

School Improvement Plan

School Year: 2011 - 2012

School District: Bronson Community School District

ISD/RESA: Branch ISD

School Name: Bronson Jr/Sr High School

Grades Served: 7,8,9,10,11,12

Principal: Mr. Wesley McCrea

Building Code: 00408

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: | Bronson Jr/Sr High School |
| District: | Bronson Community School District |
| Public/Non-Public: | Public |
| Grades: | 7,8,9,10,11,12 |
| School Code Number: | 00408 |
| City: | BRONSON |
| State/Province: | Michigan |
| Country: | United States |

Vision, Mission and Beliefs

Vision Statement

Bronson Jr/Sr High School will be an innovative learning community, committed to continuous improvement, where excellence in all aspects of learning is valued and pursued. The school will design and deliver exemplary programs and learning experiences that promote the academic, creative, social, physical and moral development of all students.

Through a variety of curricular and extra-curricular activities, Bronson Jr/Sr High School will build a caring, safe and productive learning environment where students and staff can communicate effectively, think critically, solve problems, and develop 21st Century skills. By committing ourselves to continuous learning, a challenging curriculum, mastery learning and a collaborative learning environment, Bronson Jr/Sr High School will distinguish itself as a leader in preparing students to meet the challenges of the 21st Century.

Bronson Jr/Sr High School is further committed to dedicating all available resources to developing our students' capacities as lifelong learners and productive contributors to society.

Mission Statement

The Mission of Bronson Jr/Sr High School is to ensure that all students are prepared to be productive citizens in a complex society. The staff, students, parents and community will work together, dedicating all available resources, to ensure that Bronson students excel in academics, the arts, technical skills, and career preparation, thus enabling their success as future citizens.

Beliefs Statement

At Bronson Jr/Sr High School, we believe...

1. Every student has a right to a quality education,
2. All students can learn, given the appropriate learning conditions and supports,
3. Productive citizens demonstrate substantive academic and social understandings,
4. Productive citizens act and think independently,
5. All students deserve a safe, caring, stable and engaging learning environment, where they can be academically, socially and emotionally engaged,
6. No child has the right to disrupt the learning of another child,
7. Learning is optimized when faculty members employ a wide variety of research-based teaching methods and utilize data to inform and improve their instruction,
8. Parent and community involvement is an essential aspect of a quality education.

Goals

| Name | Development Status | Progress Status |
|--|--------------------|-----------------|
| Improve Content-Area Reading Comprehension of All Students | Complete | Open |
| Improve Mathematics Proficiency and College Readiness | Complete | Open |
| Improve Reading Achievement of Students with Disabilities | Complete | Open |
| Improve Science Achievement | Complete | Open |
| Improve Student Writing Across All Content Areas | Complete | Open |
| Improving School Climate and Culture | Complete | Open |

Goal 1: Improve Content-Area Reading Comprehension of All Students

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: 90% of all 7th and 8th grade students, in all AYP subgroups, will score proficient in Reading, as measured by the MEAP, by 2012-13.

75% of all 11th grade students, in all AYP subgroups, will meet or exceed the college-readiness benchmark of 21, as measured by the ACT Reading portion of the MME, by 2012-13.

Gap Statement: 7th and 8th grade students achieve, overall, at or slightly below state averages for proficiency. However, by 11th grade, BHS students achieve proficiency rates significantly lower than statewide averages (51% to 60%).

Hispanic students score significantly above statewide proficiency rate for Hispanic students, and only slightly below the overall school proficiency rate, in grades 7 and 8. By 11th grade, the proficiency rate for Hispanic students is significantly below state proficiency levels for Hispanic students.

Over the two-year cycle of assessments used for this analysis, students with disabilities scored near, but slightly below statewide proficiency levels for their subgroup, in grades 7 and 8. However, their proficiency level is less than 1/2 that of non-IEP students. By 11th grade, nearly no Bronson students with IEPs score proficient on the MME Reading assessment, compared to approximately 1/4 of students statewide, and over 1/2 of BHS students.

Economically disadvantaged students score at or slightly above statewide averages for their subgroup, but slightly below the overall cohort.

Male students score substantially lower than female students at all grade levels. By the time students take the high school assessment, females are 50% more likely to earn a proficient score in reading - though females still score well below statewide averages for proficiency in Reading.

Cause for Gap: Gaps grow as students move through the high school program due to insufficient reading instruction in core content area classes. ELA curriculum has historically focused most of its attention on elements of literature and genre study, rather than on developing good reading strategies - especially for reading expository text. Non-ELA core classes have had nearly no emphasis on the development of content-area literacy. In addition, supplemental and intensive support for struggling readers entering in 7th grade has been nearly non-existent.

Multiple measures/sources of data you used to identify this gap in student achievement: 2007 and 2008 MEAP; 2008 and 2009 MME; 2008 and 2009 ACT

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 close the achievement gap by an equally proportional amount over the 4-year cycle of this plan. Subgroup gaps in achievement will also be closed in equally proportional increments.

Achievement will be measured using MEAP/MME, EPAS, and locally developed MEAP/MME-like assessments. Semi-annual benchmark assessments will be used to determine progress toward annual goals.

Students who are receiving supplementary support in reading will have a progress monitoring plan that includes the Scholastic Reading Inventory and/or the Developmental Reading Assessment.

Contact Name: Heather Skidmore

List of Objectives:

| Name | Objective |
|---|--|
| Students will acquire and master valuable content-area based reading skills | All students will demonstrate mastery of high-level literacy skills, related to all content areas, and demonstrated through the effective use of research-based reading strategies in all content areas. Content area teachers will purposefully integrate content-area reading strategies into their instruction. Students will have required reading assignments that allow teachers to determine progress toward this goal. In addition, benchmarking assessments will be developed (by 2012-13), that will allow all content area teachers to determine progress toward meeting this objective. |
| Students will demonstrate reading competency in all content-area classes | Students will demonstrate the ability to read and comprehend content-area texts, and the ability to gain knowledge from and reason with information acquired from these texts. Each content area requires using both unique reading strategies - germane only to that content area - and general reading strategies that are applicable across content areas. Students will understand these strategies for each content area, and will demonstrate competency in their appropriate use. Benchmarking assessments for all content areas will be developed and used by 2012-13 to measure progress in meeting this objective. |

1.1. Objective: Students will acquire and master valuable content-area based reading skills

Measurable Objective Statement to Support Goal: All students will demonstrate mastery of high-level

literacy skills, related to all content areas, and demonstrated through the effective use of research-based reading strategies in all content areas.

Content area teachers will purposefully integrate content-area reading strategies into their instruction. Students will have required reading assignments that allow teachers to determine progress toward this goal. In addition, benchmarking assessments will be developed (by 2012-13), that will allow all content area teachers to determine progress toward meeting this objective.

List of Strategies:

| Name | Strategy |
|---|--|
| All teachers integrate effective reading strategies into core curricula | Teachers effectively integrate Reading Apprenticeship into their content-area lessons. Students are required to complete assigned readings in their texts, and with supplemental texts, and are required to demonstrate their competency with reading. |
| Teachers know and apply effective reading activities in content-areas | Teachers will learn best-practice strategies for teaching content-area text, developing academic vocabulary, assessing reading progress and supporting struggling readers. In addition, teachers will use these strategies, in their classes, to develop content-area reading skills for all students. Teachers will assess students reading at least three times per academic year. |

1.1.1. Strategy: All teachers integrate effective reading strategies into core curricula

Strategy Statement: Teachers effectively integrate Reading Apprenticeship into their content-area lessons. Students are required to complete assigned readings in their texts, and with supplemental texts, and are required to demonstrate their competency with reading.

Selected Target Areas

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| I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice. |
| II.2.A.2 All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day. |
| II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments. |
| II.2.B.3 The members of the school community support the school improvement plan. Their commitment is evident in focused actions to increase student achievement. They are empowered to interpret and employ the information for immediate application. |

Other Required Information for Strategy

National Institute for Literacy (2007); What Content-Area Teachers Should Know About Adolescent Literacy; Washington, D.C.; NICHD.

Gallagher, K (2009); Readicide: How Schools Are Killing Reading and What You Can Do About It; Portland, ME; Stenhouse Publishers.

Heller, R. and Greenleaf, C (2007); Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement; Washington, D.C.; Alliance for Excellent Education.

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|--|
| Development of clear academic vocabulary for all content areas | 2010-10-01 | 2011-06-30 | Content Area Staff Literacy Leadership Team |
| Explicit teaching of specific reading strategies | 2010-09-07 | 2013-06-21 | Instructional staff members Literacy Leadership Team Principal |

1.1.1.1. Activity: Development of clear academic vocabulary for all content areas

Activity Description: Each department will identify and develop a list of key academic vocabulary for each course. Lists of such vocabulary will be promulgated in the syllabi for each appropriate class.

Planned staff responsible for implementing activity: Content Area Staff
Literacy Leadership Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-10-01, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|------------------|----------------|----------------|---------------|
| Development time | General Funds | 500.00 | 0.00 |

1.1.1.2. Activity: Explicit teaching of specific reading strategies

Activity Description: All content-area teachers will explicitly teach research-based reading strategies, germane to their content areas, and will assess student progress in acquiring mastery of these strategies.

Teachers will base the strategies they teach on those they learn during the Reading Apprenticeship training.

The Literacy Leadership Team will assist teachers in developing lessons and assessment tools.

Planned staff responsible for implementing activity: Instructional staff members
 Literacy Leadership Team
 Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-07, End Date - 2013-06-21

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|-------------------------------|----------------|----------------|---------------|
| Planning and development time | General Funds | 1,500.00 | 0.00 |

1.1.2. Strategy: Teachers know and apply effective reading activities in content-areas

Strategy Statement: Teachers will learn best-practice strategies for teaching content-area text, developing academic vocabulary, assessing reading progress and supporting struggling readers.

In addition, teachers will use these strategies, in their classes, to develop content-area reading skills for all students. Teachers will assess students reading at least three times per academic year.

Selected Target Areas

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| I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice. |
| I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice. |
| III.2.B.2 Curriculum content is a key component of professional development. Staff participation in professional development results in improved delivery of the curriculum content. |
| V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever |

possible.

Other Required Information for Strategy

National Institute for Literacy (2007); What Content-Area Teachers Should Know About Adolescent Literacy; Washington, D.C.; NICHD.

Gallagher, K (2009); Readicide: How Schools Are Killing Reading and What You Can Do About It; Portland, ME; Stenhouse Publishers.

Heller, R. and Greenleaf, C (2007); Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement; Washington, D.C.; Alliance for Excellent Education.

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|---|
| Train entire building staff in Reading Apprenticeship | 2010-08-31 | 2011-06-30 | Seager, P - Principal Calhoun ISD - Trainers Literacy Leadership Team |
| Train Literacy Leadership Team in Reading Apprenticeship | 2009-08-17 | 2010-05-28 | Seager, P - Principal Literacy Leadership Team Calhoun ISD - Trainers |

1.1.2.1. Activity: Train entire building staff in Reading Apprenticeship

Activity Description: Entire building staff will be trained in Reading Apprenticeship strategies for developing content-area literacy in their classes. Plans will be made to provide coaching support and to assure that staff are implementing the Reading Apprenticeship strategies in their classes. The Literacy Leadership Team will take responsibility for coaching support, program assessment, and effective implementation.

Planned staff responsible for implementing activity: Seager, P - Principal Calhoun ISD - Trainers
Literacy Leadership Team

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|------------------------|-----------------|----------------|---------------|
| Assessment development | General Funds | 750.00 | 0.00 |
| Coaching support | Title II Part A | 1,000.00 | 0.00 |
| Training fees | Title II Part A | 3,000.00 | 0.00 |

1.1.2.2. Activity: Train Literacy Leadership Team in Reading Apprenticeship

Activity Description: The Literacy Leadership Team will be trained in Reading Apprenticeship. This team will become an 'expert source' when Reading Apprenticeship is taken to scale in the following school year.

Planned staff responsible for implementing activity: Seager, P - Principal
 Literacy Leadership Team
 Calhoun ISD - Trainers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-08-17, End Date - 2010-05-28

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|--------------------|-----------------|----------------|---------------|
| Training Fees | Title II Part A | 3,000.00 | 0.00 |
| Training Resources | Title II Part A | 1,000.00 | 0.00 |

1.2. Objective: Students will demonstrate reading competency in all content-area classes

Measurable Objective Statement to Support Goal: Students will demonstrate the ability to read and comprehend content-area texts, and the ability to gain knowledge from and reason with information acquired from these texts. Each content area requires using both unique reading strategies - germane only to that content area - and general reading strategies that are applicable across content areas. Students will understand these strategies for each content area, and will demonstrate competency in their appropriate use.

Benchmarking assessments for all content areas will be developed and used by 2012-13 to measure progress in meeting this objective.

List of Strategies:

| Name | Strategy |
|---|---|
| Develop an assessment plan for content-area reading | The Literacy Leadership Team, in conjunction with department and grade-level teams, will develop an assessment plan for determining the effectiveness of the Content-area Reading Initiative. This plan will be promulgated by June 30, 2011, and will be implemented no later than the start of the 2011-12 school year. |

1.2.1. Strategy: Develop an assessment plan for content-area reading

Strategy Statement: The Literacy Leadership Team, in conjunction with department and grade-level teams, will develop an assessment plan for determining the effectiveness of the Content-area Reading Initiative.

This plan will be promulgated by June 30, 2011, and will be implemented no later than the start of the 2011-12 school year.

Selected Target Areas

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

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

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

Other Required Information for Strategy

National Institute for Literacy (2007); What Content-Area Teachers Should Know About Adolescent Literacy; Washington, D.C.; NICHD.

Gallagher, K (2009); Readicide: How Schools Are Killing Reading and What You Can Do About It; Portland, ME; Stenhouse Publishers.

Heller, R. and Greenleaf, C (2007); Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement; Washington, D.C.; Alliance for Excellent Education.

Stanovich, P and Stanovich, K (2003); Using Research and Reason in Education: How teachers can use scientifically-based research to make curricular instructional decisions; Washington, D.C.; National Institute for Literacy

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|-------------------------|------------|------------|---|
| Develop assessment plan | 2010-12-01 | 2011-05-27 | Literacy Leadership Team Principal department Chairs Grade-level Chairs |

1.2.1.1. Activity: Develop assessment plan

Activity Description: The Literacy Leadership Team will work with content area and grade-level teams to develop benchmarking assessments and progress monitoring strategies for determining the effectiveness of the Literacy Initiative.

Planned staff responsible for implementing activity: Literacy Leadership Team
Principal
department Chairs
Grade-level Chairs

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-12-01, End Date - 2011-05-27

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|--------------------------------|----------------|----------------|---------------|
| Development Time and resources | General Funds | 2,000.00 | 0.00 |

Goal 2: Improve Mathematics Proficiency and College Readiness

Content Area: Math

Development Status: Complete

Student Goal Statement: 50% of all 7th and 8th grade students, in all AYP subgroups, will score proficient in Mathematics, as measured by MEAP, by 2012-13.

60% of all 11th grade students, in all AYP subgroups, will meet or exceed the College Readiness Benchmark of 22 for Mathematics, as measured by the ACT Mathematics portion of the MME, by 2012-13.

Gap Statement: Bronson 7th and 8th grade students score at or slightly above statewide proficiency levels in Mathematics. Achievement has been rising in recent years, especially on the 7th grade test. 11th grade students score significantly below statewide proficiency rates - with about 75% as many Bronson students achieving a proficient score, as compared to students statewide.

Hispanic students in 7th and 8th grade achieve proficient scores at about the same rate as their subgroup peers statewide. Their proficiency rates are similar to slightly-below those of their Bronson peers overall.

Students with disabilities earn proficient scores near to slightly below their subgroup peers statewide, but only about 1/2 the rate of their overall peers in Bronson. No students with disabilities have achieved a proficient score on the MME Mathematics assessment in the past two years, compared with about 10% statewide and 38% schoolwide.

Economically disadvantaged students earn proficient scores in mathematics above their statewide subgroup peers, and slightly below their overall Bronson peers, in grades 7 and 8. In 11th grade, economically disadvantaged students score the same as their statewide subgroup peers, but about two-thirds as frequently as their overall cohort.

Male students achieve proficiency rates slightly below their female counterparts in grades 7 and 8. In 11th grade the scores are nearly identical. Both males and females score well below their same-gender peers statewide.

Cause for Gap: Limited support for ELL. Changes in curriculum/books. High turnover in math personnel.

Multiple measures/sources of data you used to identify this gap in student achievement: 2009 and 2010 MEAP; 2009 and 2010 MME; 2009 and 2010 ACT 2010 EPAS.

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 close the achievement gap by an equally proportional amount over the 4-year cycle of this plan. Subgroup gaps in achievement will also be closed in equally proportional increments.

Achievement will be measured using MEAP/MME, EPAS, and locally developed MEAP/MME-like assessments.

Contact Name: Marie Bielawski

List of Objectives:

| Name | Objective |
|------------------------------------|---|
| Math Goal for standardized testing | 50% of all 7th and 8th grade students, in all AYP subgroups, will score proficient in Mathematics, as measured by MEAP, by 2012-13. 60% of all 11th grade students, in all AYP subgroups, will meet or exceed the College Readiness Benchmark of 22 for Mathematics, as measured by the ACT Mathematics portion of the MME, by 2012-13. |

2.1. Objective: Math Goal for standardized testing

Measurable Objective Statement to Support Goal: 50% of all 7th and 8th grade students, in all AYP subgroups, will score proficient in Mathematics, as measured by MEAP, by 2012-13.

60% of all 11th grade students, in all AYP subgroups, will meet or exceed the College Readiness Benchmark of 22 for Mathematics, as measured by the ACT Mathematics portion of the MME, by 2012-13.

List of Strategies:

| Name | Strategy |
|---------------------------|---|
| Math improvement strategy | RTI Classes for 7th through 11th grade classes. Implmentation of Reading Apprenticeship practices. Departmental book study on "Using Formative Assessment to Differentiate Mathematics Instruction" |

2.1.1. Strategy: Math improvement strategy

Strategy Statement: RTI Classes for 7th through 11th grade classes.

Implmentation of Reading Apprenticeship practices.

Departmental book study on "Using Formative Assessment to Differentiate Mathematics Instruction"

Selected Target Areas

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Other Required Information for Strategy

RTI
 Reading Apprenticeship
 book "Using Formative Assessment to Differentiate Mathematics Instruction"

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|---------------------------|------------|------------|-------------------|
| Math Improvement Activity | 2012-01-03 | 2012-04-30 | Math Dept PLCs |

2.1.1.1. Activity: Math Improvement Activity

Activity Type: Professional Development

Activity Description: Book Study
 RTI training and implementation.
 Curriculum development and alignment to common core standards
 Reading apprenticeship training and implementation of said practices.

Planned staff responsible for implementing activity: Math Dept PLCs

Actual staff responsible for implementing activity: Math PLCs

Planned Timeline: Begin Date - 2012-01-03, End Date - 2012-04-30

Actual Timeline: Begin Date - 01/03/2012, End Date - 04/30/2012

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|--|----------------|----------------|---------------|
| Using Formative Assessments to Differentiate Mathematics Instruction | General Funds | 217.00 | |

Goal 3: Improve Reading Achievement of Students with Disabilities

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: Students with disabilities will improve their performance in Reading through the effective implementation of co-teaching in core ELA classes and through the restructuring of supplemental classes for students with IEPs.

Gap Statement: In grade 7 Reading, students with disabilities scored 62% proficient versus 73% for all other students on 2009 MEAP.

In grade 8 Reading, students with disabilities scored 36% proficient versus 80% for all other students on 2009 MEAP.

In grade 11 Reading, students with disabilities scored 3% proficient versus 56% for all other students on 2009 MME.

The gap gets significantly bigger for students with disabilities as they move on in secondary school.

Cause for Gap: The gap exists because students with disabilities need extra support in order to make gains relative to their non-disabled peers. In addition, some of the students in current cohorts were taught in self-contained resource room settings and were not exposed to the general ed curriculum for several years.

In the last 3 years, our school has begun using co-teaching in ELA and including students with IEPs in these classes. However, staff development in effective co-teaching has been incomplete. Also, several of the co-taught teams have not had common planning, nor been together for multiple years.

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

NWEA - MAP

SRI - Scholastic Reading Inventory

ELA Grade 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? The performance gap between General Education students and those with IEPs will close by 3% each year over the next 5 years on both the MEAP and the MME. Data will also be gathered on SRI, NWEA-MAP, and local benchmarking assessments to monitor progress.

Contact Name: Phillip Seager

List of Objectives:

| Name | Objective |
|---|---|
| Improve practices of co-teaching teams through instructional coaching | Teachers who effectively use co-teaching practices will produce achievement gains for students with disabilities that will close the current achievement gap with students who do not have IEPs. Teachers will improve their practices through targeted professional development and on-site coaching. Branch ISD will be recruited to provide both the targeted professional development and teh on-site coaching. |
| Restructure supplemental courses for students with disabilities | Students with disabilities will be assigned to a supplemental support course in their area of greatest need. This course will be in addition to the co-taught general education course related to their area of disability. The course will concentrate on improving fundamental skills related to the area of disability. |

3.1. Objective: Improve practices of co-teaching teams through instructional coaching

Measurable Objective Statement to Support Goal: Teachers who effectively use co-teaching practices will produce achievement gains for students with disabilities that will close the current achievement gap with students who do not have IEPs. Teachers will improve their practices through targeted professional development and on-site coaching. Branch ISD will be recruited to provide both the targeted professional development and the on-site coaching.

List of Strategies:

| Name | Strategy |
|--|--|
| On-site Coaching for Co-teaching Teams | Branch ISD will provide 4 sessions of on-site coaching support for each co-teaching team during the 10-11 school year. The purpose of the coaching sessions will be to provide non-evaluative feedback to the teams on use of research-based best practices for co-teaching and to allow for Branch ISD to gather data about how to improve co-teaching practices. |
| Targeted Professional Development in Co-teaching practices | Branch ISD will provide 7 hours of targeted professional development in best practices for co-teaching to all co-teaching teams. This training will involve multiple models for co-teaching and will include time for teams to assimilate and plan together for implementation. |

3.1.1. Strategy: On-site Coaching for Co-teaching Teams

Strategy Statement: Branch ISD will provide 4 sessions of on-site coaching support for each co-teaching team during the 10-11 school year. The purpose of the coaching sessions will be to provide non-evaluative feedback to the teams on use of research-based best practices for co-teaching and to allow for Branch ISD to gather data about how to improve co-teaching practices.

Selected Target Areas

II.2.B.1 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.

III.2.C.3 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.

Other Required Information for Strategy

Collaboration in the Classroom: Implementing Effective Co-Teaching Arrangements - Dr. Wendy W. Murawski - Cal-State Northridge.

The Power of Two - Julie McDonald and Gail VanDaff - Calhoun ISD

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|--|
| Coaching support for co-teaching teams | 2010-09-20 | 2011-04-29 | Branch ISD BHS Co-teaching teams BHS Principal |

3.1.1.1. Activity: Coaching support for co-teaching teams

Activity Description: Four sessions of coaching support for co-teaching teams will be will be scheduled for each team on the BJSHS staff. Each session will include goal setting and task determination, observation of a lesson, feedback and follow -up recommendations.

Planned staff responsible for implementing activity: Branch ISD
BHS Co-teaching teams
BHS Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-20, End Date - 2011-04-29

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|------------------|-------------------|----------------|---------------|
| Branch ISD Staff | Special Education | 0.00 | 0.00 |

3.1.2. Strategy: Targeted Professional Development in Co-teaching practices

Strategy Statement: Branch ISD will provide 7 hours of targeted professional development in best practices for co-teaching to all co-teaching teams. This training will involve multiple models for co-teaching and will include time for teams to assimilate and plan together for implementation.

Selected Target Areas

III.2.C.3 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.

Other Required Information for Strategy

Collaboration in the Classroom: Implementing Effective Co-teaching Arrangements - Dr. Wendy W. Murawski - Cal-State Northridge

The Power of Two - Julie McDonald, Gail VanDaff - Calhoun ISD

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|----------------------|------------|------------|--|
| Co-teaching Workshop | 2010-09-02 | 2010-09-02 | Co-teaching teams in ELA and Mathematics - all grades. BISD staff or their delegates |

3.1.2.1. Activity: Co-teaching Workshop

Activity Description: BISD to provide a 7-hour co-teaching workshop that focuses on best-practice strategies and effective common planning.

Planned staff responsible for implementing activity: Co-teaching teams in ELA and Mathematics - all grades.
BISD staff or their delegates

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-02, End Date - 2010-09-02

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|---------------------|-------------------|----------------|---------------|
| BISD Staff Trainers | No Funds Required | 0.00 | 0.00 |

3.2. Objective: Restructure supplemental courses for students with disabilities

Measurable Objective Statement to Support Goal: Students with disabilities will be assigned to a supplemental support course in their area of greatest need. This course will be in addition to the co-taught general education course related to their area of disability. The course will concentrate on improving fundamental skills related to the area of disability.

List of Strategies:

| Name | Strategy |
|--|---|
| Continuously monitor student progress to assure growth | Purchase and train staff in the effective use of Scholastic Reading Inventory for routine benchmarking and progress monitoring of student growth. |
| Implement Ramp-Up to Literacy, grades 7-10 | School will purchase materials for, and train staff in, the implementation of the America's Choice Ramp-up to Literacy program. The program is to be implemented with the highest degree of fidelity possible and target the appropriate students, based on student achievement data and teacher recommendation. |
| Train Special Education staff on best practices for literacy remediation | Staff members who teach supplemental classes for students with disabilities in reading areas will receive targeted professional development in research-based, best practices for remediation of adolescent readers. This training will be based on improving reading strategies, vocabulary, reading comprehension, and reading fluency. |

3.2.1. Strategy: Continuously monitor student progress to assure growth

Strategy Statement: Purchase and train staff in the effective use of Scholastic Reading Inventory for routine benchmarking and progress monitoring of student growth.

Selected Target Areas

| |
|---|
| I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas. |
| I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs. |
| I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice. |
| II.1.A.2 School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process. |
| II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices. |
| V.1.C.2 Data management tools are provided and supported as part of the data system. |
| V.2.A.1 Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams. |
| V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever |

possible.

Other Required Information for Strategy

National Institute for Literacy (2007); What Content-Area Teachers Should Know About Adolescent Literacy; Washington, D.C.; NICHD.

Gallagher, K (2009); Readicide: How Schools Are Killing Reading and What You Can Do About It; Portland, ME; Stenhouse Publishers.

Heller, R. and Greenleaf, C (2007); Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement; Washington, D.C.; Alliance for Excellent Education.

Stanovich, P and Stanovich, K (2003); Using Research and Reason in Education: How teachers can use scientifically-based research to make curricular instructional decisions; Washington, D.C.; National Institute for Literacy

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|------------------------------|------------|------------|--|
| Purchase SRI for grades 7-10 | 2009-07-01 | 2010-07-23 | Seager, P - Principal Barry, C - Special Education Teacher |
| Staff Training in SRI | 2009-08-24 | 2010-08-24 | Seager, P - Principal Special Education Staff Scholastic, Inc - trainers |

3.2.1.1. Activity: Purchase SRI for grades 7-10

Activity Description: Purchase SRI in two phases: Phase I in 09-10 school year for 250 licenses; Phase II for 100 additional licenses in 10-11 school year.

Planned staff responsible for implementing activity: Seager, P - Principal Barry, C - Special Education Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-07-01, End Date - 2010-07-23

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|-----------------|----------------|----------------|---------------|
| Purchase monies | Section 31 a | 5,000.00 | 0.00 |

3.2.1.2. Activity: Staff Training in SRI

Activity Description: On-site training for all supplemental staff in 09-10 school year. Follow-up training and new staff training in 10-11 school year.

Planned staff responsible for implementing activity: Seager, P - Principal
Special Education Staff
Scholastic, Inc - trainers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-08-24, End Date - 2010-08-24

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|---------------|-----------------|----------------|---------------|
| Training Fees | Title II Part A | 5,000.00 | 0.00 |

3.2.2. Strategy: Implement Ramp-Up to Literacy, grades 7-10

Strategy Statement: School will purchase materials for, and train staff in, the implementation of the America's Choice Ramp-up to Literacy program. The program is to be implemented with the highest degree of fidelity possible and target the appropriate students, based on student achievement data and teacher recommendation.

Selected Target Areas

| |
|---|
| I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students. |
| I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it. |
| I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas. |
| I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet |

its students' diverse and changing needs.

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

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

III.2.C.3 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.

Other Required Information for Strategy

National Institute for Literacy (2007); What Content-Area Teachers Should Know About Adolescent Literacy; Washington, D.C.; NICHD.

Gallagher, K (2009); Readicide: How Schools Are Killing Reading and What You Can Do About It; Portland, ME; Stenhouse Publishers.

Heller, R. and Greenleaf, C (2007); Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement; Washington, D.C.; Alliance for Excellent Education.

Stanovich, P and Stanovich, K (2003); Using Research and Reason in Education: How teachers can use scientifically-based research to make curricular instructional decisions; Washington, D.C.; National Institute for Literacy

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|--|
| Purchase student materials and resources fo AC Ramp-Up to Literacy | 2009-07-01 | 2011-06-30 | Seager, P - Principal Barry, C. - Special Education Teacher |
| Train staff on America's Choice Ramp-Up to Literacy Program | 2009-08-17 | 2011-08-31 | Seager, P. - Principal Special Education staff members (4) General Education supplemental teachers (3) America's Choice, Inc. - Chicago, IL Office |

3.2.2.1. Activity: Purchase student materials and resources fo AC Ramp-Up to Literacy

Activity Description: Materials for Ramp-up to Literacy will be purchased, over a two-year cycle, for grades 7-10.

Planned staff responsible for implementing activity: Seager, P - Principal
Barry, C. - Special Education Teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-07-01, End Date - 2011-06-30

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|-------------------|-------------------|----------------|---------------|
| Materials funding | Special Education | 18,000.00 | 0.00 |

3.2.2.2. Activity: Train staff on America's Choice Ramp-Up to Literacy Program

Activity Description: Purchase materials, train staff and conduct coaching support for the successful implementation of America's Choice - Ramp-Up to Literacy program. Initial training will take place in Chicago in the Summer of 2009, with follow-up training in the Winter of 2010. New staff for the 2010-11 school year will be trained in the Summer of 2010. Follow-up training and coach support will continue for returning staff throughout the 2010-11 school year.

Planned staff responsible for implementing activity: Seager, P. - Principal
Special Education staff members (4)
General Education supplemental teachers (3)
America's Choice, Inc. - Chicago, IL Office

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-08-17, End Date - 2011-08-31

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------------------------------|-----------------|----------------|---------------|
| Professional Development Funding | Title II Part A | 42,500.00 | 0.00 |

3.2.3. Strategy: Train Special Education staff on best practices for

literacy remediation

Strategy Statement: Staff members who teach supplemental classes for students with disabilities in reading areas will receive targeted professional development in research-based, best practices for remediation of adolescent readers. This training will be based on improving reading strategies, vocabulary, reading comprehension, and reading fluency.

Selected Target Areas

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

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

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

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

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

II.2.A.3 Staff members act to create an equitable and inclusive learning environment. A concerted effort is made to reduce equity gaps in achievement and to address social and individual barriers to learning. The school works to eliminate tracking and cultural biases. Instructional strategies take into account the diverse socio-cultural backgrounds.

Other Required Information for Strategy

National Institute for Literacy (2007); What Content-Area Teachers Should Know About Adolescent Literacy; Washington, D.C.; NICHD.

Gallagher, K (2009); Readicide: How Schools Are Killing Reading and What You Can Do About It; Portland, ME; Stenhouse Publishers.

Heller, R. and Greenleaf, C (2007); Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement; Washington, D.C.; Alliance for Excellent Education.

Stanovich, P and Stanovich, K (2003); Using Research and Reason in Education: How teachers can use scientifically-based research to make curricular instructional decisions; Washington, D.C.; National Institute for Literacy

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|---------------------------------|------------|------------|--|
| Reading Apprenticeship Training | 2009-08-15 | 2011-04-29 | Seager, P - Principal Luciani, D - CISD Muller, J - CISD |

3.2.3.1. Activity: Reading Apprenticeship Training

Activity Description: Special Education teachers will join a Literacy Leadership Team for an 8-session training program in Reading Apprenticeship. The first phase of this training will take place in the 2009-10 school year with just the Leadership Team, under the direction of the Calhoun ISD. Phase II of the training will take place during the 2010-11 school year with the entire 7-12 staff, under the direction of the Bronson School District.

Planned staff responsible for implementing activity: Seager, P - Principal
Luciani, D - CISD
Muller, J - CISD

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-08-15, End Date - 2011-04-29

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------------------------|-----------------|----------------|---------------|
| Training fees and expenses | Title II Part A | 3,000.00 | 0.00 |

Goal 4: Improve Science Achievement

Content Area: Science

Development Status: Complete

Student Goal Statement: 90% of all 8th grade students, in all subgroups, will score proficient on the MEAP Science Test by 2012-13

80% of all 11th grade students, in all subgroups, will score at or above the College Readiness Benchmark of 24, as measured by the ACT Science portion of the MME by 2012-13.

{ This goal will be developed in the 2010-11 school year }

Gap Statement: {This goal will be developed in the 2011-12 school year}

Cause for Gap: {This goal will be developed in the 2011-12 school year}

Multiple measures/sources of data you used to identify this gap in student achievement: 2009 and 2010 MEAP; 2009 and 2010 ACT; 2011 MME

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 close the achievement gap by an equally proportional amount over the 4-year cycle of this plan. Subgroup gaps in achievement will also be closed in equally proportional increments.

Achievement will be measured using MEAP/MME, EPAS, and locally developed MEAP/MME-like assessments.

Contact Name: Nisha Ritchie

List of Objectives:

| Name | Objective |
|--|---|
| Conduct Book Study in Science Formative Assessment | 100% of science staff will take part in the book study Science Formative Assessment and implement strategies from study into instruction. |

4.1. Objective: Conduct Book Study in Science Formative Assessment

Measurable Objective Statement to Support Goal: 100% of science staff will take part in the book study Science Formative Assessment and implement strategies from study into instruction.

List of Strategies:

| Name | Strategy |
|----------------|--|
| Materials/Time | Every department member will have a copy of the text for the study and will be provided time during PLC meetings. The administration will take an active role in this process. |

4.1.1. Strategy: Materials/Time

Strategy Statement: Every department member will have a copy of the text for the study and will be provided time during PLC meetings. The administration will take an active role in this process.

Selected Target Areas

| |
|--|
| |
|--|

Other Required Information for Strategy

Research shows, that more formative assessment is needed to accurately assess student achievement.

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|-----------------------------|------------|------------|--|
| Discussion & Implementation | 2012-01-03 | 2012-04-30 | All 5 members of the Science department are responsible for this study and its implementation. |

4.1.1.1. Activity: Discussion & Implementation

Activity Type: Professional Development

Activity Description: This process will begin at the start of second semester. The science team will meet during the first week of each month to review reading and discuss possible strategies to implement in the classroom.

Planned staff responsible for implementing activity: All 5 members of the Science department are responsible for this study and its implementation.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-01-03, End Date - 2012-04-30

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|-----------------------------------|---------------------|----------------|---------------|
| Science Formative Assessment Text | Early Reading First | 142.00 | |

Goal 5: Improve Student Writing Across All Content Areas

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: 80% of 7th grade students, in all AYP subgroups, will be proficient in writing, as measured on the MEAP, by 2012-13.

80% of all 8th grade students will be proficient in writing, as measured on a locally developed benchmarking test based on the ACT writing rubric, by 2012-13.

50% of all 11th graders, in all AYP subgroups, will score 9 or higher on the ACT Writing Test by 2012-13.

Gap Statement: In 7th and 8th grade, our students score slightly below state averages in writing. However, by 11th grade, BHS students score proficient at less than 1/2 the rate of their statewide peers (20% to 43% in 2009).

In 7th grade, students with disabilities score at or near the statewide average for students with IEPs. However, no 11th grade students with disabilities have scored proficient on the MME in the last 2 years, versus 9% statewide.

Male students lag statewide and local averages by significant amounts. In addition, male students in Bronson are approximately 1/2 as likely to score proficient as females. In 7th and 8th grade, females score proficient at or above the statewide rate. However, by 11th grade females score proficient significantly below state averages.

Cause for Gap: The quantity and quality of writing done in classes at Bronson Jr/Sr High School lags what is necessary to adequately prepare students to be proficient writers. Students lack skills in writing crafts for various content areas.

Multiple measures/sources of data you used to identify this gap in student achievement: 2007 and 2008 MEAP; 2008 and 2009 MME; 2008 and 2009 ACT; 2009 EPAS System

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 close the achievement gap by an equally proportional amount over the 4-year cycle of this plan. Subgroup gaps in achievement will also be closed in equally proportional increments.

Achievement will be measured using MEAP/MME, EPAS, and locally developed MEAP/MME-like assessments. Semi-annual benchmark assessments will be used to determine progress toward annual goals.

Contact Name: Andrew Hatt

List of Objectives:

| Name | Objective |
|--|---|
| Develop writing activities to be integrated into all content areas | Multiple (3 or more annually) writing activities will be integrated into all core content are courses. These activities will be evaluated against a common rubric, and the results will be used to inform and improve instruction. |
| Develop writing benchmarking assessments | All ELA classes, grades 7-12, will develop benchmarking assessments to be given three times each school year. The assessments will be analyzed against a common rubric and will be used to evaluate and improve instruction. |

5.1. Objective: Develop writing activities to be integrated into all content areas

Measurable Objective Statement to Support Goal: Multiple (3 or more annually) writing activities will be integrated into all core content are courses. These activities will be evaluated against a common rubric, and the results will be used to inform and improve instruction.

List of Strategies:

| Name | Strategy |
|---|--|
| Benchmarking writing assessments are used in all content areas. | At least three writing pieces are collected each year, in all classes, that are evaluated against the common rubric developed by the departments and the Literacy Leadership Team. |
| Train staff on developing writing activities in all content areas | All staff members will be trained on effective writing activities to be used in their classes. Common rubrics will be developed that will assist staff in effectively evaluating student progress. |

5.1.1. Strategy: Benchmarking writing assessments are used in all content areas.

Strategy Statement: At least three writing pieces are collected each year, in all classes, that are evaluated against the common rubric developed by the departments and the Literacy Leadership Team.

Selected Target Areas

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

III.2.A.2 Staff continuously collaborates to adjust instruction based on on-going student performance.

III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

V.2.A.1 Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

V.2.A.2 The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

Other Required Information for Strategy

National Institute for Literacy (2007); What Content-Area Teachers Should Know About Adolescent Literacy; Washington, D.C.; NICHD.

Gallagher, K (2009); Readicide: How Schools Are Killing Reading and What You Can Do About It; Portland, ME; Stenhouse Publishers.

Heller, R. and Greenleaf, C (2007); Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement; Washington, D.C.; Alliance for Excellent Education.

Stanovich, P and Stanovich, K (2003); Using Research and Reason in Education: How teachers can use scientifically-based research to make curricular instructional decisions; Washington, D.C.; National Institute for Literacy

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|---|
| Literacy Leadership Team assists departments in developing assessments | 2011-09-05 | 2012-06-22 | Literacy Leadership Team Principal Department Chairs |

5.1.1.1. Activity: Literacy Leadership Team assists departments in developing assessments

Activity Description: Writing benchmarking assessments are developed in each course and content area.

Planned staff responsible for implementing activity: Literacy Leadership Team
Principal
Department Chairs

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-05, End Date - 2012-06-22

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|-------------------------------|-----------------|----------------|---------------|
| Training and development time | Title II Part A | 2,500.00 | 0.00 |

5.1.2. Strategy: Train staff on developing writing activities in all content

areas

Strategy Statement: All staff members will be trained on effective writing activities to be used in their classes. Common rubrics will be developed that will assist staff in effectively evaluating student progress.

Selected Target Areas

- I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.
- I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.
- II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.
- II.2.A.6 Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.
- II.2.B.2 The school improvement plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school.

Other Required Information for Strategy

National Institute for Literacy (2007); What Content-Area Teachers Should Know About Adolescent Literacy; Washington, D.C.; NICHD.

Gallagher, K (2009); Readicide: How Schools Are Killing Reading and What You Can Do About It; Portland, ME; Stenhouse Publishers.

Heller, R. and Greenleaf, C (2007); Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement; Washington, D.C.; Alliance for Excellent Education.

Stanovich, P and Stanovich, K (2003); Using Research and Reason in Education: How teachers can use scientifically-based research to make curricular instructional decisions; Washington, D.C.; National Institute for Literacy

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|--|------------|------------|------------------------------------|
| Building-wide PD on writing in the content areas | 2011-08-29 | 2012-06-22 | Principal Literacy Leadership Team |

5.1.2.1. Activity: Building-wide PD on writing in the content areas

Activity Description: Contract with CISD or other agency to train staff.

Planned staff responsible for implementing activity: Principal
Literacy Leadership Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-22

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|---------------|-----------------|----------------|---------------|
| Training fees | Title II Part A | 2,000.00 | 0.00 |

5.2. Objective: Develop writing benchmarking assessments

Measurable Objective Statement to Support Goal: All ELA classes, grades 7-12, will develop benchmarking assessments to be given three times each school year. The assessments will be analyzed against a common rubric and will be used to evaluate and improve instruction.

List of Strategies:

| Name | Strategy |
|---|---|
| Train staff on effective benchmarking assessment development and evaluation | Staff will be trained in effective benchmark assessment development and analysis. |

5.2.1. Strategy: Train staff on effective benchmarking assessment development and evaluation

Strategy Statement: Staff will be trained in effective benchmark assessment development and analysis.

Selected Target Areas

| |
|--|
| III.1.B.4 Staff members are structured into collaborative teams specifically designed to enhance student achievement. All instructional staff members have the skill to be effective collaborators and value the contribution that collaboration makes to student success. |
| III.2.A.2 Staff continuously collaborates to adjust instruction based on on-going student performance. |
| III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These |

initiatives inform and strengthen the connection between classroom application and student achievement.
 V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

Other Required Information for Strategy

National Institute for Literacy (2007); What Content-Area Teachers Should Know About Adolescent Literacy; Washington, D.C.; NICHD.

Gallagher, K (2009); Readicide: How Schools Are Killing Reading and What You Can Do About It; Portland, ME; Stenhouse Publishers.

Heller, R. and Greenleaf, C (2007); Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement; Washington, D.C.; Alliance for Excellent Education.

Stanovich, P and Stanovich, K (2003); Using Research and Reason in Education: How teachers can use scientifically-based research to make curricular instructional decisions; Washington, D.C.; National Institute for Literacy

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|---|------------|------------|--|
| Train ELA staff in effective analysis of benchmarking exams | 2010-09-06 | 2010-12-17 | Seager, P. - Principal ELA Staff CISD Consultant |
| Write Guy Training | 2010-08-31 | 2010-10-29 | ELA Staff Calhoun ISD |

5.2.1.1. Activity: Train ELA staff in effective analysis of benchmarking exams

Activity Description: Through monthly PLCs, staff will learn how to effectively analyze benchmarking exams in a collaborative manner.

Planned staff responsible for implementing activity: Seager, P. - Principal
 ELA Staff
 CISD Consultant

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-06, End Date - 2010-12-17

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|--------------|----------------|----------------|---------------|
| PLC training | General Funds | 0.00 | 0.00 |

5.2.1.2. Activity: Write Guy Training

Activity Description: Key staff members will be trained in effective Writing Workshop techniques through training organized by Calhoun ISD.

Planned staff responsible for implementing activity: ELA Staff
Calhoun ISD

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-31, End Date - 2010-10-29

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------------|-----------------|----------------|---------------|
| Training Funds | Title II Part A | 800.00 | 0.00 |

Goal 6: Improving School Climate and Culture

Content Area: Other

Development Status: Complete

Student Goal Statement: Students will recognize the impact that classroom behavior has on their opportunity for a quality education and will comply with school-wide and class norms to the effect of increasing the number of instructional days they receive, and improving academic achievement.

Gap Statement: Students who miss 5 or more days of school, due to the assignment of ISS or OSS for behavioral issues, score significantly lower on state achievement tests than does the overall population.

In 2008-09, students who missed 5 or more days of school for behavioral sanctions scored proficient on the MEAP, relative to the overall population, in the following ratios:

Reading: 56% vs 74%

Mathematics: 72% vs 79%

Science: 50% vs 73%

In 2009-10, the following ratios applied:

Reading: 44% vs 75%
 Mathematics: 56% vs 81%
 Science: 14% vs 73%

Cause for Gap: Students who are in ISR or OSS miss direct classroom instruction which cause them to fall further behind in the curriculum. In addition, they do not complete the same assignments as their peers, they do not get the same level of support as their peers, they cannot take advantage of social learning constructs in the classroom the same as their peers, and they are often treated with less flexibility with regards to assignment-completion than their peers.

Students who miss a large number of days due to behavior issues often have underlying social maladjustment issues and may have dysfunction in their families. In addition, they often become easily frustrated when they have large gaps in their learning, and cannot make connections between new material and previous learning.

Multiple measures/sources of data you used to identify this gap in student achievement: 2008-09 and 2009-10 Zangle Behavior
 2008-09 and 2009-10 Zangle Attendance
 2008-09 and 2009-10 MEAP Scores

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 number of days missed due to behavior problems will decrease significantly. As a result, students will have higher levels of achievement and experience more success in school. Progress towards this goal will be measured by MEAP and Zangle behavior/attendance reports.

Contact Name: Wesley McCrea

List of Objectives:

| Name | Objective |
|---|---|
| Improve student compliance with attendance policies and rules | By the 2012-13 school year, the number of incidents of classroom tardiness will decrease by 50%. |
| Reduce school days missed due to behavior incidents. | By the end of the 2012-13 school year: 1) students will miss 50% fewer days of school due to out-of-school suspension, 2) the number of behavior incidents for both major and minor offenses will be reduced by 40% respectively, 3) the number if incidents of disrespectful and insubordinate behavior will be reduced by 40% each. |

6.1. Objective: Improve student compliance with attendance policies and rules

Measurable Objective Statement to Support Goal: By the 2012-13 school year, the number of incidents of classroom tardiness will decrease by 50%.

List of Strategies:

| Name | Strategy |
|--|--|
| Train staff in and implement Start On Time program | Staff will be trained in the effective use of Start on Time. This process will build student awareness of their own capacity to follow tardiness norms and expectations. Common protocols for the use of the Start on Time method will be established and all staff and students will adhere to the protocols. |

6.1.1. Strategy: Train staff in and implement Start On Time program

Strategy Statement: Staff will be trained in the effective use of Start on Time. This process will build student awareness of their own capacity to follow tardiness norms and expectations. Common protocols for the use of the Start on Time method will be established and all staff and students will adhere to the protocols.

Selected Target Areas

| |
|---|
| II.1.A.2 School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process. |
| II.1.A.6 School leaders accept change as a normal and positive process that leads to continual improvement. They are able to focus the stakeholders on various strategies to reach the school's improvement vision. |
| II.1.B.1 School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate. |
| II.2.A.1 The staff believes that a safe and orderly environment is an essential component to support learning and enhance efforts to improve student achievement. |
| II.3.B.3 School leaders ensure that school policies and procedures are adhered to, updated, and communicated to all stakeholders. |
| III.1.B.3 All staff agrees that behavioral management is a top priority for the school. The entire school community is aware of and understands the school's behavioral management plan that has been developed with extensive input from stakeholders. |
| IV.2.A.1 The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with the community. |
| V.1.A.2 There is systematic identification, collection, entry, storage, and generation of relevant data about the operation of the school, including its staff and students. |
| V.1.A.4 The school generates, identifies, collects, and stores data from many different sources for use in supporting more comprehensive data analyses, and more accurate data-based decision-making. |

Other Required Information for Strategy

Sprick, R. (2003). Start on Time. Safe & Civil Schools.

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|---------------------------------|------------|------------|---|
| Establishing Sweep Teams | 2011-07-01 | 2011-07-15 | McCrea, Wesley-Assistant Principal PBIS Team Department Teams |
| Staff training in Start on Time | 2011-05-01 | 2011-09-17 | McCrea, Wesley-Assistant Principapl PBIS Team |

6.1.1.1. Activity: Establishing Sweep Teams

Activity Description: Teachers will be divided in to sweep teams for the purpose of monitoring tardiness and general safety in the hallways each passing period.

Planned staff responsible for implementing activity: McCrea, Wesley-Assistant Principal PBIS Team
Department Teams

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-07-01, End Date - 2011-07-15

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------------------|----------------|----------------|---------------|
| Work day to organize | General Funds | 0.00 | 0.00 |

6.1.1.2. Activity: Staff training in Start on Time

Activity Description: All departmental teams will be trained in Start on Time. Upon completion of training, sweep teams will be established each hour for the monitoring of tardy students.

Planned staff responsible for implementing activity: McCrea, Wesley-Assistant Principapl PBIS Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-05-01, End Date - 2011-09-17

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|------------------------------|-----------------|----------------|---------------|
| Professional development Day | General Funds | 0.00 | 0.00 |
| Start On Time Materials | Title II Part A | 300.00 | 0.00 |

6.2. Objective: Reduce school days missed due to behavior incidents.

Measurable Objective Statement to Support Goal: By the end of the 2012-13 school year:

- 1) students will miss 50% fewer days of school due to out-of-school suspension,
- 2) the number of behavior incidents for both major and minor offenses will be reduced by 40% respectively,
- 3) the number if incidents of disrespectful and insubordinate behavior will be reduced by 40% each.

List of Strategies:

| Name | Strategy |
|---|--|
| Train staff and implement Positive Behavior Interventions and Support | All building instructional staff will be trained in the use of Positive Behavior Interventions and Support for the school-wide management of student behavior and engagement. |
| Train staff in and implement Responsible Thinking Process | Staff will be trained in the effective use of the Responsible Thinking Process to improve classroom climate and increase student awareness of their own capacity to follow classroom norms and expectations. Common protocols for the use of the RTP process will be established and all staff will adhere to the protocols. |

6.2.1. Strategy: Train staff and implement Positive Behavior Interventions and Support

Strategy Statement: All building instructional staff will be trained in the use of Positive Behavior Interventions and Support for the school-wide management of student behavior and engagement.

Selected Target Areas

| |
|--|
| I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas. |
| I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it. |
| I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences. |
| I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate |

competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.3.B.2 Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

Other Required Information for Strategy

Sprick, R. (2006) Discipline in the Secondary Classroom. San Francisco, CA: Jossey-Bass.

OSEP Technical Assistance Center; Is School-wide Positive Behavior Support an Evidence Based Practice? Center on PBiS, University of Oregon, Eugene, OR; Found at <http://pbis.org/research/default.aspx>.

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|---|------------|------------|---|
| Develop School-wide Norms | 2009-09-08 | 2010-11-19 | McCrea, Wesley- Assistant Principal PBIS Team |
| Each teacher develops class/activity norms/expectations | 2009-09-08 | 2013-06-21 | McCrea, Wesley-Assistant Principal Departmental Teams |

6.2.1.1. Activity: Develop School-wide Norms

Activity Description: The BHS 7-12th grade teachers will be trained in the implementation of school-wide norms. The staff will then implement these strategies into the classroom, hallways, cafeteria, and many other areas students learn.

Planned staff responsible for implementing activity: McCrea, Wesley- Assistant Principal PBIS Team

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-09-08, End Date - 2010-11-19

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|---|----------------|----------------|---------------|
| Train staff in developing school-wide norms | Section 31 a | 1,500.00 | 0.00 |

6.2.1.2. Activity: Each teacher develops class/activity norms/expectations

Activity Description: The department teams will be trained in adopting and creating classroom norms during PLC time. Upon completion of this activity, each staff member will have and utilize norms in the following areas; lecture, tests, seat work, and laboratory.

Planned staff responsible for implementing activity: McCrea, Wesley-Assistant Principal
Departmental Teams

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2009-09-08, End Date - 2013-06-21

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|--|----------------|----------------|---------------|
| BISD Printing | Section 31 a | 1,500.00 | 0.00 |
| PLC Time to develop departmental norms | General Funds | 0.00 | 0.00 |

6.2.2. Strategy: Train staff in and implement Responsible Thinking Process

Strategy Statement: Staff will be trained in the effective use of the Responsible Thinking Process to improve classroom climate and increase student awareness of their own capacity to follow classroom norms and expectations. Common protocols for the use of the RTP process will be established and all staff will adhere to the protocols.

Selected Target Areas

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

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

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

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range

of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

III.1.B.5 Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

Other Required Information for Strategy

Ford,E. (2004). Discipline for Home and School Fundamentals. Scottsdale, AZ: Brandt Publishing.

List of Activities:

| Activity | Begin Date | End Date | Staff Responsible |
|-------------------------|------------|------------|--|
| Review RTP Process | 2010-09-01 | 2010-09-30 | McCrea, Wesley- Assistant Prinipal Belote, Myra- RTP Room Supervisor |
| RTP Simulation Exercise | 2010-08-30 | 2010-09-30 | McCrea, Wesley- Assistant Prinipal Belote, Myra- RTP Room Supervisor |

6.2.2.1. Activity: Review RTP Process

Activity Description: Teachers will have pink cards redistributed to each other and a review of the RTP process will be given durring professional development time at the beggining of the year.

Planned staff responsible for implementing activity: McCrea, Wesley- Assistant Prinipal Belote, Myra- RTP Room Supervisor

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2010-09-30

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|-------------------------------|----------------|----------------|---------------|
| professional Development Time | General Funds | 1,000.00 | 0.00 |

6.2.2.2. Activity: RTP Simulation Exercise

Activity Description: Teachers will simulate the use of the RTP method with each other in PLC time.

Upon completion of this second activity teachers will be proficient in the handling of minor behaviors in class by utilizing the RTP process.

Planned staff responsible for implementing activity: McCrea, Wesley- Assistant Principal
Belote, Myra- RTP Room Supervisor

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-08-30, End Date - 2010-09-30

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

Fiscal Resources Needed for Activity:

| Resource | Funding Source | Planned Amount | Actual Amount |
|----------|----------------|----------------|---------------|
| PLC Time | General Funds | 1,500.00 | 0.00 |

Resource Profile

| Funding Source | Planned Amount | Actual Amount |
|-----------------------|-----------------------|----------------------|
| Section 31 a | \$8,000.00 | \$0.00 |
| Special Education | \$18,000.00 | \$0.00 |
| No Funds Required | \$0.00 | \$0.00 |
| Title II Part A | \$64,100.00 | \$0.00 |
| General Funds | \$7,467.00 | \$0.00 |
| Early Reading First | \$142.00 | \$0.00 |

Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

Has not been done.

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.

Departments have identified power standards from the Michigan Merit Curriculum Standards. Departmental classroom assessments have been developed aligned with those standards. Student progress on each standard is monitored through use of Data Director. Currently staff is in the process of being trained on the Common Core Standards.

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

Decisions about curriculum, assessment and instruction are made at Bronson Jr/Sr High School through the work of departmental and grade-level Professional Study Teams, and in collaboration with the District School Improvement Team. The District has appointed a Professional Study Committee that will be responsible for vertical alignment of curricula, instruction and assessment, K-12.

Staff Development

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

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.

EPAS

book study "Using Formative Assessment to Differentiate Mathematics Instruction"

B-Map

SMI

SRI

RTI

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.

Building technology needs are reviewed on an annual basis and aligned with the District Technology Plan. For the purposes of this plan, the District and the school continue to support the expanded use of Data Director for warehousing and reporting student achievement data. In addition, the District and school support the continued use of and expansion of Scholastic Achievement Manager, Scholastic Reading Inventory and Scholastic Math Inventory. These data management and assessment tools are critical for the success of this school improvement plan.

The District and school has supported and will continue to support and expand the use of online learning tools. Over half of the staff has received formal training in the use of Compass Odyssey for individual supplemental support and for credit recovery. Many staff members have received training in using Moodle to create blended-learning classes and credit recovery. Use of this tool needs to be expanded to include all building staff.

Recently, the Branch Area Careers Center purchased Curriculum Crafters for the District schools. Level one training has occurred for key staff members. Implementation of curriculum mapping processes, credit recovery use and supplemental program development will need to occur, using Curriculum Crafters, no later than 2013-14.

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.

In Development.

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

Information regarding the progress of this school improvement will be promulgated at annual Board of Education meetings each August, through a comprehensive Annual Report each September, and through bi-monthly meetings of the building School Improvement Team.

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 attending that school, 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.

Stakeholders were involved in the analysis process, the development of goals and the development of the building action plans. The building School Improvement Team will continue to monitor and evaluate this plan on an annual basis.

Early in the 2010-11 school year, this School Improvement Team will disseminate the School Improvement Plan to staff, parents, the Bronson Board of Education and community stakeholders. Formal approval of this plan will be acquired from the Bronson Board of Education by November 15, 2010.

A Professional Studies Committee was formed in the 2010-2011 school year. Subcommittees consisting of parents, teachers, administrators, community members, students and former students were formed to develop plans addressing such issues as post-secondary success, literacy, school-community relations, technology purchases and implementation and development and implementation of an appropriate crisis plan.

Assurances

EdYES!

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

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

Comments:

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

Response: *Yes*

Comments: *www.bronson.k12.mi.us*

Educational Development Plan (EDP)

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

Health and Safety (HSAT)

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

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

Response: *Written Policy, but not fully implemented*

Comments: *PSC is in the processes of updating.*

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

Response: *Yes*

Comments: *Teachers have been trained in the Responsible Thinking Process which is in place in our building.*

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: *School Climate Survey*

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

Response: *No*

Comments:

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: *No*

Comments:

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

Response: *No*

Comments:

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

Response: *Other curriculum*

Comments:

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

Response: *No*

Comments:

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

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments:

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Written Policy, but not fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *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: *Individual counselling*

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: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No Written Policy*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Access to no indoor facilities*

Comments:

Stakeholders

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

| Title | First Name | Last Name | Position | E-mail |
|--------------|-------------------|------------------|-----------------|-----------------------------|
| Mrs. | Susan | Quiter | Teacher | quiter@bronson.k12.mi.us |
| Mr. | Jeffery | Gallup | Teacher/Parent | gallupj@bronson.k12.mi.us |
| Mr. | Wesley | McCrea | Asst. Principal | mccreaw@bronson.k12.mi.us |
| Mr. | Andrew | Hatt | ELA Teacher | hatta@bronson.k12.mi.us |
| Mrs. | Nisha | Ritchie | 7th Science | ritchien@bronson.k12.mi.us |
| Ms. | Marie | Bielawski | Math Teacher | biellawsm@bronson.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: | Jim Modert |
| Address: | 215 W. Chicago Street, Bronson, MI |
| Telephone Number: | 517-369-3228 |

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

No documentation was attached.