

# School Improvement Plan

## Title I - Schoolwide

School Year: 2011 - 2012

School District: Bronson Community School District

ISD/RESA: Branch ISD

School Name: Chicago Street School

Grades Served: 5,6

Principal: Mr. Mark Heifner

Building Code: 00409

District Approval of Plan:

---

Authorized Official Signature and Date

Board of Education Approval of Plan:

---

Authorized Official Signature and Date

# School Improvement Plan

## Contents

Introduction .....	3
School Information .....	4
Vision, Mission and Beliefs .....	5
Goals .....	6
Goal 1: Continuing Math Proficiency Improvement .....	6
Goal 2: Reading Proficiency Improvement .....	9
Goal 3: Science Proficiency Improvement .....	12
Goal 4: Social Studies Proficiency Improvement .....	14
Goal 5: Writing Proficiency Improvement .....	17
Resource Profile .....	22
Additional Requirements .....	23
Assurances .....	32
Stakeholders .....	38
Statement of Non-Discrimination .....	39
Supporting Documentation .....	40

## 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:	<b>Chicago Street School</b>
District:	<b>Bronson Community School District</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>5,6</b>
School Code Number:	<b>00409</b>
City:	<b>BRONSON</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

## Vision Statement

Chicago Street 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 learning experiences that promote the academic, creative, social, physical and moral development of all students. Through a variety of activities, Chicago Street 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, Chicago Street School will distinguish itself as a leader in preparing students to meet the challenges of a secondary education that prepares them the work place in 21st Century. Chicago Street 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 Chicago Street School family is responsible for educating all students in academic, physical, and social skills. We recognize individual student attributes and differences. We will provide a variety of learning activities to maximize student potential incorporating the six pillars of character, which are: respect, caring, trustworthiness, fairness, citizenship, and responsibility. Our challenge is to ensure that each student continues lifelong learning.

## Beliefs Statement

1. Respect promotes structure and mutual understanding so learning and instruction can take place.
2. A caring environment provides an atmosphere where students can take risks to learn.
3. Trustworthiness supports successful collaboration with our school family.
4. The teachers, support staff members, parents, students, and community patrons are the Chicago Street School family.
5. Every person should be treated with fairness and justice.
6. Promoting good citizenship is important for each individual.
7. Parents, teachers, and students are responsible partners in learning.
8. Students will learn individually and collectively.
9. Students learn at different rates and in different ways.
10. Instruction at our school uses prior knowledge, new knowledge, reinforcement and check for understanding.
11. Every person's learning can be accelerated with positive self-esteem.

## Goals

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

### Goal 1: Continuing Math Proficiency Improvement

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** Bronson students will continue to rise above the national averages in mathematics.

**Gap Statement:** We are above the state proficiencies on the MEAP assessments in grades 6 and 7. It is interesting to note that the Advanc-ed site guides us to report on 5th and 6th grade MEAP but actually our instruction at CSS is relative to the results of the 6th and 7th grade Math MEAP.

Current scores from 6th and 7th grade Math MEAP:

6th: 2007 79%, 2008 86%,2009 74%, and 2010 93%

7th: 2007 72%, 2008 85%, and 2009 87%,and 2011 86%

**Cause for Gap:** Students continue to need interventions at grades 5 and 6 and recommendaton for interventions in previous grade levels.

**Multiple measures/sources of data you used to identify this gap in student achievement:** 1. end of unit assessments from Everyday Math series 3rd edition, 2007

2. common grade level assessments GLCE using exams from Data Director

classroom based measurements

3. Odyssey math measurements and lesson quizzes

4. MEAP

5. NWEA

**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?** 1. Classroom and grade level averages of 80% or higher

2. Odyssey math measurements and lesson quizzes of 70-80%

3. Grade level GLCE common data director assessments at 80% or higher for mastery.

A new CCSS standards based report card has been designed and new data diretor assessments are designed for 2011-2012 school year to track Math CCSS mastery.

**Contact Name:** Mark Heifner

**List of Objectives:**

Name	Objective
80% average will occur on post Math assessments.	Students after receiving instruction and interventions will receive 80% on classroom and grade level average assessments.

---

## 1.1. Objective: 80% average will occur on post Math assessments.

**Measurable Objective Statement to Support Goal:** Students after receiving instruction and interventions will receive 80% on classroom and grade level average assessments.

**List of Strategies:**

Name	Strategy
Use of Decision Making Points in Math Odyssey Work	Students will use Odyssey for computer assisted math instruction and lessons will be differentiated to their unique needs via math assessments and fall BMAP assessments. Teachers will insert decision points in Odyssey lessons that will promote mastery learning with targeted skills. Odyssey can also be used at home.

---

### 1.1.1. Strategy: Use of Decision Making Points in Math Odyssey Work

**Strategy Statement:** Students will use Odyssey for computer assisted math instruction and lessons will be differentiated to their unique needs via math assessments and fall BMAP assessments. Teachers will insert decision points in Odyssey lessons that will promote mastery learning with targeted skills. Odyssey can also be used at home.

**Selected Target Areas**

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

I.3.A.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.3.A.3 Staff members are empowered to make decisions regarding the use of equipment and materials. They base their decisions on a continual assessment of student needs and the teaching and learning goals. Every attempt is made to ensure that the materials do not contain bias.

II.3.A.4 Decisions regarding the allocation of instructional time and planning time are data-driven and

focused on the attainment of school goals. School leaders place a high priority on collaborative team planning time within the school day.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

### Other Required Information for Strategy

Elementary Algebra + Student-Written Web Illustrations = Math Mastery. (ED464626)

Author(s):

Veteto, Bette R.

Pub Date:

2002-04-00

www.eric.ed.gov

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PD on Odyssey for Designing Online Lessons	2010-08-31	2012-06-08	Principal, technology leaders, and Title I coordinator for supporting the open lab.

#### 1.1.1.1. Activity: PD on Odyssey for Designing Online Lessons

**Activity Description:** Teachers will be trained on how to insert decision points with math lessons that are set up in Odyssey. Teachers will also review how to put lesson paths together for programmed mastery learning that compliments in class direct instruction. Teachers will also learn how to get extended school day access for their student that have internet use at home. The computer lab will be open for families four nights a week for two hours each night.

**Planned staff responsible for implementing activity:** Principal, technology leaders, and Title I coordinator for supporting the open lab.

**Actual staff responsible for implementing activity:** Teachers and Computer Lab operator for evening access. Evening access is starting in 2011-2012 school year for district at CSS.

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Evening and Weekend Computer Lab Paraprofessional	Title I Part A	3,400.00	
Technology Lead Teacher	Title I Part A	4,000.00	0.00

---

## Goal 2: Reading Proficiency Improvement

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** 95% of students will be proficient by the year 2015 according to the Reading MEAP proficiency levels.

**Gap Statement:** Most grade levels have students proficient at 82% so there is a gap of 13% points of more.

Current results at 6th Grade:

Reading MEAP 2010 84% with a gap of 5 pts. for AYP in 2012-2013 year.

Current results at 7th Grade:

Reading MEAP 2010 75% with a gap of 14 pts. for AYP in 2012-2013 school year. (gap of 2 pts. for 2011-2012 school year)

**Cause for Gap:** Some students are ESL.

Lower economic students come from homes that lack literature rich environment.

A weak instruction practice in the Core time or Tier I reading instruction in which reading instruction is done in whole group or mainly whole group.

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

NWEA BMAP

MEAP

DRA

Odyssey

Datadirector

Classroom Running Records

**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?** Students at bench mark in DIBELS in Oral Reading Fluency for 5th grade at or above: Fall at 104 WCPM (words correct per minute), Winter at 115 WCPM, Spring 124 WCPM. For the sixth grade the benchmarks targets at or above are: Fall at 109 WCPM, 120 WCPM, and 125 WCPM.

Students at or above the 35%tile in Reading on the BMAP or NWEA at 5th or 6th grade.

Students at or above DRA independent level 60 by end of 5th grade.

Students at or above DRA independent level 70 by end of 6th grade.

Students acheiving 75% or better on Odyssey Reading Activities.

Students demonstrating growth in running records

**Contact Name:** Mark Heifner

**List of Objectives:**

Name	Objective
Improve Core Reading Instruction	The school will implement a structured uninterrupted 90 minute reading block that contains about 30 minutes of whole group direct instruction and 60 minutes of guided reading.

---

## 2.1. Objective: Improve Core Reading Instruction

**Measurable Objective Statement to Support Goal:** The school will implement a structured uninterrupted 90 minute reading block that contains about 30 minutes of whole group direct instruction and 60 minutes of guided reading.

**List of Strategies:**

Name	Strategy
Daily Use of Guided Reading and Best Practices	A new 90 minute reading block will be designed that use a 1/3 time for whole group instruction followed by a 2/3 time for guided reading in which the teachers are meeting in small groups guiding reading. The reading curriculum will be revisited to align GLCE and standards to the reading block that is used daily in each reading classroom. The teachers will be supported by a literacy coach and other pd supports.

---

### 2.1.1. Strategy: Daily Use of Guided Reading and Best Practices

**Strategy Statement:** A new 90 minute reading block will be designed that use a 1/3 time for whole group instruction followed by a 2/3 time for guided reading in which the teachers are meeting in small groups guiding reading. The reading curriculum will be revisited to align GLCE and standards to the reading block that is used daily in each reading classroom. The teachers will be supported by a literacy coach and other pd supports.

**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.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

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

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

II.1.B.2 School leaders model the behaviors and strategies that reflect best practices in teaching and learning. They organize their school around professional learning communities and serve as facilitators

within these communities. They serve as a skilled coach to staff members requiring additional assistance in implementing best practices.

III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

III.1.B.2 All staff members communicate effectively and regularly both orally and in written form with parents, students and each other. Accurate and direct communication is a high priority of the school.

### Other Required Information for Strategy

Guided Reading Program - Informed by Scientifically Based Research

[http://teacher.scholastic.com/products/guidedreading/pdfs/GR\\_nclb\\_alignment.pdf](http://teacher.scholastic.com/products/guidedreading/pdfs/GR_nclb_alignment.pdf)

Improving Student Reading Skills through the Use of Guided Reading

<http://www.eric.ed.gov/PDFS/ED471575.pdf>

Models of Response to Intervention in the Northwest Region States. Issues & Answers. REL 2009--No. 079

<http://www.eric.ed.gov/ERICWebPortal/detail?accno=ED506348>

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Guided Reading Support	2010-08-31	2011-05-31	Mark A. Heifner, Principal Leslee Ziegler, BCS Literacy Coach Peggy Stewart, CISD Literacy Consultant

#### 2.1.1.1. Activity: Guided Reading Support

**Activity Description:** Teachers will be provided professional development by the literacy coach and principal of guided reading processes and strategies at professional development days and grade level team meetings. The literacy coach will work with the teachers in developing guided reading practices in the classroom.

**Planned staff responsible for implementing activity:** Mark A. Heifner, Principal  
Leslee Ziegler, BCS Literacy Coach  
Peggy Stewart, CISD Literacy Consultant

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-08-31, End Date - 2011-05-31

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Literacy Coach	Title II Part A	45,000.00	0.00

---

## Goal 3: Science Proficiency Improvement

**Content Area:** Science

**Development Status:** Complete

**Student Goal Statement:** Students after being instructed in Science in grades 5 and 6 will eventually take the 8th Grade Science MEAP and document improvements 5% every year for the next five years.

**Gap Statement:** After improvement in scores five years ago the past three years there has been a drop in the 8th Grade Science MEAP. 2007 it was 83.72% proficient. 2008 it was 72.53 % proficient and in 2009 it was 70.53%.

**Cause for Gap:** A high emphasis in grades 5 through 7 on Math and Reading mastery at the sake of not working on Science instruction.

The use of Science Kits from Battle Creek Math and Science Center not being impelmented correctly.

Students not being checked for mastery of the concepts in each kit.

The science kits use a constructivist approach and in 7th grade a different approach may affect science learning in a positive or negative outcome.

**Multiple measures/sources of data you used to identify this gap in student achievement:** In the 2009, new aligned kits were implemented and each kit has an assessment that could be used pre and post to check for mastery and growth.

Annual 8th grade and 5th grade MEAP Sceince assessments.

Classroom Science assessments.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** An increase from pre to post kit unit assessments for a low score to a grade level average above 80% in grades 3-6.

**Contact Name:** Mark Heifner

### List of Objectives:

Name	Objective
Improved Science Acheivement	80% of CSS students will be proficient on end of kit Science Assessments.

### 3.1. Objective: Improved Science Achievement

**Measurable Objective Statement to Support Goal:** 80% of CSS students will be proficient on end of kit Science Assessments.

#### List of Strategies:

Name	Strategy
Align and Review Curriculum	Teachers will review and align the curriculum and Science Data.

#### 3.1.1. Strategy: Align and Review Curriculum

**Strategy Statement:** Teachers will review and align the curriculum and Science Data.

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

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

II.1.A.4 The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn and the impact of developmental states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.

#### Other Required Information for Strategy

1. A Conceptual Framework in the Understanding of Science Education (ED500513)

Share Author(s): Yurumezoglu, Kemal; Oguz, Ayse

Source:

Online Submission, Journal of Universite ve Toplum v8 n1

Pub Date:

2008-03-01 www.eric.ed.gov

2. Argumentation: The Language of Science (EJ849708)

Author(s): Tippett, Christine

Journal of Elementary Science Education, v21 n1 p17-25 Win 2009  
 Pub Date: 2009-00-00 www.eric.ed.gov

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
PLC Groups for Science Education	2010-08-31	2011-05-31	Principals and grade level teams

---

### 3.1.1.1. Activity: PLC Groups for Science Education

**Activity Description:** PLC groups within grade level and cross grade level will meet and discuss the curriculum and data outcomes for improvements. Battle Creek Science consultants will also be utilized to make improvements.

**Planned staff responsible for implementing activity:** Principals and grade level teams

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-08-31, End Date - 2011-05-31

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
PLC time, place, and materials	General Funds	1,000.00	0.00

---

## Goal 4: Social Studies Proficiency Improvement

**Content Area:** Social Studies

**Development Status:** Complete

**Student Goal Statement:** Seventy-five percent of CSS students will be proficient on CBMs in Social Studies as measured by the CISD Social Studies assessments.

**Gap Statement:** The sixth grade Social Studies MEAP is below the state average and has been in a downward trend the past few years.

**Cause for Gap:** 1. A change in social studies curriculum.  
2. A strong focus on core subjects of Math and ELA.  
3. No intervention programming for Social Studies.

**Multiple measures/sources of data you used to identify this gap in student achievement:** The new CISD (Calhoun Intermediate School District) Social Studies curriculum and resources was put in place in 2009-2010 and it contains end of chapter or unit assessments through out the year in grades K-6. These assessments will be completed by teachers throughout the year.

**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?** Students will score on the average by classroom, grade level, and school at 75% or higher.

**Contact Name:** Mark Heifner

#### List of Objectives:

Name	Objective
Classroom Internet Access and Projection Capabilities	The CISD Social Studies Curriculum will be taught, refined, and improved via the use of technology.

## 4.1. Objective: Classroom Internet Access and Projection Capabilities

**Measurable Objective Statement to Support Goal:** The CISD Social Studies Curriculum will be taught, refined, and improved via the use of technology.

#### List of Strategies:

Name	Strategy
Using Visuals for Learning	Teachers will use visual for teaching Social Studies content by following the established curriculum online guides and lessons.

### 4.1.1. Strategy: Using Visuals for Learning

**Strategy Statement:** Teachers will use visual for teaching Social Studies content by following the established curriculum online guides and lessons.

**Selected Target Areas**

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

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

I.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.

**Other Required Information for Strategy**

THE INTERNATIONAL SOCIETY FOR THE SOCIAL STUDIES ANNUAL CONFERENCE  
PROCEEDINGS

2010 Volume 1

<http://www.eric.ed.gov/PDFS/ED509647.pdf>

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Align and Refine Social Studies Curriculum	2010-09-08	2011-06-30	Tracey Bassage 4th Grade Teacher, Jacque Thatcher 5th Grade Teacher, and Mark Heifner school principal would lead the work but all grade level teams would participate in the ongoing review.

**4.1.1.1. Activity: Align and Refine Social Studies Curriculum**

**Activity Description:** Participate in the regional alignment and refinement of the Social Studies curriculum through the use of professional development days, grade level team meetings, and regional CISD Social Study review days. Teacher may submit changes and concerns about the online curriculum and as they teach and check assessments they can suggest changes to the regional work.

**Planned staff responsible for implementing activity:** Tracey Bassage 4th Grade Teacher, Jacque Thatcher 5th Grade Teacher, and Mark Heifner school principal would lead the work but all grade level teams would participate in the ongoing review.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-08, 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
Installation of Computer Projectors & Technology	General Funds	5,000.00	0.00

## Goal 5: Writing Proficiency Improvement

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** 85% of 7th grade students, in all AYP subgroups, will be proficient in writing as measured on the MEAP by 2012-13.

**Gap Statement:** In 7th our students scored slightly below state averages in writing. The writing portion of the MEAP will be inserted into the Fall 4th and 7th grade writing MEAP starting in 2010. We currently had a gap of over 10% at this time. Our new gap is about 40 pts.

**Cause for Gap:** Students are not taught the writing process.

students have difficulty with reading and higher levels thinking strategies that are needed for critical comprehension.

Students are not taught how to edit and improve their writings accordingly to an established rubric that is aligned to the MEAP rubrics.

The quantity and quality of writing done in classes at Chicago Street 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:** Writing MEAP scores from previous years in sixth and seventh grades.

6th Grade: 65%, 79%, and then 72% from 2006-2008.

7th Grade: 58%, 72%, and then 77% from 2006-2008.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** A rubric will be designed for each type of writing and used through out the school. The rubric will be used to score students' writing. Students scoring 85% or more of the rubric score should be successful. The multiple assessing can occur by individual teacher scoring, grade level teacher scoring, and peer to peer scoring, and by individual student scoring their own writing.

**Contact Name:** Mark Heifner

**List of Objectives:**

Name	Objective
Student Improvement in School Writing Rubric	Students will improve on seasonal writing assessments by using common school writing rubric throughout the school year. A base line is set in a unit of instruction and then after instruction a post writing score should show improvement with all students.
Train Educators on Use of Odyssey Writer	All general education teachers will be trained on how to use Odyssey Writer. An aligned school rubr

---

## 5.1. Objective: Student Improvement in School Writing Rubric

**Measurable Objective Statement to Support Goal:** Students will improve on seasonal writing assessments by using common school writing rubric throughout the school year. A base line is set in a unit of instruction and then after instruction a post writing score should show improvement with all students.

**List of Strategies:**

Name	Strategy
Odyssey Writer Use and Rubric Development	Teachers and support personeel will be trained on how to use Odyssey Writer to critique and improve writing samples. Teachers and students will learn how to use the tool as it is projected during writing instruction sessions and then how students can use the tool to improve organize and improve their own writings.

---

### 5.1.1. Strategy: Odyssey Writer Use and Rubric Development

**Strategy Statement:** Teachers and support personeel will be trained on how to use Odyssey Writer to critique and improve writing samples.

Teachers and students will learn how to use the tool as it is projected during writing instruction sessions and then how students can use the tool to improve organize and improve their own writings.

**Selected Target Areas**

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

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

I.3.A.2 Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement.

Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

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

### Other Required Information for Strategy

Fletcher, R. 1993. What a Writer Needs. Portsmouth, NH: Heinemann.

Graves, D. 1983. Writing: Teachers and Children at Work. Portsmouth, NH: Heinemann.

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PLC / PD meeting regularly with Literacy Coach	2010-08-31	2011-05-31	Literacy Coach, Principal, and Technology Teacher leaders.

#### 5.1.1.1. Activity: PLC / PD meeting regularly with Literacy Coach

**Activity Description:** Teachers will meet regularly with literacy coach and /or the principal to discuss and evaluate implementation of the units of study and the use of Odyssey Writer to help model and critique writing.

**Planned staff responsible for implementing activity:** Literacy Coach, Principal, and Technology Teacher leaders.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-08-31, End Date - 2011-05-31

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

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Literacy Coach	Title II Part A	45,000.00	0.00

## 5.2. Objective: Train Educators on Use of Odyssey Writer

**Measurable Objective Statement to Support Goal:** All general education teachers will be trained on how to use Odyssey Writer. An aligned school rubric

### List of Strategies:

Name	Strategy
Use of Common Assessment to Promote Common Writing Understanding	Teachers, paraprofessionals, and parents will be trained on what is a proficient writing.

### 5.2.1. Strategy: Use of Common Assessment to Promote Common Writing Understanding

**Strategy Statement:** Teachers, paraprofessionals, and parents will be trained on what is a proficient writing.

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

I.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.

IV.1.A.1 The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with parents/families. To achieve this goal, it relies on a variety of two-way, on-going, and meaningful communication methods.

#### Other Required Information for Strategy

Improving Writing Skills in the Elementary Classroom

Anderson, Mallo, Nee, Wear

<http://www.eric.ed.gov/PDFS/ED479118.pdf>

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
PD on	2010-	2011-	Heidi Gest, 6th grade teacher Peggy Stewart, CISD Literacy Consultant

Odyssey Writer	09-02	05-31	Maureen Schlammer, CISD Writing Consultant Mark Heifner, building principal
-------------------	-------	-------	--

### 5.2.1.1. Activity: PD on Odyssey Writer

**Activity Description:** Training on how to use Odyssey Writer to model proficient writing. The 7th Grade Writing MEAP rubric will be presented to staff and inserted into the online tool for teaching students. The tool then can be used for students if they take their own writings into the Odyssey writer. A schedule of common grade level writing prompts will be designed and used throughout the year to improve writing.

**Planned staff responsible for implementing activity:** Heidi Gest, 6th grade teacher  
Peggy Stewart, CISD Literacy Consultant  
Maureen Schlammer, CISD Writing Consultant  
Mark Heifner, building principal

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-02, End Date - 2011-05-31

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

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Consultant and Resources	Title II Part A	2,500.00	0.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$6,000.00	\$0.00
Title II Part A	\$92,500.00	\$0.00
Title I Part A	\$7,400.00	\$0.00

## Additional Requirements

### Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

*Administrators met in the spring and reviewed data and then the information was shared with the staff.*

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

*In student achievement there has been steady increases in reading and sharper increases in math. The RTI program has continued in development and staff and grade level teams meet routinely developing programs. Parent advisory committees meet periodically and review perception data from family surveys. Staff and student surveys reveal that there is satisfaction in most all aspects of the school climate. There is concern of boys and lower socio-economic disadvantaged student progress towards ayp targets.*

### Schoolwide Reform Model

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

*The overarching school reform effort is maintaining quality tier 1 instruction and using RTI creating targeted intervention and extension groupings to promote academic growth in all students. The use of professional learning communities through grade level team and staff meetings is also central in problem solving academic needs.*

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

*The program was developed through the participation of MiBLsi leadership teams the past four years. Teachers, principals, and parents either served on the implementation teams or were advised of the practices.*

### **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.

*Curriculum is reviewed by teacher teams and the principal. Currently the revision of moving from GLCEs to CCSSs is being monitored by KISD <https://curriculumcrafter.org/default.aspx>*

*Teachers meet weekly to discuss and implement a common curriculum across each grade level. A scope and sequence is determined by each team. In the spring of 2011 a standards based report was developed that focuses on the new CCSSs. A scope and sequence is currently in development with the new release of lessons plans and pacing guides through KISD. Reading is the key focus this fall. Math has been aligned via CISD cross walks from the math text book and the GLCS to the CCSSs along with aligned assessments that will be used to determine proficiencies.*

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

*Teachres regularly collaborate through staff meetings and grade level team (PLC) meetings for curriculum reviews and data studies. Research is completed to strive for best practices that are best for kids.*

### **Instruction by Highly Qualified Professional Staff**

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

*All teachers have the designation of highly qualified at Chicago Street School. All paraprofessionals are additionally highly qualified under the requirements.*

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

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

*All teachers have HQ status and also recieved systematic professional development that maintains highly qualified status. Paraprofessionals attend learning academies that strengthen their professional assignments.*

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

*Any job postings for teachers at the elementary level are posted wiht the requirements in the job posting that meets the requirements for highly qualified. Only candidates that are highly qualified are hired into the*

*teaching positions.*

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

*Teachers usually teach for their whole careers at Chicago Street School. One fifth grade teacher just retired in spring of 2011 after teaching in Chicago Street School for over 35 years. We have 13 core teachers and one share teacher with the high school.*

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

*Not applicable*

### **High-Quality and Ongoing Professional Development**

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

### **Strategies to Increase Parental Involvement**

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

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

*Parent involvement will be increased this year by training volunteers. Volunteers are trained by the building principals. This training includes information about volunteer duties and responsibilities. Most of the volunteers are parents and this increased our parent involvement this year. Many parents were only interested in chaperoning field trips but we now have a parent advisory council that is setting up additional parental supports. Parent volunteers then serve on advisory council to design parent involvement activities. In the teacher/parent/student compact which is signed by all stake holders a check off list is available for parents of what they can do to help their child with their learning. Parents that so indicate they can not help in certain areas will be counseled on what after school programs are available to assist. A regular parent/principal open door meeting will occur where as parents can meet with the principal and discuss all topics of concern and ways parents can help their children learn.*

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

2a. Design

1. Active ongoing ARC PTO meetings. (Anderson, Ryan, and Chicago Street School) Parent Teacher Organization meetings. Monthly or bi-monthly.
2. Parents volunteer sign up forms.
3. a. Scheduled volunteer trainings.
- b. Principal/Parent open door meetings scheduled.
4. Volunteer assignments.
5. Family Involvement Nights are Scheduled throughout the year.
6. Teachers are involved with planning, preparation, and facilitating meetings.

2b. Implementation

*ARC PTO elections in Spring or September*  
*ARC PTO organization meeting in Spring or September*

*Before school starts parents are offered participation in volunteer projects.*

*Program is evaluated by survey and parent comment and suggestions in January/February.*

*Program is carried out throughout the year.*

2c. Evaluation

*Parent/patron survey data is reviewed by parent advisory committee, principal, and teacher representatives in March.*

*Strengths are noted and opportunities for improvements are noted and worked into improvement plan for parental involvement.*

*Parental Policy and Involvement Plans are updated and launched for next calendar year.*

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

*The AER is published and presented to teachers and parents before school starts. Additional information presented and an open discussion provided to promote understanding. Academic results are sent home to parents via reports card and achievement test results in graph form. The same graph form has been used for eighth years. The graphs are presented in fall parent teacher conferences with teacher and/or principal explanations and in winter conferences. A data point is added for each assessment for end of year in Reading, Math, and Language Usage. Students in our district by the end of eighth grade have 21 data points of growth in Reading, Math, and Language Usage. The newsletter asks parents to call the principal or ask the teacher at anytime what reports cards or assessment reports mean for them and their child. An annual MEAP report distribution night is scheduled and parents attend a short presentation on what the MEAP reports mean and what they can do to help see their children progress on MEAP expectations.*

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

*The school-parent compact is discussed and signed at the fall parent teacher conferences.*

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

*After the family survey in late winter the parent advisory committee along with principal and teacher leaders meet with a review on parent involvement, this leads to ideas and suggestions to increase future parent involvement at the school.*

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

*Over all parents seem agreeable to the amount of parent involvement at Chicago Street School, however upon studying other schools that have significant improvement there are programs that are mentioned that may improve academic achievement at our school. One suggestion is to open the computer lab 4 nights a week so families could access internet resources including our computer assisted learning program Odyssey. This is being worked into the budget this year. The district has formed a committee to promote community collaboration also.*

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

### **Preschool Transition Strategies**

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

*Not applicable to Chicago Street School as it only serves grades 5 and 6.*

### **Teacher Participation in Making Assessment Decisions**

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

*Teachers have developed their own math benchmark assessments. These assessments are written to the GLCSs that are taught that year or segment of year. The data is used to determine how much focus may be spent on a certain topic. The same common assessment is given after instruction and intervention programming can be set up. In the DRA process at mid year teacher can choose to give the DRA to all*

*students or to struggling readers.*

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

*The school uses RTI and Tier 3 model to address all learners in reading. Teachers decide which students receive tier 2 or tier 3 interventions. Teachers are actively engaged in the process and even carry out many of the interventions themselves in an intervention/extension model.*

### **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.

*Alternative measures of assessments are developed agreed upon by the grade level team and principal. A standards based report card was developed in the spring of 2011 and now common grade level assessments are being developed for each standard. Math ones have been developed by CISD that correlate to CCSS and the text book system Everyday Math. The local school is identifying assessment through previous practice and referencing the curriculum at <https://curriculumcrafter.org/default.aspx> Additionally teachers are mutually developing the criteria to assign O= Outstanding Achievement in the Standard, M= Meeting the standard, S= Satisfactory Progress Toward the Standard, and U= Unsatisfactory Progress Toward the Standard.*

### **Timely and Additional Assistance**

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

*Students are identified via the MEAP, NWEA, DIBELS, and/or DRA. Students in levels 3 and 4 are placed in Tier 2 & 3 interventions. This is an ongoing process throughout the year and during most summers students in levels 3 and 4 are provided learning opportunities during Title I summer tutoring. At the beginning of the year previous year's data is garnered from the data warehouse and students are placed in tier 2 and 3 groups as soon as school starts and then after new data is gathered a reorganization of tier 2 and 3 groups are formed around targeted skills groups. This is a cycle ongoing process throughout the year.*

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

*Students are identified via the MEAP, NWEA, DRA, Dibels, and common grade level assessments as to which proficient level. All students receive instruction via Tier I and have differentiated instruction in our computer assisted learning program regularly. This promotes learning at all academic levels. If a student is having difficulty with a GLCE then an intervention is designed for them or a small group is formed to ensure mastery of that GLCE. Now the staff is identifying by CCSSs.*

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

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

*The BCS federal programs director works closely with the superintendent and school principal. The programs are discussed with the grade level teams in review and the planning cycle is developed and implemented through the building principal. Meetings occur in the summer for the implementation of Title I services.*

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

*Funds from all resources are utilized appropriately to fulfill the plans indicated in the school's school improvement plan. Each strategy and activity is included in budget planning for federal, state, and local funding sources.*

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

*Title IA funds will be used to support struggling students in the core academic areas. We will use tiered interventions as a structure for that support. The major expenses met by Title IA involve staffing with limited funds spent on supplies and materials.*

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

*Federal, State, and local funding is appropriately integrated to meet the academic needs of all students including ELLs and those who are at risk for failing to meet academic standards. General funds are largely responsible for programming related to health, violence prevention, and holistic needs of our students.*

### **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.

*Technology is a tool that we use daily in our work. All classrooms have internet and projection systems for processing information and academic lesson through Odyssey lessons, word processing, internet research, and visual presentations. Some intervention programs use are delivered via technology such as Read Naturally and Odyssey lessons. Students results are monitored and tracked via the technology producing reports on student successes or difficulties.*

## 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.

*Towards the end of the year and into the summer the principal shares reports with teachers and narratives are written about the data. A study is conducted to look for trend lines using three data points that would indicate successes of area of concern for improvement. Teachers give input to the principal and then in coordination with the title program director new research based strategies are sought out to implement to further refine the SIP.*

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

*MEAP, NWEA, DRA, and DIBELS data are used collectively to determine trend lines that would so indicate effectiveness. We compose pivot tables that show movements of students from one level to another level and then discussion follows about program and classroom instruction and supports. We are always focused on students that are not at levels 1 and 2 on MEAP and are target for students on NWEA is the 50th percentile. On DIBELS our goal is to get to 80, 15, and 5 designated at Low Risk, Some Risk, and High Risk in the tier 3 model.*

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

*The plan is modified by discussions and ideas for improvements based on student data outcomes. The discussions are found in grade level team meetings, staff meetings, and our new K-12 Literacy Planning committee. New research based programs are sought out as needs arise and are phased in with appropriate professional development.*

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

*The use of graphs and colored columns of data are used regularly to share student progress. The plan is shared at PD days at beginning of the school year and also shared at PAC meetings. It is not just handed out but presented and discussed for understanding and collaborative thought.*

## Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

*The current SIP is a product of previous years of SIP planning and annuals reports. The current SIP was developed from advisement of PAC (parent advisory council) and teacher review. Other building principals also reviewed designated sections of the plan and finally it was sent to the school district superintendent.*

## Assurances

### EdYES!

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

Response: *Yes*

Comments: *Students at CSS are tested three times per year with NWEA in Math, Reading, and Language Usage.*

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 and also on the tab at that site labeled Chicago Street School*

### Educational Development Plan (EDP)

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

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

Comments:

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

Response: *No*

Comments: *We do not have 8th grade students. We do conduct career explorations and collaborate with the Branch Area Career Center.*

### Health and Safety (HSAT)

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

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

Response: *Written policy, fully implemented*

Comments: *Our student handbook has policy to maintain safety for our students and staff. A current district crisis plan is also under review. We currently are working on bullying guidelines for our school.*

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 PBS and more recently in Champs. Also selected teachers have been trained in non violent crisis prevention intervention. Scheduled PD for this year include Bullying identification and actions to be taken to curtail this type of student behavior.*

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

Response: *Yes*

Comments:

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

Response: *No*

Comments: *However we do conduct student surveys on bullying and also we analyze our discipline data quarterly as we are a PBS / MiBIsi school.*

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

Response: *Reviewed policy, but not yet adopted*

Comments:

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

Response: *No*

Comments: *We have a certified health educator that also teaches our physical education classes.*

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

Response: *No, do not use a health education curriculum*

Comments:

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

Response: *Yes*

Comments: *Human growth and development lessons involves parent notification and input into the process.*

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

Response: *No action taken*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Other curriculum*

Comments:

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

Response: *No*

Comments: *Currently the only activity is Picnic in the Park where students and families are invited to plays games with students and staff members.*

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

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

Comments: *Students have P.E. twice in a 5 day cycle and option to take a full block of P.E. for a total of 120 minutes per week. They also have a 25 minute recess period for an additional 225 minutes per week.*

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

Response: *Adopted policy, but not fully implemented*

Comments:

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

during the past 12 months.

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes, we have a health services provider or school nurse for every 650 students*

Comments: *This nurse is with a severely disabled child and is available for a Medically Emergency Team.*

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

Response: *No Written Policy*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: *Being a MiBLSi/PBS school we analyze data including acts of violence and/or aggressive behavior.*

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

Response: *Yes*

Comments: *A safe environment is mentioned and supported.*

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Written policy, fully implemented*

Comments: *Yes we do and this is a Title I requirement.*

31. Our school has a parent education program.

Response: *Yes*

Comments: *Yes, it resides in the intervention, teacher assistant team, process. Materials and parents also are invited to meetings on parenting ideas about bullying, and a variety of topics at a local parenting fair.*

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

Response: *No*

Comments:

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

Response: *Access to some indoor facilities*

Comments:

## 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.

<b>Title</b>	<b>First Name</b>	<b>Last Name</b>	<b>Position</b>	<b>E-mail</b>
Mr.	Mark	Heifner	Principal	heifnerm@bronson.k12.mi.us
Mrs.	Joan	Siler	teacher	silerj@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:	Superintendent, Mr. James Modert
Address:	215 W. Chicago St. , Bronson, MI
Telephone Number:	517-369-3257

## References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

## Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact

# **PARENT INVOLVEMENT POLICY & PLAN**

## **Chicago Street School**

Chicago Street School administration and faculty understands the importance of parental involvement and offers parent meetings/conferences to accommodate the various work schedules of parents/guardians. The parent facilitator, an administrator or teacher, shall make every effort to meet with a parent/guardian at any time. The Chicago Street School Parent Involvement Plan will help develop a meaningful partnership between the families and the school. The result of this plan will be a school where parents feel welcome and can make a significant contribution to the schools

Chicago Street School believes that parents/guardians are to be involved in all aspects of its Title I programs. Information gathered from yearly surveys would provide input on activities, training, and materials that the school should offer to the parents/guardians for the school year. Results from the surveys will help determine what is needed in the parental involvement plan, as well as the school-wide plan.

Chicago Street School shall convene its school-wide advisory council to review, evaluate, and revise the plan annually. A minimum of one parent representative per grade level shall be present. The Parent Involvement Plan will be posted on the district web site as well as the compact/contract used at school. Parents will be made aware of how to locate this plan and the importance of the compact/contract. All parents will be notified of the review process through letters sent home in Friday Folders and on our monthly newsletter. The letter shall make parents/guardians aware that the plan is under review.

Chicago Street School shall work to ensure that a partnership between parent/guardians and the school is established to improve overall student success in the social aspects, as well as in academic achievement. A parent involvement plan is currently in place to maintain a strong partnership between school and home.

Chicago Street School:

- Family Involvement Nights
- Open House
- Student-School-Parent Compact
- Progress Reports
- Parent/Teacher Conferences
- Chicago Street School Website offers enrichment/practice activities/student handbook
- Parent Connect allows parents continual access to student's achievement
- Notification of child's involvement in the Tier II or III interventions at conferences times
- Parent Resources available through office, hallway, and teachers
- Monthly Parent Letters in Friday Folders-Viking Star

- Assignment Book/Planner

Family Involvement Nights will be held for families to view student work as well as get ideas on how to support their children academically. This will help our school to achieve high academic performance.

Parents/community stakeholders will be given opportunities to become active in the schools through a parent volunteer program. Tutors, classroom aides, chaperones for field trips and library helpers are some of the areas where volunteers can be placed within the school.

All teachers will have a working e-mail address and telephone extension and these will be posted on the district web page and also on the school web page. A flyer with the same information will also be sent home each fall. Tutoring will be made available to students at the Bronson Area Youth Center.

An annual open house for parents is held when school begins. Teachers will explain to parents the course of study for the students, the course expectations, grading, and homework policies. On display for parents to examine will be the textbooks and other materials used in the class.

Chicago Street School will make a concerted effort to keep parents informed and involved in the academic lives of their students. The schools will use telephone calls, conferences, progress reports, report cards, assignment books, and e-mails to show parents we are serious about the home-school relationship. Attendance, discipline and academics will all be included in discussions with parents. Parents may also access the Parent Connection through our student information system to stay current on student progress.

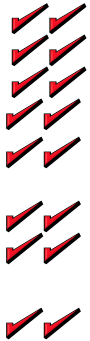
# Chicago Street School Partnership Compact

Bronson Community Schools

Please check mark which tasks you can do and sign, Thank You! ☺

## EDUCATOR AGREEMENT

We want all students to achieve to their full potential. Therefore, I will do my best to:



- Demonstrate care and concern for each student.
- Recognize and value the unique characteristics of each student.
- Provide an environment that is safe and encourages learning.
- Explain and model the behaviors and procedures expected of students at school.
- Provide explanations of the standards students are expected to meet in order to demonstrate learning progress and an outline of the curriculum designed to help meet those standards.
- Provide quality teaching and leadership.
- Provide parents with timely and accurate assessments of students' progress in meeting school achievement and performance requirements.
- Welcome the participation of parents in achieving educational goals.

Teacher's Signature \_\_\_\_\_

Principal's Signature \_\_\_\_\_

## PARENT/GUARDIAN AGREEMENT

I want my child to succeed. Therefore, I will encourage him/her by doing the following:

- \_\_\_\_ Require and assist my child in getting to daily classes on time.
- \_\_\_\_ Help my child to develop positive school attitudes.
- \_\_\_\_ Support school rules and procedures.
- \_\_\_\_ Oversee and facilitate the completion of homework.
- \_\_\_\_ Support my child's efforts to improve and do quality work.
- \_\_\_\_ Communicate with educators about questions that I may have and/or problems that may interfere with my child's learning.
- \_\_\_\_ Attend parent-teacher conferences.
- \_\_\_\_ Read school letters and other important documents to stay informed.

Parent's Signature \_\_\_\_\_

## STUDENT AGREEMENT

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- \_\_\_\_ Come to school every day unless I am sick. Be on time.
- \_\_\_\_ Stay safe.
- \_\_\_\_ Take responsibility for my actions and behaviors.
- \_\_\_\_ Always do my best work.
- \_\_\_\_ Respect others and myself.
- \_\_\_\_ Cooperate with parents, classmates and teachers.
- \_\_\_\_ Tell my teacher or other school helper about my needs.

Student's Signature \_\_\_\_\_

**THANK YOU FOR YOUR COMMITMENT TO OUR PARTNERSHIP.**