1-6 scored below the 25th percentile on the reading MAP test. In the Spring of 2011 24% of our students in grades 1-5 scored below the 25th percentile.

Cause for Gap: Specifically, our special-ed sub group scored 20 to 40 points below the school's average score at each grade level on all three assessments. We feel reading comprehension and fluency difficulties are a cause for the gap, along with our students with disabilities being unable to read the passages because they are not reading at grade level.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP/MI-Access, NWEA MAP, District Reading Pearson Post-Test, District Pearson Formatives

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? We want our students to be proficient on the state reading assesment by 2012. We would like the gaps between subgroups to decrease.

We will review MEAP, NWEA MAP, district Pearson assessments, and report card grades, to monitor progress and success of this goal.

Contact Name: Gerilynn Baty

List of Objectives:

Name	Objective
Improve Students Reading Proficiency	Students will increase reading proficiency by 5% or more in 2011, and will increase by 10% or more in 2012. Subgroups will gain an additional 5% each year to begin closing the achievement gap. All students will be at 80% proficient or higher on the 2012 MEAP.

2.1. Objective: Improve Students Reading Proficiency

Measurable Objective Statement to Support Goal: Students will increase reading proficiency by 5% or more in 2011, and will increase by 10% or more in 2012. Subgroups will gain an additional 5% each year to begin closing the achievement gap. All students will be at 80% proficient or higher on the 2012 MEAP.

List of Strategies:

Name	Strategy
Co-Teaching	Participating staff will receive ongoing training with effective practices associated with inclusion and will use the practices to co-teach in general-ed classrooms.
Marzano's Elements of Effective Teaching	Staff will continue receiving professional development in Marzano's 9 essential elements of effective teaching.

Professional Learning Communities	All staff will continue to work together in Professional Learning Communities to address and focus on areas of concern regarding student achievement.
Question Answer Relationships (QAR)	Teachers will teach students the metacognitive process of questioning through all forms of text to increase comprehension.
Reading Skills	Teachers will continue to implement the comprehensive reading series, Reading Street by Pearson, in grades K-5 to help students learn and apply the five elements of reading: phonemeic awareness, phonics, vocabulary, comprehension, and fluency.
Reading Vocabulary	Teachers will provide students with specific reading terms and phrases identified by the district at each grade level, to form a strong common vocabulary foundation for all students.

2.1.1. Strategy: Co-Teaching

Strategy Statement: Participating staff will receive ongoing training with effective practices associated with inclusion and will use the practices to co-teach in general-ed classrooms.

Selected Target Areas

1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.5 Fosters a learning community
2.6 Provides teachers and students opportunities to lead
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.6 Allocates and protects instructional time to support student learning
3.8 Implements interventions to help students meet expectations for student learning

Other Required Information for Strategy

Scruggs, T "The Contributions of Qualitative Research to Discussions of Evidence - Based Practice in Special Education", Intervention in School and Clinic.

Scruggs, T. "Case Studies in Co-Teaching in The Content Areas", Intervention in School and Clinic.

Tannock, M.T. "Tangible and Intangible Elements of Collaborative Teaching", January 1, 2009.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Co-Teaching PD	2011-09-05	2012-06-14	Curriculum Director Special-ed Director Principal

2.1.1.1. Activity: Co-Teaching PD

Activity Type: Professional Development

Activity Description: Teachers who will be participating in Co-Teaching will be provided PD in related practices associated with co-teaching.

Planned staff responsible for implementing activity: Curriculum Director
Special-ed Director
Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-14

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.2. Strategy: Marzano's Elements of Effective Teaching

Strategy Statement: Staff will continue receiving professional development in Marzano's 9 essential elements of effective teaching.

Selected Target Areas

1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.5 Fosters a learning community
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.7 Provides for articulation and alignment between and among all levels of schools
4.7 Demonstrates verifiable growth in student performance

Other Required Information for Strategy

Classroom Instruction That Works- Research Based Strategies for Increasing Student Achievement (Marzano, Pickering, Pollock, 2001).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PD on Marzano's Elements of Effective Teaching	2011-09-05	2012-04-05	Principal Curriculum Director

2.1.2.1. Activity: PD on Marzano's Elements of Effective Teaching

Activity Type: Professional Development

Activity Description: Teachers will continue to receive training in the elements of effective teaching to enhance instruction in all content areas.

Planned staff responsible for implementing activity: Principal Curriculum Director

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-04-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.3. Strategy: Professional Learning Communities

Strategy Statement: All staff will continue to work together in Professional Learning Communities to address and focus on areas of concern regarding student achievement.

Selected Target Areas

1.1 Establishes a vision for the school in collaboration with its stakeholders
1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.5 Fosters a learning community
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.7 Provides for articulation and alignment between and among all levels of schools
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
5.3 Ensures that all staff participate in a continuous program of professional development

Other Required Information for Strategy

Dufore, R. "Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn"

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PD for Professional Learning Communities	2011-09-11	2012-05-10	Curriculum Director Principal School Professional Learning Team facilitators

2.1.3.1. Activity: PD for Professional Learning Communities

Activity Type: Professional Development

Activity Description: Teachers will continue to receive training in Professional Learning Communities throughout the 2011-2012 school year.

Planned staff responsible for implementing activity: Curriculum Director
Principal
School Professional Learning Team facilitators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-11, End Date - 2012-05-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

2.1.4. Strategy: Question Answer Relationships (QAR)

Strategy Statement: Teachers will teach students the metacognitive process of questioning through all forms of text to increase comprehension.

Selected Target Areas

1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

Other Required Information for Strategy

Hollas, B. Question Answer Relationships (2008)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Using QAR	2011-09-15	2012-06-01	Principal Learning Specialist K-5 Teachers

2.1.4.1. Activity: Using QAR

Activity Description: Teachers will use the QAR strategy with their students at least 2 times each month to increase reading comprehension.

Planned staff responsible for implementing activity: Principal Learning Specialist
K-5 Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-15, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Book called Question Answer Relationships by Betty Hollas	General Funds	25.00	

2.1.5. Strategy: Reading Skills

Strategy Statement: Teachers will continue to implement the comprehensive reading series, Reading Street by Pearson, in grades K-5 to help students learn and apply the five elements of reading: phonemeic

awareness, phonics, vocabulary, comprehension, and fluency.

Selected Target Areas

3.10 Ensures that curriculum is reviewed and revised at regular intervals
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.5 Communicates the results of student performance and school effectiveness to all stakeholders
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence

Other Required Information for Strategy

Bringing Words to Life (Isabel Beck, 2002)
 Classroom Instruction That Works (Marzano, 2001)
 Phonics Screener (jhasbrouk.com/q_a.html)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Home Reading Logs	2010-09-15	2012-06-01	Principal, K-5 Teachers
Literacy Block	2010-09-15	2012-06-01	Principal, K-5 Teachers, Title I Learning Specialist, Speech and Language Teachers, Resource Teacher
Preschool Transition	2011-09-12	2012-06-01	Principal, Title I Learning Specialist, Speech and Language Teacher, Social Worker
Response to Intervention	2010-09-15	2012-06-01	Principal, K-5 Teachers, Title I Learning Specialist, Resource Teacher, Speech and Language Teacher
Technology and Home	2011-09-12	2012-06-01	1st -5th grade teachers

2.1.5.1. Activity: Home Reading Logs

Activity Description: Teachers will involve parents in reading by having students take home reading logs and keep track of how much they read at home. Parents will sign the logs.

Planned staff responsible for implementing activity: Principal, K-5 Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Logs	General Funds	100.00	0.00

2.1.5.2. Activity: Literacy Block

Activity Description: Teachers will follow the Reading First structure and teach students in a daily uninterrupted literacy block that includes whole group, small group and independent work. The instruction will be differentiated according to student's needs and abilities.

Planned staff responsible for implementing activity: Principal, K-5 Teachers, Title I Learning Specialist, Speech and Language Teachers, Resource Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Street Materials	No Funds Required		

2.1.5.3. Activity: Preschool Transition

Activity Description: Staff will provide preschool students with instruction, activities and resources in letter recognition.

Planned staff responsible for implementing activity: Principal, Title I Learning Specialist, Speech and Language Teacher, Social Worker

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-12, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Magnetic Letters and Other Resources	Title I Part A	200.00	0.00

2.1.5.4. Activity: Response to Intervention

Activity Description: Teachers will provide additional tiered instruction for students performing below grade level. Tier II students will receive intense differentiated instruction in flexible groups during the literacy block. Tier III will also receive extra direct, explicit instruction outside the literacy block.

Planned staff responsible for implementing activity: Principal, K-5 Teachers, Title I Learning Specialist, Resource Teacher, Speech and Language Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Intervention Reading Materials	General Funds	0.00	0.00

2.1.5.5. Activity: Technology and Home

Activity Description: Teachers will send home usernames and passwords so that students can access Compass Odyssey at home to reinforce reading skills.

Planned staff responsible for implementing activity: 1st -5th grade teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-12, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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2.1.6. Strategy: Reading Vocabulary

Strategy Statement: Teachers will provide students with specific reading terms and phrases identified by the district at each grade level, to form a strong common vocabulary foundation for all students.

Selected Target Areas

1.3 Identifies goals to advance the vision
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.7 Provides for articulation and alignment between and among all levels of schools

Other Required Information for Strategy

Bringing Words to Life (Isabel Beck, 2002)
 Word Power (Barbara Kapins and Steven Stahl, 2001)
 Building Background Knowledge for Academic Achievement (Marzano, 2004)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teaching Vocabulary in Reading	2010-09-15	2012-06-01	Principal, K-5 Teachers

2.1.6.1. Activity: Teaching Vocabulary in Reading

Activity Description: Teachers will teach reading terms and phrases at each grade level. Teachers will use word walls to display and practice important vocabulary words. Teachers will have students create word cards, vocabulary notebooks, word webs, etc. to learn the meanings of new words. Teachers will model how to write meaningful sentences and teach students how to write their own.

Planned staff responsible for implementing activity: Principal, K-5 Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Word Cards and Rings	General Funds	100.00	0.00

Goal 3: Science Goal

Content Area: Science

Development Status: Complete

Student Goal Statement: All students will be proficient in science.

Gap Statement: Based on review of student achievement data sources (5th grade MEAP), students are performing below the state average. On the Fall 2009 MEAP 66% of our 5th graders were proficient, whereas the state average was 81%. On the Fall 2010 MEAP 65% of our students were proficient, whereas the state average was 78%.

Cause for Gap: Teachers lack time and resources for teaching science and would like more professional development in science. There is not enough teacher collaboration time to work on the teaching of science and there is often not enough time in the school day to adequately teach science. Students lack experience with science related reading materials and do not get enough hands on opportunities with science concepts. Not all of the science kits the district is currently using address the current GLCE's for that grade level, we are also lacking appropriate assessments in many of the kits.

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

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students will score in the proficient level or above on the MEAP and will meet or exceed the state average. There will be no gaps between subgroups.

To monitor progress and success of this goal we will use and analyze district created formative and summative assessments that support our science curriculum. We will also continue to analyze MEAP data yearly.

Contact Name: Gerilynn Baty

List of Objectives:

Name	Objective
Increase Science Proficiency for All Students	Students proficiency on the science MEAP will increase by 5% in 2011, and an additional 10% in 2012.

3.1. Objective: Increase Science Proficiency for All Students

Measurable Objective Statement to Support Goal: Students proficiency on the science MEAP will increase by 5% in 2011, and an additional 10% in 2012.

List of Strategies:

Name	Strategy
Inquiry Based Science and Hands On Activities	Teachers will use inquiry-based science and hands on activities to increase students knowledge of science concepts by applying science to real world situations and allowing students ways to make connections to the world around them.
Marzano's Elements of Effective Teaching	Staff will continue to implement and receive more training in Marzano's essential elements of effective teaching.
Science Vocabulary	Teachers will increase student's knowledge of identified science vocabulary at each grade level.
Scientific Method	Teachers will help students demonstrate and apply knowledge of the scientific method.

3.1.1. Strategy: Inquiry Based Science and Hands On Activities

Strategy Statement: Teachers will use inquiry-based science and hands on activities to increase students knowledge of science concepts by applying science to real world situations and allowing students ways to make connections to the world around them.

Selected Target Areas

- 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
- 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
- 3.4 Supports instruction that is research-based and reflective of best practice
- 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity

Other Required Information for Strategy

Teaching Science Through Inquiry. ERIC/CSMEE Digest (David L. Haury, 1993)
 Research on Hands-On Science Programs (Prof. Lawrence F. Lowry, July 2003)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Inquiry-Based Hands On Activities	2010-09-15	2012-06-01	K-5 Teachers, Principal

3.1.1.1. Activity: Inquiry-Based Hands On Activities

Activity Description: Teachers will use inquiry-based hands-on activities from district-provided science kits, along with other teacher found hands-on science lessons to increase student's knowledge of science content.

Planned staff responsible for implementing activity: K-5 Teachers, Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
District Rented Science Kits	General Funds	10,000.00	0.00

3.1.2. Strategy: Marzano's Elements of Effective Teaching

Strategy Statement: Staff will continue to implement and receive more training in Marzano's essential elements of effective teaching.

Selected Target Areas

1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.5 Fosters a learning community
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity

Other Required Information for Strategy

"Classroom Instruction That Works- Research Based Strategies for Increasing Student Achievement," Marzano, Pickering, and Pollack, 2001.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PD on Marzano's Elements of Effective Teaching	2011-09-05	2012-05-20	Curriculum Director Principal

3.1.2.1. Activity: PD on Marzano's Elements of Effective Teaching

Activity Description: Teachers will continue to implement and receive more training in Marzano's elements of effective teaching.

Planned staff responsible for implementing activity: Curriculum Director Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-05-20

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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3.1.3. Strategy: Science Vocabulary

Strategy Statement: Teachers will increase student's knowledge of identified science vocabulary at each grade level.

Selected Target Areas

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.10 Ensures that curriculum is reviewed and revised at regular intervals
3.4 Supports instruction that is research-based and reflective of best practice
3.6 Allocates and protects instructional time to support student learning

Other Required Information for Strategy

Building Background Knowledge for Academic Achievement (Marzano, 2004)
 Content Area Vocabulary: A Critical Key to Conceptual Learning (Janis M. Harmon and Karen D. Wood)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Science Vocabulary	2010-09-15	2012-06-01	K-5 Teachers, Principal

3.1.3.1. Activity: Science Vocabulary

Activity Description: Teachers will organize science vocabulary terms by unit of study at each grade level.

Planned staff responsible for implementing activity: K-5 Teachers, Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher time	General Funds	500.00	0.00

3.1.4. Strategy: Scientific Method

Strategy Statement: Teachers will help students demonstrate and apply knowledge of the scientific method.

Selected Target Areas

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning

- 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
- 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity

Other Required Information for Strategy

Teaching Science Through Inquiry. ERIC/CSMEE Digest. (David L. Haury, 1993)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Scientific Method	2010-09-15	2012-06-01	K-5 Teachers, Principal
Scientific Method Assessment	2010-09-15	2012-06-01	K-5 Teachers, Principal
Scientific Method/Science Fair Project & Parent Involvement	2011-09-15	2012-06-05	Principal K-5 Teachers

3.1.4.1. Activity: Scientific Method

Activity Description: All teachers will demonstrate the scientific method to their students and teach their students how to use the scientific method through a variety of grade level appropriate ways, such as performing scientific experiments in whole group, small group, or individually.

Planned staff responsible for implementing activity: K-5 Teachers, Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Science Experiments	No Funds Required	0.00	0.00

3.1.4.2. Activity: Scientific Method Assessment

Activity Description: Teachers will give students an end of the year grade-level assessment to assess their knowledge of the scientific method.

Planned staff responsible for implementing activity: K-5 Teachers, Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher time to create assessments	General Funds	200.00	0.00

3.1.4.3. Activity: Scientific Method/Science Fair Project & Parent Involvement

Activity Description: Teachers will either do a science fair project as a whole class using the scientific method, have students do science fair projects in small groups, or have students do an individual science fair project. Parents will be invited in to see science fair projects and some student demonstrations/presentations of the projects.

Planned staff responsible for implementing activity: Principal
K-5 Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-15, End Date - 2012-06-05

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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Goal 4: Social Studies Goal

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students will be proficient in social studies.

Gap Statement: Based on a review of student achievement data (6th grade MEAP), our students continue to

perform below the state average in social studies. On the Fall 2009 social studies MEAP only 60% of our students were proficient, whereas the state average was 73%. We scored 13% below the state average. Our 6th grade moved to the Middle School beginning in the 2010-2011 school year so according to district data on the 6th grade MEAP only 47% of all 6th graders were proficient on the Fall 2010 MEAP compared to 75% of 6th graders state-wide. Only 26% of the district's special-ed subgroup were proficient.

Cause for Gap: We had a lack of social studies materials in the district and what we had was out-dated. Many of the reading materials we had were adjusted for differences in student's reading abilities. There was also inconsistent exposure to informational social studies reading materials among grade levels and there was no consistency in the district as to what materials teachers were using to teach social studies. Teachers also lack professional development in helping students make connections with social studies concepts. In the elementary classroom where the essential skills are reading and math development, it is necessary for us to correlate Social studies with Reading and Math content using a cross-curricular model to ensure that available time is maximized for important Social Studies content.

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

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? 80% of the students in the district will be proficient on the social studies MEAP. There will be no gaps between subgroups.

To monitor progress and success of this goal we will use district formative and summative assessments that will be created. Until then we will continue to analyze social studies MEAP data yearly.

Contact Name: Gerilynn Baty

List of Objectives:

Name	Objective
Increase Social Studies Proficiency	Students proficiency on the social studies MEAP will increase by 5% on the 2011 MEAP, and an additional 5% on the 2012 MEAP.

4.1. Objective: Increase Social Studies Proficiency

Measurable Objective Statement to Support Goal: Students proficiency on the social studies MEAP will increase by 5% on the 2011 MEAP, and an additional 5% on the 2012 MEAP.

List of Strategies:

Name	Strategy
Learning to Give	All teachers will do a minimum of one Learning to Give Social Studies Unit with their students each year.
Marzano's Elements of Effective Teaching	Staff will continue to implement and receive more training in Marzano's 9 essential elements of effective teaching.
MC3 Curriculum	Staff will use the MC3 Social Studies Curriculum to teach social studies K-5.

Project- Based Learning	Teachers will use project-based learning to relate social studies to the real world.
Social Studies Vocabulary	Staff will provide students with specific social studies terms and phrases across the grade levels.

4.1.1. Strategy: Learning to Give

Strategy Statement: All teachers will do a minimum of one Learning to Give Social Studies Unit with their students each year.

Selected Target Areas

1.5 Ensures that the school's vision and purpose guide the teaching and learning process
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity

Other Required Information for Strategy

learningtogive.org "Empowering Children Through Philanthropy: The Goal of Learning to Give Leaders"(Mike Gallagher, February 2005)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Learning to Give Lessons	2010-09-15	2012-06-01	K-5 Teachers, Principal

4.1.1.1. Activity: Learning to Give Lessons

Activity Description: All teachers will chose at least one Social Studies Learning to Give Unit at their grade level to teach to their students.

Planned staff responsible for implementing activity: K-5 Teachers, Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Learning to Give Materials	No Funds Required	0.00	0.00

4.1.2. Strategy: Marzano's Elements of Effective Teaching

Strategy Statement: Staff will continue to implement and receive more training in Marzano's 9 essential elements of effective teaching.

Selected Target Areas

1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.5 Fosters a learning community
2.9 Responds to community expectations and stakeholder satisfaction
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice

Other Required Information for Strategy

"Classroom Instruction That Works- Research Based Strategies for Increasing Student Achievement," Marzano, Pickering, Pollack, 2001.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PD on Marzano's Elements of Effective Teaching	2011-10-05	2012-05-20	Curriculum Director Principal Teachers

4.1.2.1. Activity: PD on Marzano's Elements of Effective Teaching

Activity Type: Professional Development

Activity Description: Teachers will receive more training in Marzano's elements of effective teaching. Staff will continue to implement the strategies.

Planned staff responsible for implementing activity: Curriculum Director
Principal
Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-10-05, End Date - 2012-05-20

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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4.1.3. Strategy: MC3 Curriculum

Strategy Statement: Staff will use the MC3 Social Studies Curriculum to teach social studies K-5.

Selected Target Areas

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
3.7 Provides for articulation and alignment between and among all levels of schools
5.3 Ensures that all staff participate in a continuous program of professional development

Other Required Information for Strategy

WCRESA

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PD in MC3 Curriculum	2011-08-25	2012-01-25	Curriculum Director Staff who have been trained in the program Principal Teachers

4.1.3.1. Activity: PD in MC3 Curriculum

Activity Type: Professional Development

Activity Description: Teachers will receive PD and become proficient in using the MC3 Curriculum to teach social studies K-5.

Planned staff responsible for implementing activity: Curriculum Director

Staff who have been trained in the program

Principal

Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2001-08-25, End Date - 2012-01-25

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

4.1.4. Strategy: Project- Based Learning

Strategy Statement: Teachers will use project-based learning to relate social studies to the real world.

Selected Target Areas

1.3 Identifies goals to advance the vision
1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
3.4 Supports instruction that is research-based and reflective of best practice
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity

Other Required Information for Strategy

www.ascd.org "Teaching Students to Think. Project-Based Learning," Jane L. David. EL Educational Leadership, February 2008, Volume 65, Number 5.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Project Based Learning	2010-09-15	2012-06-01	Principal, K-5 Teachers

4.1.4.1. Activity: Project Based Learning

Activity Description: Teachers will do at least one one project based learning activity in social studies such as: create a timeline, research project, map study, role play, etc.

Planned staff responsible for implementing activity: Principal, K-5 Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
craft paper, props	General Funds	100.00	0.00

4.1.5. Strategy: Social Studies Vocabulary

Strategy Statement: Staff will provide students with specific social studies terms and phrases across the grade levels.

Selected Target Areas

3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.10 Ensures that curriculum is reviewed and revised at regular intervals
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
3.4 Supports instruction that is research-based and reflective of best practice
3.7 Provides for articulation and alignment between and among all levels of schools

Other Required Information for Strategy

Building Background Knowledge for Academic Achievement (Marzano, 2004)
 Content Area Vocabulary: A Critical Key to Conceptual Learning (Janis M. Harmon and Karen D. Wood)
 NMSA Research Summary: Vocabulary Teaching and Learning Across Disciplines (August 2008)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Vocabulary Terms and Quiz Bowl Type Questions	2010-09-15	2012-06-01	K-5 Teachers, Principal

4.1.5.1. Activity: Vocabulary Terms and Quiz Bowl Type Questions

Activity Description: Teachers will create vocabulary lists and phrases to use with their students at each grade level, along with quiz bowl type questions for each social studies strand.

Planned staff responsible for implementing activity: K-5 Teachers, Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher Time	No Funds Required	0.00	0.00

Goal 5: Writing Goal

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will proficient in writing.

Gap Statement: Based on a review of the Fall 2008 MEAP, 58% of our students scored in the proficient category on MEAP writing, and we were below the state average in two out of our four grade levels. On the Fall 2010 writing MEAP, taken only by 4th graders, 53% of our students were proficient. There was a significant gap between males and females (44% to 60%) and between black and white students (39% to 59%).

Cause for Gap: Our analysis showed that writing scores are low because our student's writing lacks details. Our students scored the lowest in the trait of ideas in both narrative and informational writing.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, Monthly District Required Writings, District Writing Post-Test

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? The criteria for success will be at least a 5% increase each year in the percentage of students scoring in the proficient category on both the district writing prompts, and on the writing MEAP.

We will review data from the MEAP, our district post writings, and our district required monthly writings to monitor progress and success of this goal.

Contact Name: Gerilynn Baty

List of Objectives:

Name	Objective
Improved Writing Skills	All students will score in the proficient category on the MEAP writing and district assessments by 2012.

5.1. Objective: Improved Writing Skills

Measurable Objective Statement to Support Goal: All students will score in the proficient category on the MEAP writing and district assessments by 2012.

List of Strategies:

Name	Strategy
6+1 Traits of Writing	Teachers will use the 6+1 Traits of Writing Program with a strong focus on ideas and organization, writing in different genres, and using grade-level appropriate conventions, and will differentiate instruction for targeted groups, especially the special-ed subgroup. The Learning Specialist will provide assistance with the writing traits. The principal will monitor writing samples on a regular basis.
Writing Process	All teachers will use all components of the writing process in teaching effective writing skills.
Writing Vocabulary	Teachers will provide students with specific writing terms and phrases identified by the district at each grade level, to form a strong common vocabulary foundation for all students.

5.1.1. Strategy: 6+1 Traits of Writing

Strategy Statement: Teachers will use the 6+1 Traits of Writing Program with a strong focus on ideas and organization, writing in different genres, and using grade-level appropriate conventions, and will

differentiate instruction for targeted groups, especially the special-ed subgroup.

The Learning Specialist will provide assistance with the writing traits.

The principal will monitor writing samples on a regular basis.

Selected Target Areas

3.4 Supports instruction that is research-based and reflective of best practice
3.8 Supports the implementation of interventions to help students meet expectations for student learning
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
5.10 Provides appropriate support for students with special needs

Other Required Information for Strategy

6+1 Traits of Writing by Northwest Regional Educational Laboratory-www.nwrel.org

6+1 Traits of Writing by Ruth Culham

Units of Study for Intermediate Writing: A Yearlong Curriculum by Lucy Caulkins

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Portfolios	2010-09-15	2012-06-01	Principal, K-5 Teachers
Teaching Writing	2009-09-07	2012-06-01	Principal, K-5 Teachers

5.1.1.1. Activity: Portfolios

Activity Description: Teachers will collect district-required student writings and keep in a student portfolio throughout the school year. Student writings will also be turned in to the principal on specific dates for review.

Planned staff responsible for implementing activity: Principal, K-5 Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-15, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Portfolio file folders	General Funds	200.00	0.00

5.1.1.2. Activity: Teaching Writing

Activity Description: Teachers will teach all 6+1 Traits of Writing using Write Trait Kit lessons, direct instruction along with independent practice, teacher modeling, graphic organizers, daily editing lessons, teaching students to use proofreading checklists and rubrics, conferencing with students, Mentor Text lessons, CompassLearning Odyssey lessons, and Writer's Workshop mini-lessons.

Planned staff responsible for implementing activity: Principal, K-5 Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-09-07, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Mentor Text - Children's Literature	No Funds Required		

5.1.2. Strategy: Writing Process

Strategy Statement: All teachers will use all components of the writing process in teaching effective writing skills.

Selected Target Areas

1.5 Ensures that the school's vision and purpose guide the teaching and learning process
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
5.10 Provides appropriate support for students with special needs

Other Required Information for Strategy

Literature and the Writing Process (Elizabeth McMahan, 2004)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Writing Process Model	2011-09-05	2012-06-01	Principal Teachers

5.1.2.1. Activity: Writing Process Model

Activity Type: Professional Development

Activity Description: Teachers will teach students appropriate writing techniques through the writing process model.

Planned staff responsible for implementing activity: Principal Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

5.1.3. Strategy: Writing Vocabulary

Strategy Statement: Teachers will provide students with specific writing terms and phrases identified by the district at each grade level, to form a strong common vocabulary foundation for all students.

Selected Target Areas

1.3 Identifies goals to advance the vision
1.5 Ensures that the school's vision and purpose guide the teaching and learning process
2.5 Fosters a learning community
3.1 Develops and implements curriculum based on clearly defined expectations for student learning
3.7 Provides for articulation and alignment between and among all levels of schools

Other Required Information for Strategy

Building Background Knowledge for Academic Achievement (Marzano, 2004)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Creating Writing Vocabulary	2011-09-05	2012-06-01	Principal Teachers

5.1.3.1. Activity: Creating Writing Vocabulary

Activity Type: Professional Development

Activity Description: Teachers will create lists of writing terms and phrases district-wide to be presented to students throughout the year.

Planned staff responsible for implementing activity: Principal Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$12,925.00	\$0.00
Title I Part A	\$800.00	\$0.00
No Funds Required	\$0.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

The Learning Specialist/SIT facilitator organized much of the data and then created groups of staff members to work on different sections of the comprehensive needs assessment according to staff's individual strengths. Each group shared and summarized their findings with the rest of the staff. The groups worked together during district-provided professional development days.

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

Our student achievement data shows that we are not adequately increasing proficiency in all subject areas. We continue to fall below the state average in all subject areas.

Our district and school are moving in the right direction with our curriculum changes. at the beginning of the 2008-2009 school year the district adopted a new Science program that is Inquiry-based from ECA. ECA aligned all the kits to the state standards. For the 2009-2010 school year the district adopted a new Math series from Pearson and hired 2 math coaches who have worked with Pearson to align the program to the state standards and who also provided teachers with professional development on the program and best teaching practices. At the beginning of the 2010-2011 school year the district adopted a new reading program from Pearson. The 2 reading coaches who were also hired by the district worked with Pearson to align the reading program to state standards and also provided teachers with PD and best reading strategies. For the 2011-2012 school year the district will be implementing and providing teachers training on using the MC3 curriculum for social studies.

Looking at our perception data most of our stakeholders are satisfied with our school. However our students and parents feel that bullying is an issue that needs to be addressed.

Our demographic data shows that our enrollment has been fairly consistent over the past 5 years. However, we do have a higher transient student rate and more free and reduced lunch students over the past 5 years.

Schoowide Reform Model

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

We are implementing Professional Learning Teams K-5 to close achievement gaps and increase the academic achievement of all students.

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

A few staff members were sent to training on Professional Learning Teams and they brought the information learned back to the rest of the staff where it was discussed before deciding how, if, and when we wanted to begin using that model.

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.

Over the last 2 years the district has had 2 math and 2 reading coaches who have made sure that both our math and reading curriculum is aligned with State standards. Our district adopted a new math series from Pearson last year and a new reading series from Pearson this year and the coaches worked with people at Pearson to align the program to the state standards. We use an inquiry-based Science program from ECA. ECA makes sure that the kits we use each year are aligned to the state standards. Each year the curriculum department conducts an audit of a specific curriculum area to ensure that our curriculum is aligned. During the 2010-2011 school year the district conducted a math audit.

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 mostly made at the district level, however we do discuss how our curriculum, instruction, and assessments are working for our students at our monthly school improvement meetings, and make changes if necessary.

Instruction by Highly Qualified Professional Staff

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

I assure that all paraprofessionals at Barth Elementary meet the NCLB requirements and all teachers at Barth Elementary are highly qualified.

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

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

At Barth we have 17 classroom teachers, along with a speech teacher, resource teacher, and Title I learning specialist. All teachers are highly qualified and 18 of them have a master's degree. All teachers have at least 5 years teaching experience and have been teaching at Barth at least 3 years or more. Our principal has been principal at Barth for 11 years. Most of our paraprofessionals have also been at Barth at least 3 years or more.

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

When there is a teacher position available the district will form a committee to interview possible candidates. The committee will consist of the human resource director and iothe rboard office personnel, along with the principal, a few teachers, and a few parents from the school where the teacher is needed. The teacher candidates are then interviewed by the committee and the committee together picks the best choice. To decrease turnover and retain high quality staff the diostrict provides meaningful professioanl development throughout the year and offers competitive wages and benefits.

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

Most of our teachers have been at Barth for 5 or more years. This year we have a few new teachers because we had 3 teachers retire at the end of last year.

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

Not applicable.

High-Quality and Ongoing Professional Development

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

Strategies to Increase Parental Involvement

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

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

parental involvement.

Classroom teachers are required to have at least one program or event with their students each school year that they invite parents to. We also have school-wide special nights that parents are invited to such as Math Family Game Night, Science Night, Reading Month Night, Movie Night, Fitness Night, etc. Parents are invited to Open House at the beginning of the year and are also invited to join the PTC/PTO parent group that meets monthly. Teachers send home weekly or bi-weekly newsletters to keep parents informed and the school also sends out a weekly newsletter to all parents.

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

2a. Design

We have a strong PTC/PTO Parent Group that meets monthly to plan family events and ways to increase parental involvement throughout the year. The Principal and Title I Learning Specialist are involved in each meeting.

2b. Implementation

The PTC/PTO meets the second Tuesday of each month. At Open House in the beginning of the year the PTC/PTO set up a booth near the entrance to the school to invite parents to join the PTC/PTO group and also to get parents to sign the parent compact, committing parents to volunteer at least 3 hours of their time during the school year. A member of the PTC/PTO will then contact parents as needed throughout the year to volunteer.

2c. Evaluation

At the end of the school year we send home a parent survey to evaluate our school. The school improvement team analyzes the results.

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

A note is sent home with student test results explaining the results. If parents have questions they can contact their child's teacher or the Title I learning specialist. Teachers also go over student test results with parents at parent/teacher conferences.

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".

The School-Parent Compact was developed district-wide by the School Community Coalition Group that

meets monthly at the Romulus Middle School. The group consists of parents, community members, board members, Title I learning specialists and principals. At the beginning of each school year we catch as many parents as we can during Open House to explain and discuss the school-parent compact. We discuss the compact with those we missed during the Fall elementary parent-teacher conferences.

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

We will survey parents after each event and also do a school-wide survey at the end of the school year.

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

In the past many of our parent involvement events have been done towards the end of the school year, but parents have let us know that it is a busy time for them because many of our students are involved in spring sports. Parents would like to see more of our events done earlier in the school year.

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

Preschool Transition Strategies

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

Romulus Community school does offer a Head Start program district-wide, but only a few of our Barth students come from that program. Before students begin Kindergarten we have a new parent orientation to familiarize new students and parents with our school, learning objectives, and what parents can do at home to prepare their child for Kindergarten. We also started a new program this year where we invited all pre-school age parents and children from our school area to visit the school. We gave information about services we provide and we offered ways to help prepare their children for school.

Teacher Participation in Making Assessment Decisions

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

Before the district adopts a new standardized assessment they form a committee of interested teachers to decide on which assessment will be best for our district. For our district local assessments we have a group of interested teachers meet and create the local assessments we will use across the district.

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

During staff meetings and NCA-SIT meetings throughout the year teachers get copies of student achievement data and analyze the results. We then use the results to make changes in our school improvement plan as needed.

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.

Over the past 2 years we adopted a new reading series and a new math series from Pearson. Both series include authentic assessments. They both also include a variety of on-line assessments and lessons. We also use Compass Odyssey online in reading, math, social studies and science, and Study Island online in math. We also use an inquiry-based science program that provides authentic assessment. over the past year the district has begun using the NWEA MAP as a standardized assessment.

Timely and Additional Assistance

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

At the beginning of the year the Title I learning specialist looks at the current student's MEAP scores from the previous year and begins immediately working with small groups of students who have not mastered the state's achievement standards. Classroom teachers also work with those students in small groups at other times. When the MEAP scores are released for the current school year the Title I learning specialist and classroom teachers disaggregate the new data and adjust their small groups as needed.

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

The Title I learning specialist identifies students school-wide who aren't meeting the state's standards. She then works with those students either in small groups or when co-teaching with the classroom teachers. Teachers are also given student achievement results and they identify which of their students aren't mastering the state's achievement standards. 2-3 times a year teachers meet individually with the principal, Title I learning specialist, resource teacher, and speech teacher to talk about strategies that have been tried to increase student achievement and what else can be done.

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

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

Positive Behavior Support from Wayne RESA

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

Last school year our district hired 2 math coaches, 2 reading coaches and 1 special-ed intervention coach using ARRA funds from the federal government for a two year period. The coaches have coordinated their program with the district and school's initiatives in the SIP. Last year the math coaches provided grade-level professional development on our new math series and also on district-wide strategies from the SIP. The reading coaches provided professional development on reading strategies from the SIP and the special-ed coach helped teachers develop intervention plans for our at-risk students. This year the coaches will continue to provide support and professional development on district-wide strategies from the SIP.

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

We will use the resources to provide materials, games, etc. for our Family Math, Reading, and Science Night. We also use the resources to provide materials for our Preschool Transition Night. During the school day the Title I Learning Specialist will work with small groups of students who need extra interventions in any subject area in all grade levels.

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

Our district offers a Head Start program at Cory Elementary that any Romulus resident can take advantage of. Some of our students take advantage of that program before entering our Kindergarten. We also have a health grant called SPLASH through the Wayne County ISD that incorporates the Michigan Model Health Curriculum into our program at each grade level. We also have a Positive Behavior Support Program (PBS) that has been funded by Wayne County RESA. The PBS program is provided for all students to help teachers handle behavior issues and to promote positive behavior.

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.

We use technology to record data and to research best practices. Technology is also included in our school improvement plan through our implementation of Pearson Math and Reading online, Study Island and CompassLearning Odyssey, which are web-based programs used directly with students.

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.

After the state MEAP results are sent out to schools our SIT team meets and analyzes the data and then reviews the SIP to see if we need to make and changes based on our data. At the end of the year teachers analyze the district-wide local assessment data to see where our strengths and weaknesses are and then again we can make changes to our SIP if needed.

2. Describe how the school improvement team determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards.

The school improvement team uses assessment data to determine whether the schoolwide program has been effective in increasing the achievement of students who were furthest from achieving the standards. For the 2010-2011 school year we were able to look at the NWEA MAP data taken in the Fall of 2010 and compare it to the NWEA MAP data in the Spring of 2011. We looked at all our students to see who made adequate gains and who did not and we looked extra closely at our most at-risk students.

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

Towards the end of the school year once all the end of the year assessments are finished the school improvement team looks at the data and then looks at goals, and mostly the strategies and activities in our school improvement plan and make changes if needed.

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

We will share school and student information with all stakeholders in an understandable language through newsletters, and in other letters sent home that explain how to interpret test results, as well as through comments teachers write on quarterly report cards.

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 attended monthly school improvement team meetings where together we analyzed data and then created our goals and school improvement plan. We looked at our data throughout the year to monitor how the plan was working and then looked more closely at our data and plan, at the end of the year, to

make any necessary changes.

Assurances

EdYES!

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

Response: *Yes*

Comments: *Our students take the MEAP in grades 3, 4 and 5. Our students take the NWEA MAP in grades K-5 three times a year.*

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.romulus.net/Schools/BarthElementary/Documents/AER.pdf*

Educational Development Plan (EDP)

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

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

Comments:

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

Response: *No*

Comments: *Not Applicable. We are a K-5 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, fully implemented*

Comments: *Each parent receives a code of conduct book with policies.*

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

Response: *Yes*

Comments: *New teachers receive the Harry Wong book "The First Days of School" and the principal meets with new staff.*

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: *Yes*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *Yes*

Comments: *Health Education teachers are trained in Michigan Model.*

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Exemplary Physical Education Curriculum (EPEC)*

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: *The Physical Education teacher was out for part of this school year on medical.*

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:

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: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes, but we do not have a health services provider or school nurse for every 650 students*

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, 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: *Adopted policy, fully implemented*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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: *No*

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: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments: *We have no budget for food at staff meetings.*

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: *Implementation will take place in the Fall of 2011.*

31. Our school has a parent education program.

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Access to all indoor facilities*

Comments:

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mrs.	Gerilynn	Baty	Title I Learning Speciali	gekline@romulus.k12.mi.us
Mrs.	Diane	Golka	Principal	dkgolka@romulus.k12.mi.us
Mr.	Lewis	Smith	Teacher	lcsmith@romulus.k12.mi.us
Mr.	Scott	Jastrzab	Teacher	scjastrzab@romulus.k12.mi.us
Mrs.	Sylvia	LaBoda	Special-Ed Resource Teach	sylaboda@romulus.k12.mi.us
Mrs.	Lori	Clark	Teacher	llfritz@romulus.k12.mi.us
Mrs.	Sheila	Stasak	Teacher	shstasak@romulus.k12.mi.us
Mrs.	Theresa	Beard	Parent	tkbeard@comcast.net
Mrs.	Carol	Gursky	Teacher	cagursky@romulus.k12.mi.us
Mrs.	Rebecca	Oz	Speech and Language	roz@romulus.k12.mi.us

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:	Rebecca Pek
Address:	36540 Grant Rd.
Telephone Number:	734-532-1600

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

Barth Elementary Parent Involvement Plan 2010-2011



**ONE-YEAR ACTION PLAN FOR PARTNERSHIPS
(SCHOOL LEVEL, FORM G-GOALS)**

SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

On this 4-page plan, select 2 academic goals, 1 behavioral goal, and 1 goal for sustaining a partnership climate. For each goal, outline the desired results, how results will be measured, family and community involvement activities, dates, responsibilities, and needed resources.

School: Barth Elementary School	School Year: 2010-11
--	-----------------------------

GOAL 1-- ACADEMIC: All students will be proficient in reading.

Desired result(s) for THIS goal: Improved reading comprehension in all students.

How will the school measure the result(s)? MEAP, NWEA, local Pearson EnVision assessments

Organize and schedule family and community involvement activities to support THIS goal.

ACTIVITIES (2 or more, continuing or new)	DATE OF ACTIVITY	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
School-wide reading activities during March Reading Month.	Month of March	K-5	Each teacher will plan their own reading activities for March	Teaching Staff
School-wide Book Fair during March	March 9-15, 2011	K-5	Barth's Parent Group PTC/PTO will organize and run the Book Fair	PTC/PTO and Parent Volunteers
Students will use reading logs at home	Daily or weekly	1-5	Teachers will require and monitor the use of home reading logs	Teaching Staff

Note if funds, supplies, and/or resources are needed for these activities? No extra funds are needed.

Add pages to outline more activities that support THIS goal.

ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

GOAL 2--ACADEMIC: All students will be proficient in mathematics.				
Desired result(s) for THIS goal: Improved math skills in all students.			How will the school measure the result(s)? MEAP, NWEA, local Pearson EnVision assessments	
Organize and schedule family and community involvement activities to support THIS goal.				
ACTIVITIES (2 or more, continuing or new)	DATE OF ACTIVITY	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Math Star program to learn basic math facts will continue for grades 3-5. Math Check-ups to learn basic facts will continue in grades 1& 2.	Monthly for math Stars & weekly for check-ups	1-5	Monthly Math Stars tests & weekly check-ups administered and scored; certificates awarded: record keeping of results	Title I learning specialist for 3-5 1 st & 2 nd grade teachers for Check-ups
Math lessons and practice to reinforce math skills will be available to students and parents at home using the Internet to access Study Island, EnVisions, and Compass Odyssey	Daily	K-5	Teachers will provide students and parents with the necessary usernames and passwords to access the programs online.	Teachers Media Tech
Note if funds, supplies, and/or resources are needed for these activities? Title I funds are available.				
Add pages to outline more activities that support THIS goal.				

ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

GOAL 3—Increase Parental Involvement: All teachers will invite parents in to their classroom for one event of their choice during the school year.

Desired result(s) for THIS goal: An increase in parent involvement at each grade level

How will the school measure the result(s)? Adding up the number of parents who came to their event

Organize and schedule family and community involvement activities to support THIS goal.

ACTIVITIES (2 or more, continuing or new)	DATE OF ACTIVITY	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Heritage Night- Kindergarten students will dress up and speak as a Famous person. 2nd graders will sing a heritage song and recite a heritage poem	March 10, 2011	K & 2	Teachers and Music teacher will practice with the students	Kindergarten, 2 nd grade teachers & Music Teacher
Parent Technology Night	Fall 2010 after school hours	3 rd	Teachers will explain to parents how to use the online programs of Study Island, Pearson, and Compass Odyssey at home	3 rd grade teachers
Research of a Family Member	May 24, 2011	1 st	1 st grade students will interview a relative 2 generations older than them. The person interviewed was then invited in for a celebration where the 1 st grader told the rest of the audience about the person they interviewed.	1 st grade teachers
Create a House Project	October	5 th	5 th grade students will create either a Haunted House or any kind of house they choose at home using cardboard boxes, wood, etc. At school they will write a persuasive speech acting as a relator to try to sell their house. Parent will be invited in to hear the speeches.	5 th grade teachers

Note if funds, supplies, and/or resources are needed for these activities?

Add pages to outline more activities that support THIS goal.

ONE-YEAR ACTION PLAN FOR PARTNERSHIPS

SCHEDULE OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS TO REACH SCHOOL GOALS

GOAL 4—Title I Parent Involvement Requirements: Title I learning specialist will fulfill parent involvement requirements under Title I				
Desired result(s) for THIS goal: to fulfill all the Title I requirements regarding Parent Involvement			How will you measure the result(s)?	
Organize and schedule family and community involvement activities to support THIS goal.				
ACTIVITIES (2 or more, continuing or new)	DATE OF ACTIVITY	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Title I Annual Meeting	September 15, 2010	All	Plan and create/copy handouts to tell parent about the Title I program, assessments, etc.	Title I learning specialist
Pre-School Parent Meet n' Greet	April 28, 2011	Parents of Pre-school-age children	Plan and create/copy handouts for parents that talk about getting their pre-school age children ready for school; show and raffle of learning games for pre-school age levels; have an ice cream social at the end of the meeting and answer parent questions	Title I learning specialist, Social Worker, Speech Teacher, Principal
Kindergarten Orientation	May 26, 2011	Students who will be in K in the Fall 2011	Plan and create/copy handouts for parents that talk about getting their child ready for school; show and raffle of learning games, books and other items; pass out a bag of school items; provide a pizza dinner for those who attend.	Title I learning specialist, K teachers, Speech Teacher, Principal, PTC/PTO representative
Summer Bridge Books	June	All	Pass out Summer Bridge books to students who are below grade level to work on during the summer with their parent	Title I learning specialist, K-5 teachers
Note if funds, supplies, and/or resources are needed for these activities?				
Add pages to outline more activities that support THIS goal.				



High Expectation, High Achievement, Everyone, Every Day

ROMULUS COMMUNITY SCHOOLS Compact for Achievement

While your child attends Romulus Community Schools, it is the school's responsibility to provide high quality curriculum and instruction in a supportive and effective environment that enables students to meet the state's academic performance standards.

Additionally, parents are responsible for supporting their child's learning and participating in decisions relating to the education of their children. Therefore, we ask that you attend Open House, parent conferences, as well as participate with your child's teacher in your child's education.

Enclosed is Romulus Community Schools **Achievement Compact** that we ask you and your child to sign and return. The purpose of the achievement compact is to build and foster the development of a school/parent partnership to help all children achieve high academic standards set forth by the State of Michigan. Parents, students and teachers all share in the responsibility of improving student achievement.

Please sign and return the attached agreement and thank you for your help and collaboration in the education of your child.

Yours in Education,

Daniel Hurst
Curriculum Director

Revised 3/7/11

Romulus Community School Compact for Achievement

<i>The Teacher</i>	<i>The Parent</i>	<i>The Student</i>
<p>I will do my personal best to:</p> <ul style="list-style-type: none"> • provide a respectful, safe caring learning environment where each child will learn to be responsible for his/her own behavior and learning; • demonstrate professional demeanor and adhere to district employee policies; • help children follow the school and classroom rules; • create an environment which values the diversity and culture of each child; • follow the curriculum and make the curriculum known to the parent; • communicate regularly with the parents the expectations for the student (homework assignments, classroom behavior, student progress etc.) • plan in advance lessons that will engage students in learning through a wide range of activities that promotes growth towards mastering objectives; • Individualize instruction to meet students' needs; • schedule parent/teacher conferences to accommodate parents' schedules; • provide opportunities for service learning and volunteerism; • promote a classroom where college readiness is an expectation; • attend school functions which support the overall mission and beliefs of Romulus Community Schools; • participate in continuous professional development <p>Teacher's Signature: _____ Date _____</p>	<p>I will do my personal best to:</p> <ul style="list-style-type: none"> • demonstrate respect and support for my child, the staff and the school; • make sure that my child attends school regularly and on time; • support and assist the school in developing positive behavior in my child; • be involved in my child's education and communicate my expectations for my child's education to the teacher; • supervise the completion of my child's homework according to the teacher's guidelines; • attend parent/teacher conference; • read progress reports and discuss them with my child and the teacher; • monitor both the amount and content of television programs, computer games, and internet activities that encourages violence, drug use, disrespect, and discrimination of others; • volunteer at least 3 hours per year to my child's school and/or providing other support to the teacher; • attend school events, workshops, and meetings, and when appropriate, participate in decision making and leadership opportunities at school. <p>Parent's Signature: _____ Date _____</p>	<p>I will do my personal best to:</p> <ul style="list-style-type: none"> • respect my teacher, fellow students, and other people at school and in the community; • be on time and attend school regularly; • refrain from exhibiting behavior that would interfere with my learning or the learning of others; • follow the school and classroom rules; • express my thoughts in a respectful manner; • a positive role model to others; • report any unsafe behavior to an adult; • resolve conflicts in a nonviolent way; • bring my agenda (daily assignment booklet) home daily; • come to school with a positive attitude and ready to learn; • ask questions so I understand the lesson; • return completed homework on time; • keep my parents informed of school activities, projects, assignments etc.; • participate in activities at school and in the community that promotes learning. <p>Student's Signature: _____ Date _____</p>