

School Improvement Plan

School Year: 2010

School District: Holton Public Schools

Intermediate School District: Muskegon Area ISD

School Name: Holton Elementary School

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

Principal: Mrs. Carol Dawson

Building Code: 01712

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

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

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

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

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

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

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

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

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

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

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School Information

School:	Holton Elementary School
District:	Holton Public Schools
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5
School Code Number:	01712
City:	Holton
State/Province:	Michigan
Country:	United States

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Vision

Vision Statement

The Holton Elementary School Staff, in cooperation with students, parents, and the community members will be a professional team of educators fostering community partnerships with the purpose of inspiring students to reach their individual potential. We envision a standards based, inclusive, and challenging curriculum that stimulates learning and creativity in a positive and safe environment.

Mission Statement

Holton Elementary is committed to building a solid foundation of learning in a safe and caring environment.

Beliefs Statement

All students can learn and achieve in a safe, disciplined environment where they feel trusted, supported, and have a sense of belonging.

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Goals

ID	Name	Development Status	Progress Status
12178	Reading	Approved	Open
12852	Math	Approved	Open
12853	Writing	Approved	Open
12854	Student Behavior	Approved	Open

Goal 1: Reading

Content Area : English Language Arts
Goal Source : Continuous Improvement
Development Status : Approved

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

Gap Statement : 77% (242 out of 314) of Holton Public School Students 3rd through 6th grades scored at proficient levels on MEAP reading assessments in fall, 2009. General education students are proficient at a higher rate than the students with disabilities by 48%.

Cause for Gap : Item analyses of MEAP results show large gaps between our general education students and our students with disabilities in four key areas of reading across our 3rd through 6th grade population. The areas of weakness for our students with disabilities are: the ability to understand vocabulary words in the context of grade level reading material, the ability to make inferences from text they have read, understanding and identifying different genres of text and comparing/contrasting multiple characters in a text.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP, Dibels benchmark assessments and progress monitoring, STAR Test, Running Records, and common grade level assessments and teacher observation.

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? 84% of Holton Elementary students will score at the proficient level on the fall 2011 MEAP assessments. 53% of students with disabilities will score at proficient levels on the fall 2011 MEAP assessments. By May 2011, HES will show a 10% increase in students who are at the established (benchmark) level on the Dibels Oral Reading Fluency test. (Targets:1st=77%, 2nd=62%, 3rd=57%, 4th=61%). Progress toward this goal will be monitored throughout the school year using DIBELS, common grade level assessments, STAR test, running records and teacher observations.

Contact Name : Carol Dawson

List of Objectives:

ID	Objective
11910	84% of Holton Elementary students will score at the proficient level on the fall 2011 MEAP assessments.

53% of students with disabilities will score at proficient levels on the fall 2011 MEAP assessments. By May 2011, HES will show a 10% increase in students who are at the established (benchmark) level on the Dibels Oral Reading Fluency test. (Targets: 1st=77%, 2nd=62%, 3rd=57%, 4th=61%).

1.1. Objective: Reading

Measurable Objective Statement to Support Goal : 84% of Holton Elementary students will score at the proficient level on the fall 2011 MEAP assessments. 53% of students with disabilities will score at proficient levels on the fall 2011 MEAP assessments. By May 2011, HES will show a 10% increase in students who are at the established (benchmark) level on the Dibels Oral Reading Fluency test. (Targets: 1st=77%, 2nd=62%, 3rd=57%, 4th=61%).

List of Strategies:

ID	Strategy	Locked By
11910	Teachers will research and implement best practices for reading instruction to meet the needs of all students in order to accelerate achievement in reading for all students and to close achievement gaps among subgroups.	

1.1.1. Strategy: Reading Best Practices

Strategy Statement: Teachers will research and implement best practices for reading instruction to meet the needs of all students in order to accelerate achievement in reading for all students and to close achievement gaps among subgroups.

Selected Target Areas

SAR 1.3 Identifies goals to advance the vision
SAR 2.10 Implements an evaluation system that provides for the professional growth of all personnel
SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 2.13 Implements an evaluation system that provides for the professional growth of all personnel
SAR 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness
SAR 2.5 Fosters a learning community
SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 2.9 Creates and supports collaborative networks of stakeholders to support system programs
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills

- SAR 3.10 Ensures that curriculum is reviewed and revised at regular intervals
- SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
- SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
- SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
- SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
- SAR 3.4 Supports instruction that is research-based and reflective of best practice
- SAR 3.7 Provides for articulation and alignment between and among all levels of schools
- SAR 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment
- SAR 3.8 Implements interventions to help students meet expectations for student learning
- SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning
- SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
- SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
- SAR 4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance
- SAR 4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
- SAR 4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders
- SAR 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence
- SAR 4.7 Demonstrates verifiable growth in student performance
- SAR 5.10 Provides appropriate support for students with special needs
- SAR 5.3 Ensures that all staff participate in a continuous program of professional development
- SAR 7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

Other Required Information for Strategy

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

- What Really Matters Most in Response to Intervention by Richard Allington
- The Daily 5 by Gail Boushey and Joan Moser
- Reading With Meaning by Debbie Miller
- Good Bye Round Robin by Michael Opitz and Timothy Rasinski
- Phonics They Use by Patricia Cunningham

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will collaborate with literacy coach to develop appropriate tier II interventions for at-risk students. They	09/09/2010	09/08/2011	Literacy Coach Classroom Teachers

will also use the literacy coach as a classroom resource in the form of co-teaching/coaching lessons for all students. Students identified as our most at-risk readers will work with the literacy coach, and para professionals working under the direction of the literacy coach, in one-on-one or in small group interventions.			Principal Para professionals
Staff will provide extended instructional time in reading and writing for students identified as being most in need of support. Extended learning time will be provided during a Summer Literacy Institute for a 5 week period of time. The students will receive 1.5 hours of intensive instruction Monday through Thursday. These students will be identified using multiple data sources, such as DIBELS, STAR and running records. Staff will also provide access to the library and computer lab to check out books and use the computers for reading comprehension tests one time each week for 8 weeks in the summer.	07/12/2010	08/12/2010	Principal Classroom Teachers Summer school teachers Paraprofessional
Teachers will meet in collaborative teams to analyze assessment data to plan targeted instruction for whole and small groups and for differentiated instruction to meet the needs of at-risk and targeted sub groups in all grades. Minutes from grade level and cross grade level meetings will reflect the professional dialog in support of establishing learning goals, data analysis and differentiation.	09/01/2010	06/10/2011	Principal Classroom Teachers Special Education Teachers Literacy Coach
Staff will participate in professional development on intervention strategies and differentiated instruction (Reader's Workshop, Road to the Code: MiBlsi, PEAK...) to meet the needs of low achieving students.	06/25/2009	06/25/2012	Principal Classroom teachers Literacy coach Paraprofessionals Special Education teachers Outside trainers
Teachers will implement differentiated instruction in all grades preschool-5th. Differentiated instruction will be integrated into tier I reading instruction in the classroom.	09/01/2010	08/30/2011	classroom teachers principal literacy coach
Staff will integrate technological tools for teaching and learning including Accelerated Reading, STAR Reading, Reading A to Z, Read Naturally and other hardware/software related to literacy instruction.	09/01/2010	06/10/2011	Classroom teachers Principal Paraprofessional Literacy coach Computer teacher
Staff will hold parent/child literacy nights fall, winter and spring. Staff will demonstrate activities parents can do with their child at home that will support achievement in literacy giving parents and their child opportunities to practice, ask questions, etc. Activities will focus on enjoyment of reading, comprehension, vocabulary, phonemic awareness and fluency.	09/01/2010	08/30/2011	Principal Literacy coach teachers

1.1.1.1. Activity: Tier II Reading Intervention

Activity Description: Teachers will collaborate with literacy coach to develop appropriate tier II interventions for at-risk students. They will also use the literacy coach as a classroom resource in the form of co-teaching/coaching lessons for all students.

Students identified as our most at-risk readers will work with the literacy coach, and para professionals working under the direction of the literacy coach, in one-on-one or in small group interventions.

Activity Type: None

Planned staff responsible for implementing activity: Literacy Coach
Classroom Teachers
Principal
Para professionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/09/2010, End Date - 09/08/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Salary of .5 FTE teacher	Title I Part A	25,000.00	0.00
Hourly wage (paraprofessional)	Title I Part A	24,000.00	0.00

1.1.1.2. Activity: Extended Learning Opportunities

Activity Description: Staff will provide extended instructional time in reading and writing for students identified as being most in need of support. Extended learning time will be provided during a Summer Literacy Institute for a 5 week period of time. The students will receive 1.5 hours of intensive instruction Monday through Thursday. These students will be identified using multiple data sources, such as DIBELS, STAR and running records.

Staff will also provide access to the library and computer lab to check out books and use the computers for reading comprehension tests one time each week for 8 weeks in the summer.

Activity Type: None

Planned staff responsible for implementing activity: Principal
Classroom Teachers
Summer school teachers
Paraprofessional

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 07/12/2010, End Date - 08/12/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Summer school teachers	Title I Part A	2,700.00	0.00
Hourly wage for paraprofessional	Title I Part A	200.00	0.00

1.1.1.3. Activity: Collaborative Data Review Meetings

Activity Description: Teachers will meet in collaborative teams to analyze assessment data to plan targeted instruction for whole and small groups and for differentiated instruction to meet the needs of at-risk and targeted sub groups in all grades. Minutes from grade level and cross grade level meetings will reflect the professional dialog in support of establishing learning goals, data analysis and differentiation.

Activity Type: None

Planned staff responsible for implementing activity: Principal
Classroom Teachers
Special Education Teachers
Literacy Coach

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Subs for release time for teacher collaborative	Title II Part A	1,920.00	0.00
DIBELS materials and testing booklets	Title I Part A	1,000.00	0.00

1.1.1.4. Activity: Professional Development

Activity Description: Staff will participate in professional development on intervention strategies and differentiated instruction (Reader's Workshop, Road to the Code: MiBlsi, PEAK...) to meet the needs of low achieving students.

Activity Type: None

Planned staff responsible for implementing activity: Principal

Classroom teachers
 Literacy coach
 Paraprofessionals
 Special Education teachers
 Outside trainers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 06/25/2009, End Date - 06/25/2012

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Readers Workshop Fees	Title II Part A	1,200.00	0.00
Leveled library/classroom books	Title I Part A	3,200.00	0.00
Subs for release time for training staff	Title II Part A	320.00	0.00

1.1.1.5. Activity: Differentiated Instruction

Activity Description: Teachers will implement differentiated instruction in all grades preschool-5th. Differentiated instruction will be integrated into tier I reading instruction in the classroom.

Activity Type: None

Planned staff responsible for implementing activity: classroom teachers
 principal
 literacy coach

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 08/30/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Data reports from various assessments	No Funds Required	0.00	0.00

1.1.1.6. Activity: Integration of Technology

Activity Description: Staff will integrate technological tools for teaching and learning including Accelerated Reading, STAR Reading, Reading A to Z, Read Naturally and other hardware/software related to literacy instruction.

Activity Type: None

Planned staff responsible for implementing activity: Classroom teachers
Principal
Paraprofessional
Literacy coach
Computer teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Software Subscription	General Funds	6,000.00	0.00

1.1.1.7. Activity: Parent Involvement

Activity Description: Staff will hold parent/child literacy nights fall, winter and spring. Staff will demonstrate activities parents can do with their child at home that will support achievement in literacy giving parents and their child opportunities to practice, ask questions, etc. Activities will focus on enjoyment of reading, comprehension, vocabulary, phonemic awareness and fluency.

Activity Type: None

Planned staff responsible for implementing activity: Principal
Literacy coach
teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 08/30/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Snacks for parents and students	Title I Part A	300.00	0.00
Books and materials for families	Title I Part A	1,000.00	0.00

Goal 2: Math

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

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

Gap Statement : 78% (244 out of 314) of Holton Public School Students 3rd through 6th grades scored at proficient levels on MEAP math assessments in fall, 2009. General education students are proficient at a higher rate than the students with disabilities by 14%.

Cause for Gap : Item analyses of MEAP results show large gaps between our general education students and our students with disabilities in several areas of math across our 3rd through 6th grade population. The areas of weakness for our students with disabilities are: multiplication, decimals, story problems, fractions, graphs, area and money.

Multiple measures/sources of data you used to identify this gap in student achievement : STAR Math, common grade level assessments, Accelerated Math and teacher observations

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? 85% of Holton Elementary students will score at the proficient level on the fall 2011 MEAP assessments. 76% of students with disabilities will score at proficient levels on the fall 2011 MEAP assessments.

Progress toward this goal will be monitored throughout the school year using STAR Math, common grade level assessments, Accelerated Math and teacher observations.

Contact Name : Carol Dawson

List of Objectives:

ID	Objective
12793	85% of Holton Elementary students will score at the proficient level on the fall 2011 MEAP assessments. 76% of students with disabilities will score at proficient levels on the fall 2011 MEAP assessments.

2.1. Objective: Math

Measurable Objective Statement to Support Goal : 85% of Holton Elementary students will score at the proficient level on the fall 2011 MEAP assessments. 76% of students with disabilities will score at proficient levels on the fall 2011 MEAP assessments.

List of Strategies:

ID	Strategy	Locked By
12793	Teachers will research and implement best practices for math instruction to meet the needs of all students in order to accelerate achievement in math for all students and to close achievement gaps among subgroups.	

2.1.1. Strategy: Math Best Practices

Strategy Statement: Teachers will research and implement best practices for math instruction to meet the needs of all students in order to accelerate achievement in math for all students and to close achievement gaps among subgroups.

Selected Target Areas

SAR 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
SAR 2.5 Fosters a learning community
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
SAR 4.7 Demonstrates verifiable growth in student performance

Other Required Information for Strategy

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

Everyday Math by the University of Chicago

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will use the Accelerated Math program to design practice work for at-risk students based on unit tests and areas of weakness. The math lab teacher will meet with at-risk math students in a small group setting. The math lab teacher will also use weekly class time to demonstrate math games to all students to help them develop their math skills--focusing on at-risk students during work time to ensure their understanding of math concepts.	08/30/2010	06/10/2011	Principal Classroom teachers Paraprofessional Math lab teachers
Teachers will meet in collaborative teams to analyze assessment data to plan targeted instruction for whole and small groups and for differentiated instruction to meet the needs of at-risk and targeted sub groups in all grades. Minutes from grade level and cross grade level meetings will reflect the professional dialog in support of establishing learning goals, data analysis and differentiation.	08/30/2010	06/10/2011	Principal Classroom teachers Math Lab teacher
Teachers will implement differentiated instruction in all grades preschool-5th. Differentiated instruction will be integrated into tier I math instruction in the classroom.	08/30/2010	06/10/2011	Principal Classroom teachers Math Lab teacher Special education teachers
Staff will integrate technological tools for teaching and learning including Accelerated Math, STAR math, and other hardware/software related to literacy instruction.	08/30/2010	06/10/2011	Principal Classroom teachers Computer teacher paraprofessional
Staff will send home regular information on math activities to do at home for parents to use with their children. Staff will hold a parent/child math night during the 2010-2011 school year. Staff will demonstrate activities parents can do with their child at home that will support achievement in math giving parents and their child opportunities to practice, ask questions, etc. Activities will focus on enjoyment of math, and teaching the math games that are the practice piece to our math curriculum.	08/30/2010	06/10/2011	Principal Classroom teachers Math lab teacher

2.1.1.1. Activity: Tier II Math Intervention

Activity Description: Teachers will use the Accelerated Math program to design practice work for at-risk students based on unit tests and areas of weakness. The math lab teacher will meet with at-risk math students in a small group setting. The math lab teacher will also use weekly class time to demonstrate math games to all students to help them develop their math skills--focusing on at-risk students during work time to ensure their understanding of math concepts.

Activity Type: None

Planned staff responsible for implementing activity: Principal

Classroom teachers

Paraprofessional

Math lab teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
.5 FTE Salary Math Lab teacher	Section 31 a	25,000.00	0.00

2.1.1.2. Activity: Collaborative Data Review Meetings

Activity Description: Teachers will meet in collaborative teams to analyze assessment data to plan targeted instruction for whole and small groups and for differentiated instruction to meet the needs of at-risk and targeted sub groups in all grades. Minutes from grade level and cross grade level meetings will reflect the professional dialog in support of establishing learning goals, data analysis and differentiation.

Activity Type: None

Planned staff responsible for implementing activity: Principal

Classroom teachers

Math Lab teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Subs for release time for teacher collaboration	Title II Part A	480.00	0.00

2.1.1.3. Activity: Differentiated Instruction

Activity Description: Teachers will implement differentiated instruction in all grades preschool-5th. Differentiated instruction will be integrated into tier I math instruction in the classroom.

Activity Type: None

Planned staff responsible for implementing activity: Principal
Classroom teachers
Math Lab teacher
Special education teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Data reports from various assessments	No Funds Required	0.00	0.00

2.1.1.4. Activity: Integration of Technology

Activity Description: Staff will integrate technological tools for teaching and learning including Accelerated Math, STAR math, and other hardware/software related to literacy instruction.

Activity Type: None

Planned staff responsible for implementing activity: Principal
Classroom teachers
Computer teacher
paraprofessional

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Software subscription	Title I Part A	6,000.00	0.00

2.1.1.5. Activity: Parent Involvement

Activity Description: Staff will send home regular information on math activities to do at home for parents to use with their children.

Staff will hold a parent/child math night during the 2010-2011 school year. Staff will demonstrate activities parents can do with their child at home that will support achievement in math giving parents and their child opportunities to practice, ask questions, etc. Activities will focus on enjoyment of math, and teaching the math games that are the practice piece to our math curriculum.

Activity Type: None

Planned staff responsible for implementing activity: Principal
Classroom teachers
Math lab teacher

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Snacks for parents and students	Title I Part A	100.00	0.00
Math materials for families	Title I Part A	200.00	0.00

Goal 3: Writing

Content Area : English Language Arts
Goal Source : Continuous Improvement
Development Status : Approved

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

Gap Statement : 61% of Holton Elementary 4th grade students scored proficient on district level writing assessments while only 21% of 3rd grade students were proficient.

Cause for Gap : Writing analysis showed that 3rd grade students lacked details and examples in their writing.

Multiple measures/sources of data you used to identify this gap in student achievement : Daily writing, teacher observation and district writing 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? Staff will use their daily writing mini lessons to focus on teaching children how to add details and examples to their writing. They will use multiple rubrics focusing on all of the writing traits

in their teaching with a strong focus on adding detail. Staff will progress monitor writing growth as they regularly confer with students during their writing block.

Contact Name : Carol Dawso

List of Objectives:

ID	Objective
14152	71% of Holton Elementary 4th grade students will be proficient on the district level writing assessments by the spring of 2011. 47% of Holton Elementary 3rd grade students will be proficient on the district level writing assessments by the spring of 2011.

3.1. Objective: Writing

Measurable Objective Statement to Support Goal : 71% of Holton Elementary 4th grade students will be proficient on the district level writing assessments by the spring of 2011. 47% of Holton Elementary 3rd grade students will be proficient on the district level writing assessments by the spring of 2011.

List of Strategies:

ID	Strategy	Locked By
14152	Teachers will research and implement best practices for writing instruction to meet the needs of all students in order to accelerate achievement in writing for all students and to close achievement gaps among subgroups.	

3.1.1. Strategy: Writing Best Practices

Strategy Statement: Teachers will research and implement best practices for writing instruction to meet the needs of all students in order to accelerate achievement in writing for all students and to close achievement gaps among subgroups.

Selected Target Areas

SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 3.7 Provides for articulation and alignment between and among all levels of schools
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 3.8 Supports the implementation of interventions to help students meet expectations for student learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes

SAR 4.7 Demonstrates verifiable growth in student performance

Other Required Information for Strategy

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

Lucy Calkins Units of Study

6+1 Traits of Writing: The Complete Guide for the Primary Grades by Ruth Culham

MLPP Writing Rubric

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will participate in professional development on writing instruction strategies and differentiated instruction to meet the needs of low achieving students.	08/30/2010	06/10/2011	Principal Classroom teachers Special education teachers Literacy coach
Teachers will collaborate with literacy coach to develop appropriate tier II interventions for at-risk students. They will also use the literacy coach as a classroom resource in the form of co-teaching/coaching lessons for all students.	08/30/2010	06/10/2011	Classroom teachers Special education teachers Principal Literacy coach
Teachers will meet in collaborative teams to analyze assessment data to plan targeted instruction for whole and small groups and for differentiated instruction to meet the needs of at-risk and targeted sub groups in all grades. Minutes from grade level and cross grade level meetings will reflect the professional dialog in support of establishing learning goals, data analysis and differentiation.	08/30/2010	06/10/2011	Principal Classroom teachers Special education teachers Literacy coach
Staff will provide extended instructional time in reading and writing for students identified as being most in need of support. Extended learning time will be provided during a Summer Literacy Institute for a 5 week period of time. The students will receive 1.5 hours of intensive instruction Monday through Thursday. These students will be identified using multiple data sources, such as DIBELS, STAR, classroom assessments and running records.	07/12/2010	08/12/2010	Principal Classroom teachers Summer school teachers
Staff will hold a parent/child writing celebration night during the 2010-2011 school year. Staff will demonstrate activities parents can do with their child at home that will support achievement in writing. Activities will focus on enjoyment of writing, individual celebrations, foundations of good writing and the 6 Traits of writing.	08/30/2010	06/10/2011	Principal Classroom teachers Literacy coach

3.1.1.1. Activity: Professional Development

Activity Description: Staff will participate in professional development on writing instruction strategies and differentiated instruction to meet the needs of low achieving students.

Activity Type: None

Planned staff responsible for implementing activity: Principal

Classroom teachers

Special education teachers

Literacy coach

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
ISD workshop fees	Title II Part A	2,000.00	0.00

3.1.1.2. Activity: Tier II Writing Interventions

Activity Description: Teachers will collaborate with literacy coach to develop appropriate tier II interventions for at-risk students. They will also use the literacy coach as a classroom resource in the form of co-teaching/coaching lessons for all students.

Activity Type: None

Planned staff responsible for implementing activity: Classroom teachers

Special education teachers

Principal

Literacy coach

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
.5 FTE salary Literacy Coach	Title I Part A	25,000.00	0.00

3.1.1.3. Activity: Collaborative Data Review Meetings

Activity Description: Teachers will meet in collaborative teams to analyze assessment data to plan targeted instruction for whole and small groups and for differentiated instruction to meet the needs of at-risk and targeted sub groups in all grades. Minutes from grade level and cross grade level meetings will reflect the professional dialog in support of establishing learning goals, data analysis and differentiation.

Activity Type: None

Planned staff responsible for implementing activity: Principal

Classroom teachers

Special education teachers

Literacy coach

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Subs for release time for teacher collaboration	Title II Part A	3,000.00	0.00

3.1.1.4. Activity: Extended Learning Opportunities

Activity Description: Staff will provide extended instructional time in reading and writing for students identified as being most in need of support. Extended learning time will be provided during a Summer Literacy Institute for a 5 week period of time. The students will receive 1.5 hours of intensive instruction Monday through Thursday. These students will be identified using multiple data sources, such as DIBELS, STAR, classroom assessments and running records.

Activity Type: None

Planned staff responsible for implementing activity: Pricipal

Classroom teachers

Summer school teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 07/12/2010, End Date - 08/12/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Summer school teachers	Title I Part A	2,700.00	0.00

3.1.1.5. Activity: Parent Involvement

Activity Description: Staff will hold a parent/child writing celebration night during the 2010-2011 school year. Staff will demonstrate activities parents can do with their child at home that will support achievement in writing. Activities will focus on enjoyment of writing, individual celebrations, foundations of good writing and the 6 Traits of writing.

Activity Type: None

Planned staff responsible for implementing activity: Principal
Classroom teachers
Literacy coach

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Snacks for students and parents	Title I Part A	100.00	0.00

Goal 4: Student Behavior

Content Area : Other

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will use responsible thinking skills to monitor their personal behavior.

Gap Statement : 74% (1994 out of 2695) of our targeted behavior area referrals came from our male students

while only 26% came from our female students.

Cause for Gap : Item analysis of our SWIS behavior data showed that our male population had a much higher rate of behavior referrals in our 3 targeted areas. Out of 74 major physical aggression referrals 70 came from male students and 4 came from female students. Out of 1211 minor disruption referrals 868 came from male students and 343 came from female students. Out of 1410 minor disrespect referrals 1056 came from male student and 354 came from female students. Our male students are less successful managing their physical aggression, disruptive and disrespectful behavior.

Multiple measures/sources of data you used to identify this gap in student achievement : SWIS Behavior Data Website, RTC referrals and student plans, and staff observations

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? By June 2011, HES will show a 15% decrease in male students who are referred for behavior problems in our top 3 target areas: minor disruption, minor disrespect, and major physical. (Target: 1695 or less behavioral referrals in the top 3 target areas or 299(15%) less referrals than the 2009-10 school year).

We will also show a 15% decrease in overall referrals including our male and female students. (Target: 2291 or less behavioral referrals in the top 3 target areas or 404 (15%) less referrals than the 2009-10 school year. Progress toward this goal will be monitored throughout the school year using our SWIS Behavior Data Website, RTC referrals and student plans, and staff observations.

Contact Name : Carol Dawson

List of Objectives:

ID	Objective
12794	By June 2011, HES will show a 15% decrease in male students who are referred for behavior problems in our top 3 target areas: minor disruption, minor disrespect, and major physical. (Target: 1695 or less behavioral referrals in the top 3 target areas or 299(15%) less referrals than the 2009-10 school year). We will also show a 15% decrease in overall referrals including our male and female students. (Target: 2291 or less behavioral referrals in the top 3 target areas or 404 (15%) less referrals than the 2009-10 school year.

4.1. Objective: Behavior

Measurable Objective Statement to Support Goal : By June 2011, HES will show a 15% decrease in male students who are referred for behavior problems in our top 3 target areas: minor disruption, minor disrespect, and major physical. (Target: 1695 or less behavioral referrals in the top 3 target areas or 299(15%) less referrals than the 2009-10 school year).

We will also show a 15% decrease in overall referrals including our male and female students. (Target: 2291 or less behavioral referrals in the top 3 target areas or 404 (15%) less referrals than the 2009-10 school year.

List of Strategies:

ID	Strategy	Locked By
12794	Teachers will research and implement best practices for managing personal behavior to meet the needs of all students in order to ensure classroom environment is free of disruptions and conducive to learning.	

4.1.1. Strategy: Behavior Best Practices

Strategy Statement: Teachers will research and implement best practices for managing personal behavior to meet the needs of all students in order to ensure classroom environment is free of disruptions and conducive to learning.

Selected Target Areas

SAR 2.5 Fosters a learning community
SAR 2.6 Provides teachers and students opportunities to lead
SAR 2.9 Responds to community expectations and stakeholder satisfaction
SAR 3.6 Allocates and protects instructional time to support student learning
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning

Other Required Information for Strategy

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

Discipline for Home and School Fundamentals by Ed Ford

Discipline for Home and School Book One by Ed Ford

Discipline for Home and School Book Two by Ed Ford

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will participate in professional development on intervention strategies to increase positive behavior (Responsible Thinking Program and PEAK training) to meet the needs of all students.	08/30/2010	06/10/2011	Principal Classroom teachers Special education teachers Paraprofessionals
Staff will develop a positive behavior support system for students who are at-risk in the area of behavior. These students will be identified through our SWIS Behavior data system as students who have extreme behavior referrals. The responsible thinking classroom paraprofessional will work directly with at-risk students in helping them correct their behavior. The paraprofessional	08/30/2010	06/10/2011	Principal Classroom teachers Special education teachers Responsible Thinking Classroom paraprofessional Social worker

will use behavior coaching and plan development skills outlined in the Responsible Thinking Program to help students change their behavior. Staff will present anti-bullying coaching strategies to all students to build capacity for non at-risk students to help the at-risk population when dealing with bullying behavior.			
Staff will meet in collaborative teams to analyze behavior data to plan targeted interventions to meet the needs of at-risk students in all grades. Minutes from child study meetings will reflect the professional dialog in support of establishing behavior goals, data analysis and differentiation.	08/30/2010	06/10/2011	Principal Social worker Speech teacher Special education teachers Classroom teachers Responsible thinking classroom paraprofessional
Staff will provide regular communication to parents regarding their child's behavior. They will form home/school plans to correct problematic behavior with families to ensure success for at-risk students.	08/30/2010	06/10/2011	Principal Classroom teachers Special education teachers Responsible thinking classroom paraprofessional

4.1.1.1. Activity: Professional Development

Activity Description: Staff will participate in professional development on intervention strategies to increase positive behavior (Responsible Thinking Program and PEAK training) to meet the needs of all students.

Activity Type: None

Planned staff responsible for implementing activity: Principal
Classroom teachers
Special education teachers
Paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher stipends	Title II Part A	7,000.00	0.00
Registration fees	Title II Part A	5,300.00	0.00

Purchased services (trainer)	Title II Part A	1,500.00	0.00
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4.1.1.2. Activity: Tier II Behavior Intervention

Activity Description: Staff will develop a positive behavior support system for students who are at-risk in the area of behavior. These students will be identified through our SWIS Behavior data system as students who have extreme behavior referrals. The responsible thinking classroom paraprofessional will work directly with at-risk students in helping them correct their behavior. The paraprofessional will use behavior coaching and plan development skills outlined in the Responsible Thinking Program to help students change their behavior.

Staff will present anti-bullying coaching strategies to all students to build capacity for non at-risk students to help the at-risk population when dealing with bullying behavior.

Activity Type: None

Planned staff responsible for implementing activity: Principal
 Classroom teachers
 Special education teachers
 Responsible Thinking Classroom paraprofessional
 Social worker

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Supplies for anti-bullying program	Section 31 a	4,000.00	0.00
Hourly wage for RTC paraprofessional	Section 31 a	12,000.00	0.00
Software subscription	Section 31 a	500.00	0.00

4.1.1.3. Activity: Collaborative Child Study Meetings

Activity Description: Staff will meet in collaborative teams to analyze behavior data to plan targeted interventions to meet the needs of at-risk students in all grades. Minutes from child study meetings will reflect the professional dialog in support of establishing behavior goals, data analysis and differentiation.

Activity Type: None

Planned staff responsible for implementing activity: Principal
 Social worker
 Speech teacher

Special education teachers
 Classroom teachers
 Responsible thinking classroom paraprofessional

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Subs for release time for teacher collaboration	Title II Part A	1,000.00	0.00

4.1.1.4. Activity: Parent Involvement

Activity Description: Staff will provide regular communication to parents regarding their child's behavior. They will form home/school plans to correct problematic behavior with families to ensure success for at-risk students.

Activity Type: None

Planned staff responsible for implementing activity: Principal
 Classroom teachers
 Special education teachers
 Responsible thinking classroom paraprofessional

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/30/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staff/parent communication	No Funds Required	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$6,000.00	\$0.00
No Funds Required	\$0.00	\$0.00
Section 31 a	\$41,500.00	\$0.00
Title I Part A	\$91,500.00	\$0.00
Title II Part A	\$23,720.00	\$0.00

DRAFT

Title I Required Components

As part of the School Improvement Plan (SIP) submittal process for a given school year, each building receiving Title I funds is required to complete either a Title I Schoolwide Required Components or a Title I Targeted Assistance Required Components. The current status of the Title I Required Components is listed below. The SIP cannot be submitted until the Title I Required Components has a status of Submitted.

Report	Open Date	Due Date	Status
Required Components	12/02/2009	09/01/2010	Submitted

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Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mrs.	Carol	Dawson	Principal	cdawson@holton.k12.mi.us
Mrs.	Leslie	Smith	Teacher	lsmith@holton.k12.mi.us
Mrs.	Sharon	Almond	Paraprofessional	salmond@holton.k12.mi.us
Mrs.	Jennifer	Rogers	Parent	manoosh@msn.com
Mrs.	Licia	Camburn	Parent	licialiciacamburn@hotmail.com
Mrs.	Deb	McLeod	Teacher	dmcleod@holton.k12.mi.us
Ms.	Kim	Gorbach	Special Education Teacher	kgorbach@holton.k12.mi.us
Mrs.	Angela	Brueck	GSRP teacher/Business own	abrueck@holton.k12.mi.us
Ms.	Heather	Knevitt	Teacher	hknevitt@holton.k12.mi.us
Mrs.	Laura	Fialek	Teacher	lfialek@holton.k12.mi.us

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

All stakeholders meet on a monthly basis to plan, monitor and evaluate the status of our school improvement plan.

All stakeholders meet annually to design and plan necessary additions or deletions to the school improvement plan.

Additionally, a core data group from the stakeholders meet regularly to monitor school data and report back to the larger stakeholder group on results.

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

The Holton Elementary staff members have input into the decisions regarding the use of school based academic assessments.

- Staff members have been working as grade level teams to develop common assessments for core curriculum areas.
- During the 2009-2010 school year, the staff will meet once a month with their grade level teams to continue working on common assessments with a focus this year in the areas of science and social studies.
- Staff members are invited to be involved in the annual district curriculum meeting.

Additionally, we have a curriculum committee that meets regularly to discuss and develop the curriculum maps for Holton Elementary. Three members of the curriculum committee are also members of the School Improvement team. These team members share and update the larger stakeholder group regarding curriculum

work.

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

Institution and student information are stored for us in a data warehouse. Our school has a data team who has been meeting regularly and receiving training for using the data warehouse. We have used the reports generated by the data warehouse to have entire staff discussions regarding our strong and weak areas of instruction. The reports are very graphic and easy to read. We also have a team who meets three times each year to collect and record our Dibels reading scores. After disaggregating the data, this group works with the staff to show them strengths and weaknesses. Finally, the principal meets with each grade level and the special education department every 6 weeks to discuss various data points and to determine classroom interventions to be used to try to increase student achievement. The conversation is informal and all stakeholders participate in sharing and questioning.

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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.

Position of Contact:

Ann Cardon

Address:

8897 Holton Duck Lake Road, Holton, MI 49425

Telephone Number:

231.821.1703

References

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

Conclusion

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

Staff will need several professional learning activities:

Grade Level Data Meetings to regularly meet and discuss student data and determine best practices for growth.

Training from the literacy coach in Tier II interventions for struggling students.

PEAK training for classroom differentiation and behavior.

Continued training in the Responsible Thinking Process to address the needs of our most at-risk behavior students.

PD focusing on how to help students add detail to their writing and grade level time to discuss possible methods for implementing the PD.

PD for staff to become more familiar with the Accelerated Math program.

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

Holton Public Schools using Title, 31A and General funds in collaboration to ensure all programming needs are met.

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

Holton Elementary uses climate surveys from students, parents and staff to assess the need for technology in our building. We have also been adding a great deal of technology to our special education classrooms to help our students with disabilities to have a more differentiated approach to learning through technology.