

School Improvement Plan

School Year: 2009

School District: Bangor Public Schools

Intermediate School District: Van Buren ISD

School Name: South Walnut Elementary School

Grades Served: null

Principal: Jeremy Davison

Building Code: 08412

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 Michigan Department of Education, Office of School Improvement has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

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School Information

School:	South Walnut Elementary School
District:	Bangor Public Schools
Public/Non-Public:	Public
Grades:	null
School Code Number:	08412
City:	Bangor
State/Province:	Michigan
Country:	United States

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Vision

Vision Statement

A statement that describes what the institution hopes to be doing in the future. A vision statement is a clear description of the components and characteristics of the system that will be needed to deliver the mission of the organization.

South Walnut will be known as a school where educational excellence and responsible decision making are expected from all students, staff, and parents. All students will feel a sense of value and appreciation from all staff members at South Walnut. Children are given the opportunities to express themselves through multiple intelligence experiences in order to become resourceful, self-directed learners.

Mission Statement

A statement developed in concert with all stakeholders that creates a clear and focused statement of purpose and function. The mission statement identifies the priorities and educational beliefs of the institution with regard to what is to be developed within its students. The mission statement provides direction for the staff and the parameters for decision-making.

At South Walnut Elementary we will create a safe and orderly environment conducive to the academic, social and emotional growth of every child. The combined efforts of the staff, students, and their families will result in each and every student reaching their maximum potential.

Beliefs Statement

Beliefs are core values or guiding principles that drive an institution's every day actions. They are powerful determinants of the quality of an institution. State fundamental bedrock convictions, values of the institution, guide the fundamental decision-making.

At South Walnut we expect all students to follow our STAR expectations. STAR stands for STAYING SAFE, TAKING PRIDE, ACTING RESPONSIBLY, RESPECTING EVERYONE. The staff of South Walnut believe that following these expectations is a key foundation to being a successful student. These expectations combined with a discipline policy that is fair, firm, and consistent will inevitably create a positive environment conducive to learning for each and every student.

Goals

ID	Name	Development Status	Progress Status
3182	Writing goal	Approved	Open
3192	Math improvement	Approved	Open
5678	Reading goal	Approved	Open
5687	School-wide behavior plan	Approved	Open
5738	Social Studies goal	Approved	Open

Goal 1: Writing goal

Content Area : English Language Arts

Goal Source : CNA

Development Status : Approved

Student Goal Statement : All students will show balanced improvement on the MEAP in the area of writing.

Gap Statement : There is a significant gap between South Walnut writing scores compared to the county scores and statewide average.

Cause for Gap : The cause for such a gap in writing goals at South Walnut is due in part, to the lack of an organized effort at strengthening writing skills. There is no consistency built into our curriculum at any grade level. There is also a very high population of limited English proficient students that require ESL services.

Multiple measures/sources of data you used to identify this gap in student achievement : At South Walnut we look at MEAP scores, Collins writing projects, and writing portfolios to assess student proficiency.

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? Our criteria for success will be the level of improvement in writing scores on the MEAP writing assessment, as well as new projects implemented through recently acquired 6+1 writing prompts.

Contact Name : Jeremy Davison

List of Objectives:

ID	Objective
2959	Through the use of 6+ 1 writing traits, students will show balanced improvement on the writing portion of the 2010-2011 MEAP.

CNA Challenges : None

1.1. Objective: 6 + 1 Writing traits

Measurable Objective Statement to Support Goal : Through the use of 6+ 1 writing traits, students will show balanced improvement on the writing portion of the 2010-2011 MEAP.

List of Strategies:

ID	Strategy	Locked By
0	All grade levels will incorporate the use of 6+1 writing trait crates	

1.1.1. Strategy: 6+1 Writing Trait Crates

Strategy Statement: All grade levels will incorporate the use of 6+1 writing trait crates

Selected Target Areas

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Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Several other school districts were contacted to see what strategies they were using to help improve writing scores. The majority of schools in the area are currently using, or moving toward using the 6+1 writing traits. Our English Language Arts department was also sent to an introduction/training to see if the program would appeal to staff and students. Response was favorable.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All south Walnut teaching staff will participate in a professional development session to properly introduce the program and the resources that have been acquired to successfully incorporate the program into our classrooms.	9/1/2009	6/10/2010	There will be an outside presenter coming to facilitate the professional development. the ELA department will be responsible for follow-up.

1.1.1.1. Activity: 6+1 writing Traits Professional Development

Activity Description: All south Walnut teaching staff will participate in a professional development

session to properly introduce the program and the resources that have been acquired to successfully incorporate the program into our classrooms.

Activity Type: Maintenance

Planned staff responsible for implementing activity: There will be an outside presenter coming to facilitate the professional development. The ELA department will be responsible for follow-up.

Actual staff responsible for implementing activity: There is an outside presenter coming to facilitate the professional development. The ELA department will be responsible for follow-up.

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/10/2010

Actual Timeline: Begin Date - 9/1/2009, End Date - 6/10/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
6 1 Writing Traits Professional Development video series	Title I Part A	395.00	395.00
6 1 Writing Trait Crates	Title I Part A	1,875.00	1,181.00
Learning to use the Traits handbook	Title I Schoolwide	204.00	204.00

Goal 2: Math improvement

Content Area : Math

Goal Source : CNA

Development Status : Approved

Student Goal Statement : Students will show balanced improvement on the math portion of the MEAP assessment

Gap Statement : There is a significant gap between South Walnut math scores compared to the county scores and statewide average.

Cause for Gap : There has not been any concentrated effort to use data from previous assessments to drive curriculum towards addressing deficiencies. The data collected does point to a large decrease in scores from our hispanic population. There is also a gap in the curriculum due to the fact that our elementary adopted a new math curriculum which has been used through our current third grade students.

Multiple measures/sources of data you used to identify this gap in student achievement : South Walnut analyzes data from MEAP scores, MAP scores, Pearson Successmaker scores, and common grade level assessments to identify the gaps in achievement for individual students.

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? Our criteria for success will be the level of improvement in math scores on the MEAP math assessment, as well as improved scores on the MAP test, and common grade level assessments.

Contact Name : Jeremy Davison

List of Objectives:

ID	Objective
2961	The fourth and fifth grade students will receive a more specialized focus in the area of math indicated by improved grade level scores and MEAP proficiency.
6393	Students targeted for tier II and tier III interventions will show a measured improvement in their a

CNA Challenges : None

2.1. Objective: Specialized instruction for 4th and 5th grade math

Measurable Objective Statement to Support Goal : The fourth and fifth grade students will receive a more specialized focus in the area of math indicated by improved grade level scores and MEAP proficiency.

List of Strategies:

ID	Strategy	Locked By
0	The 4th and 5th grade will implement a new departmentalized schedule which will offer a more specialized approach to the math curriculum.	

2.1.1. Strategy: Departmentalized schedule for 4th and 5th grade

Strategy Statement: The 4th and 5th grade will implement a new departmentalized schedule which will offer a more specialized approach to the math curriculum.

Selected Target Areas

CNA I.1.B.2 Students: The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.
CNA III.2.B.1 Uses Best Practices: Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.
CNA V.2.B.2 Data-Driven Decision Making: Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

The fourth grade switched to a departmentalized schedule this past year. A favorable consensus was shown through surveys given to staff, students, and parents.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The fourth and fifth grade classes will change from self-contained classrooms to a departmentalized schedule for all core subjects.	9/1/2009	6/10/2010	fourth and fifth grade teaching staff and administration.

2.1.1.1. Activity: new schedule

Activity Description: The fourth and fifth grade classes will change from self-contained classrooms to a departmentalized schedule for all core subjects.

Activity Type: Revised

Planned staff responsible for implementing activity: fourth and fifth grade teaching staff and administration.

Actual staff responsible for implementing activity: fourth and fifth grade teaching staff and administration.

Planned Timeline: Begin Date - 9/1/2009, End Date - 6/10/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
revised staffing assignments	No Funds Required	0.00	0.00

2.2. Objective: Assist targeted students with math interventions

Measurable Objective Statement to Support Goal : Students targeted for tier II and tier III interventions will show a measured improvement in their a

List of Strategies:

ID	Strategy	Locked By
0	Students targeted for RTI assistance in the are of math will be given access to IXL.com and other varied instructional approaches to skills identified by the teacher and interventionist.	

2.2.1. Strategy: RTI interventions

Strategy Statement: Students targeted for RTI assistance in the are of math will be given access to IXL.com and other varied instructional approaches to skills identified by the teacher and interventionist.

Selected Target Areas

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Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

IXL.com annd AIMS Web are both research-based programs designed to assist students in building on deifecnt skills while showing measured progress.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Grade level child study teamings will take place on a weekly basis to evaluate the progress of students currently receiving interventions, while identifying new students at risk and in need of targeted intervention.	9/8/2009	6/10/2010	All grade level teachers, special education teachers, building administrator, school psychologist, counselor, and school social worker.

2.2.1.1. Activity: Grade level teamings

Activity Description: Grade level child study teamings will take place on a weekly basis to evaluate the progress of students currently receiving interventions, while identifying new students at risk and in need of targeted intervention.

Activity Type: Revised

Planned staff responsible for implementing activity: All grade level teachers, special education

teachers, building administrator, school psychologist, counselor, and school social worker.

Actual staff responsible for implementing activity: All grade level teachers, special education teachers, building administrator, school psychologist, counselor, and school social worker.

Planned Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Actual Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
IXL.com subscription and AIMS web	Title I Part A	1,800.00	1,800.00

Goal 3: Reading goal

Content Area : English Language Arts

Goal Source : cna

Development Status : Approved

Student Goal Statement : All students will show balanced improvement in Reading measured through their scores on the MEAP assessment.

Gap Statement : There is a significant gap in the scores of students at South Walnut compared to those of the state average.

Cause for Gap : The cause for this gap may be attributed to a lack of effective reading intervention and/or remediation.

Multiple measures/sources of data you used to identify this gap in student achievement : We have taken previous MEAP scores, DIBELS data, and standard assessments to target the areas that students are most deficient in.

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? A noticeable increase on Reading MEAP scores, along with improved DIBELS scores will be effective indicators of success and improvement for all students.

Contact Name : Jeremy Davison

List of Objectives:

ID	Objective
6244	Reading blocks have all been re-scheduled to take place during the morning hours. All grade levels
6245	There will be tier II and tier III interventions for students to help narrow the gap in reading scor

cna Challenges : None

3.1. Objective: Schedule change

Measurable Objective Statement to Support Goal : Reading blocks have all been re-scheduled to take place during the morning hours. All grade levels

List of Strategies:

ID	Strategy	Locked By
0	Reading blocks have been changed from 50-60 minutes, as well as adding a passing time. This will allow for an increase of 15 minutes to instructional time in reading.	

3.1.1. Strategy: Increased reading block

Strategy Statement: Reading blocks have been changed from 50-60 minutes, as well as adding a passing time. This will allow for an increase of 15 minutes to instructional time in reading.

Selected Target Areas

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Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

The reading mastery program that we use at South Walnut is designed, through research to be incorporated around a full 60 minutes of instruction. We have not been meeting the specifications of the program.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
There will be additional support made available during the 3rd grade reading block. This staff member will be available for either intervention through technology or through an added section of reading to reduce group sizes.	9/8/2009	9/8/2009	Planned staff includes all grade level teachers, paraprofessionals and computer lab supervisor.

3.1.1.1. Activity: 3rd grade reading intervention

Activity Description: There will be additional support made available during the 3rd grade reading block. This staff member will be available for either intervention through technology or through an added section of reading to reduce group sizes.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Planned staff includes all grade level teachers, paraprofessionals and computer lab supervisor.

Actual staff responsible for implementing activity: Planned staff includes all grade level teachers, paraprofessionals and computer lab supervisor.

Planned Timeline: Begin Date - 9/8/2009, End Date - 9/8/2009

Actual Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teaching and support staff	No Funds Required	0.00	0.00

3.2. Objective: Reading interventions for at-risk students

Measurable Objective Statement to Support Goal : There will be tier II and tier III interventions for students to help narrow the gap in reading scor

List of Strategies:

ID	Strategy	Locked By
0	Students will be given additional assistance with reading through an afternoon RTI pull out program.	
0	Through Title II A money we were able to create a computer lab specifically for Tier II and tier III interventions in the areas of reading and math. Teachers are able to take their students to the lab during the morning to work on interventions through software and interactive SMART board applications. The lab is used during the afternoon by our RTI program for additional assistance.	

3.2.1. Strategy: RTI interventions

Strategy Statement: Students will be given additional assistance with reading through an afternoon RTI pull out program.

Selected Target Areas

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

CNA III.2.C.3 Results-Driven: Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

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

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

We have been researching the effects of a quality RTI program over the past few years. Our findings have led us to believe that with intervention we can not only reduce the number of special education referrals, but we can also minimize the number of struggling students that lose interest in school.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
We will begin having grade level child study teamings to discuss and analyze potential at-risk students.	9/8/2009	6/10/2010	All grade level teachers, special education staff, school psychologist, social worker, administrator, and counselor

3.2.1.1. Activity: regular grade level teamings

Activity Description: We will begin having grade level child study teamings to discuss and analyze potential at-risk students.

Activity Type: Revised

Planned staff responsible for implementing activity: All grade level teachers, special education staff, school psychologist, social worker, administrator, and counselor

Actual staff responsible for implementing activity: All grade level teachers, special education staff, school psychologist, social worker, administrator, and counselor

Planned Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Actual Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
teaching staff	No Funds Required	0.00	

3.2.2. Strategy: Read Naturally intervention lab

Strategy Statement: Through Title II A money we were able to create a computer lab specifically for Tier II and tier III interventions in the areas of reading and math. Teachers are able to take their students to the lab during the morning to work on interventions through software and interactive SMART board applications. The lab is used during the afternoon by our RTI program for additional assistance.

Selected Target Areas

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Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Research was done to evaluate the effectiveness of Read Naturally software in an RTI setting. The response was favorable.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The new intervention lab requires that time be regularly scheduled for interventions to occur. During the 3rd grade reading block our computer lab supervisor is available to work with students targeted for intervention. During the afternoon the lab is used by all grade levels as part of our RTI pull-out program.	9/8/2009	6/10/2010	All teaching staff, computer lab paraprofessional, and school psychologist

3.2.2.1. Activity: Intervention time scheduled into school day

Activity Description: The new intervention lab requires that time be regularly scheduled for interventions to occur. During the 3rd grade reading block our computer lab supervisor is available to work with students targeted for intervention. During the afternoon the lab is used by all grade levels as part of our RTI pull-out program.

Activity Type: Revised

Planned staff responsible for implementing activity: All teaching staff, computer lab paraprofessional, and school psychologist

Actual staff responsible for implementing activity: All teaching staff, computer lab paraprofessional, and school psychologist

Planned Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Actual Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading intervention lab	Title II Part A	22,525.00	22,525.00

Goal 4: School-wide behavior plan

Content Area : Other

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : A school-wide behavior plan will significantly decrease the number of discipline referrals given during the course of the school year.

Gap Statement : There are typically between 500-600 referrals given out to students during a school year. A schoolwide program could reduce that number by 100-200 referrals.

Cause for Gap : The gap in referrals is caused by a combination of lack of supervision, low expectations for students, and lack of consistency by staff in enforcing expectations.

Multiple measures/sources of data you used to identify this gap in student achievement : Student teamings and discipline data.

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? A decrease in discipline would be the measuring factor. Our discipline data is stored in a way that allows for individual students to be tracked during their three years at South Walnut.

Contact Name : Jeremy Davison

List of Objectives:

ID	Objective
6251	All areas of South Walnut will share the same expectations so that consistency can be practiced while

ci Challenges : None

4.1. Objective: Common expectations

Measurable Objective Statement to Support Goal : All areas of South Walnut will share the same expectations so that consistency can be practiced while

List of Strategies:

ID	Strategy	Locked By
0	The staff will design a program to list out and enforce common expectations for all areas of the building.	

4.1.1. Strategy: STAR expectations

Strategy Statement: The staff will design a program to list out and enforce common expectations for all areas of the building.

Selected Target Areas

CNA II.2.A.1 Safe and Orderly: The staff believes that a safe and orderly environment is an essential component to support learning and enhance efforts to improve student achievement.

CNA II.2.B.1 Shared Mission and Vision: The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Part of the MIBLSI grant shows research with the premise that by lowering discipline problems has a direct connection with improved success in the classroom.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All students will rotate through a series of stations that teach the common expectations. These stations will be managed by the teaching staff as a fun way to teach/review the STAR expectations of the	9/8/2009	9/20/2009	All building staff

building.

4.1.1.1. Activity: STAR student training

Activity Description: All students will rotate through a series of stations that teach the common expectations. These stations will be managed by the teaching staff as a fun way to teach/review the STAR expectations of the building.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All building staff

Actual staff responsible for implementing activity: All building staff

Planned Timeline: Begin Date - 9/8/2009, End Date - 9/20/2009

Actual Timeline: Begin Date - 9/8/2009, End Date - 9/20/2009

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
training supplies	MIBLSI	50.00	50.00

Goal 5: Social Studies goal

Content Area : Social Studies

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will show balanced improvement on the MEAP in the area of Social Studies.

Gap Statement : There is a significant gap between our district scores and those of the county and statewide averages.

Cause for Gap : The cause for such a gap in Social Studies goals at South Walnut is due in part, to the lack of resources and recent changes to the state standards. We need to address our curriculum and map out the areas that require immediate attention. Our writing goal will also serve an important role in improving our scores.

Multiple measures/sources of data you used to identify this gap in student achievement : At South Walnut we look at MEAP scores and unit assessments to assess student proficiency.

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? Our criteria for success will be the level of improvement in test scores on the MEAP test when students reach the 6th grade.

Contact Name : Jeremy Davison

List of Objectives:

ID	Objective
6320	Evidence of increased coverage of the elementary GLCEs for scioal studies would be seen through stude

ci Challenges : None

5.1. Objective: Increase coverage of social studies GLCEs

Measurable Objective Statement to Support Goal : Evidence of increased coverage of the elementary GLCEs for scioal studies would be seen through stude

List of Strategies:

ID	Strategy	Locked By
0	The 3rd grade will be using a new Michigan history textbook by Hillsdale Publishing. The text does a much better job at coving almost all GLCE's at the 3rd grade level for social studies.	

5.1.1. Strategy: New 3rd grade textbook

Strategy Statement: The 3rd grade will be using a new Michigan history textbook by Hillsdale Publishing. The text does a much better job at coving almost all GLCE's at the 3rd grade level for social studies.

Selected Target Areas

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Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

There was extensive research done to see which text covered the state GLCEs most effectively. This information combined with the review of the text by our district curriculum committee led us to the decision to go with Hillsdale Publishing.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The social studies department will closely monitor the implementation and pacing of the new textbook in 3rd grade classrooms.	9/8/2009	6/10/2010	Building social studies representative, building administrator, and third grade teaching staff.

5.1.1.1. Activity: monitor instruction from new textbook.

Activity Description: The social studies department will closely monitor the implementation and pacing of the new textbook in 3rd grade classrooms.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Building social studies representative, building administrator, and third grade teaching staff.

Actual staff responsible for implementing activity: Building social studies representative, building administrator, and third grade teaching staff.

Planned Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Actual Timeline: Begin Date - 9/8/2009, End Date - 6/10/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
third grade social studies textbooks	General Funds	6,250.00	6,250.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$6,250.00	\$6,250.00
No Funds Required	\$0.00	\$0.00
Title I Part A	\$4,070.00	\$3,376.00
Title I Schoolwide	\$204.00	\$204.00
Title II Part A	\$22,525.00	\$22,525.00
Other	\$50.00	\$50.00

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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
Mr.	Jeremy	Davison	Principal	jdavison@bangorvikings.org
Mrs.	JoAnn	Small	Counselor	jsmall@bangorvikings.org
Mrs.	Tammy	Artis	Teacher	TArtis@bangorvikings.org
Mrs.	Cindy	Jamrog	Teacher	Cjamrog@bangorvikings.org
Mrs.	Barb	Ladewski	Teacher	Bladewski@bangorvikings.org
Ms.	Nikkole	McNally	Teacher	NMcNally@bangorvikings.org
Mrs.	Roberta	Davison	Teacher	RDavison@bangorvikings.org
Mrs.	Deborah	Nutting	Teacher	Dnutting@bangorvikings.org
Ms.	Jenny	Waite	Teacher	JWaite@bangorvikings.org
Mrs.	Melissa	Hoch	Teacher	MHoch@bangorvikings.org
Mr.	Jerry	Klebba	SPED Teacher	Jklebba@bangorvikings.org
Mr.	Richard	Bitzer	Teacher	Rbitzer@bangorvikings.org
Ms.	Rachel	Markel	Media Specialist	RMarkel@bangorvikings.org
Mrs.	Karen	Bitzer	Teacher	Kbitzer@bangorvikings.org
Mrs.	Kelly	Geier	Teacher	KGeier@bangorvikings.org
Mrs.	Leah	Furrow	Teacher	LFurrow@bangorvikings.org
Mrs.	Amy	Christensen	SPED Teacher	AChristen@bangorvikings.org
Mrs.	Jennifer	Barnes	Paraprofessional	jbarnes@bangorvikings.org
	Christine	Rigozzi-Griffioen	Parent	Rigozzi-Griffioenc@miworks.org

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

The staff and parents listed above are all involved with the different programs, strategies, and initiatives that relate to school improvement goals at South Walnut Elementary

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

At South Walnut Elementary, decisions are made collectively as a staff through the use of monthly staff meetings, weekly grade level teamings, PTO meetings, and district-wide school improvement and school improvement committees.

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

Each year we, as a district publish an annual report that shares cumulative data with all stakeholders. At the building level achievement data is shared with parents of individual students and assessment data and scores are discussed in a professional matter by building staff.

Statement of Non-Discrimination

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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.

Position of Contact:

Principal

Address:

309 S Walnut St Bangor, MI 49013

Telephone Number:

269-427-6863

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

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

In order to successfully implement the different aspects of the South Walnut Elementary school improvement plan we need to organize several different professional learning activities. The creation of child study teaming meetings to take place on a weekly basis will be the first step towards addressing the gaps in achievement for each of the goal areas listed in this plan. Without these teamings there is no set time to effectively collaborate as grade levels to target the most deficient students and identify their needs.

Our monthly staff meetings will also serve as a professional development opportunity where the staff can meet together to address building wide issues such as discipline and behavior.

Scheduled professional development days for staff are already being scheduled to give guidance and support for the 6+1 Writing traits and data analysis at all grade levels. We are also scheduling professional development to address the concerns of our reading program and evaluate how effective our changes to the class schedule have been towards improved scores.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

Fortunately, the majority of our improvements listed in this plan are more a matter of shifting staff members and the daily class schedule to better meet the needs of our students.

The 6+1 Writing trait crates, as well as our reading intervention computer lab were purchased through our consolidated application.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

Throughout the process of completing this plan our school improvement team has referred to our district technology plan to ensure that our programs and activities complement the goals listed. As a result, our building has taken a multi-faceted approach to creating interventions and modifications to our existing programs that incorporated technology and hands-on learning as different approaches to gaining grounds on students' deficient skills.