

School Improvement Plan

School Year: 2010

School District: Brighton Area Schools

Intermediate School District: Livingston ESA

School Name: Maltby Intermediate School

Grades Served: 5,6

Principal: Mr. Scott Brenner

Building Code: 09990

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:	Maltby Intermediate School
District:	Brighton Area Schools
Public/Non-Public:	Public
Grades:	5,6
School Code Number:	09990
City:	Brighton
State/Province:	Michigan
Country:	United States

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Vision

Vision Statement

Currently under development

Mission Statement

Our mission, in collaboration with parent and the community, is to provide a developmentally appropriate transition to middle school for fifth and sixth grade learners. We promote independence, along with social, emotional, and academic success in a safe, nurturing environment.

Beliefs Statement

Currently under development.

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Goals

ID	Name	Development Status	Progress Status
7558	5th grade students will improve in the area of math.	Approved	Open
7559	Increase reading comprehension in informational texts	Approved	Open
7561	All students will improve their writing skills in all content areas.	Approved	Open
7562	6th grade students will improve in the area of math.	Approved	Open

Goal 1: 5th grade students will improve in the area of math.

Content Area : Math

Goal Source : edyes

Development Status : Approved

Student Goal Statement : All students will become successful learners in math. Based on careful analysis of multiple sources of data (MEAP, Quarterly Assessments, Formative and Summative Classroom assessment) the focus is for students to improve in the areas of measurement and numbers and operations.

Gap Statement : Students were deficit in the areas of measurement, specifically differentiating area and perimeter.

Cause for Gap : The deficit exists due to a lack of time spent on this specific strand (end of the year GLCE based on district pacing calendar), opportunities for real life experiences and manipulatives, and available support staff for struggling learners.

Multiple measures/sources of data you used to identify this gap in student achievement : This gap in student achievement was identified through MEAP data, quarterly assessments, and classroom 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? The criteria for success are an increase in the proficiency of students in the area of measurement. The data used to monitor students progress is MEAP, quarterly assessments, and classroom observations/assessments.

Contact Name : Scott Brenner

List of Objectives:

ID	Objective
8065	Students will be able to define the concept of area and apply a working knowledge of the concept of concept of area to given shape. The number of students reaching proficiency will increase by 10% as measured with the 4th quarter math assessment.

EdYES! (40) Challenges : None

1.1. Objective: Students will be able to correctly use the area formula for a given shape.

Measurable Objective Statement to Support Goal : Students will be able to define the concept of area and apply a working knowledge of the concept of concept of area to given shape. The number of students reaching proficiency will increase by 10% as measured with the 4th quarter math assessment.

List of Strategies:

ID	Strategy	Locked By
8065	Content area teachers will incorporate teaching, review, and remediation of area into daily lessons by applying the computation skills to real-life situations in math (i.e. measuring everyday objects), teaching area within science units (i.e. applying the concept of finding area within the unit of forces and motion) and applying area concepts to current events in social studies. Student success will be monitored through the data collected from MEAP data, formative and summative assessments, and quarterly district assessments.	

1.1.1. Strategy: Review and remediation of area

Strategy Statement: Content area teachers will incorporate teaching, review, and remediation of area into daily lessons by applying the computation skills to real-life situations in math (i.e. measuring everyday objects), teaching area within science units (i.e. applying the concept of finding area within the unit of forces and motion) and applying area concepts to current events in social studies. Student success will be monitored through the data collected from MEAP data, formative and summative assessments, and quarterly district assessments.

Selected Target Areas

SPR (90) I.3.A.1 Alignment/Content Validity: 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.)

SPR (90) II.1.A.7 Focus on Student Results: School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

SPR (90) II.2.A.5 Data-Driven Culture: All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

SPR (90) V.1.A.4 Multiple Sources: The school generates, identifies, collects, and stores data from many different sources for use in supporting more comprehensive data analyses, and more accurate data-based decision-making.

SPR (90) V.2.A.1 Analysis: Staff is trained in and uses data analysis techniques that include consideration

of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.
 SPR (90) V.2.B.2 Data-Driven Decision Making: Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

Other Required Information for Strategy

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

We reviewed our state of Michigan grade level content expectations(GLCEs) and companion documents. We also used the National Council of Teachers of Mathematics and Activities Integrating Math and Science (AIMS)as resources.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Fifth grade students will maneuver string in order to compare the areas of rectangles that have equal perimeters. The activity will be completed in math class.	04/12/2010	06/10/2010	Math Curriculum Coordinator Principal Math Teachers, grade 5 School Improvement coordinator

1.1.1.1. Activity: Wreck-Tangles (AIMS activity)

Activity Description: Fifth grade students will maneuver string in order to compare the areas of rectangles that have equal perimeters. The activity will be completed in math class.

Activity Type: None

Planned staff responsible for implementing activity: Math Curriculum Coordinator
Principal
Math Teachers, grade 5
School Improvement coordinator

Actual staff responsible for implementing activity: Math Teachers, grade 5

Planned Timeline: Begin Date - 04/12/2010, End Date - 06/10/2010

Actual Timeline: Begin Date - 04/12/2010, End Date - 06/10/2010

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Hardhatting in a Geo-World, Grades 3-5, AIMS Educational	No Funds		

Foundation, 1996	Required	0.00	0.00
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Goal 2: Increase reading comprehension in informational texts

Content Area : English Language Arts

Goal Source : edyes

Development Status : Approved

Student Goal Statement : Students will increase in reading informational comprehension by 10%

Gap Statement : Over time according to the last three years of MEAP results, the trend is going down in comprehension of informational texts.

Cause for Gap : --MEAP test may not be reliable (it only has 2 questions in this area)

--Lack of resources.

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

--Classroom assessments

--Accelerated Reader

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? --MEAP

--Classroom assessments

--Scholastic Reading Inventory

--AimsWEB Reading Maze

Contact Name : Scott Brenner

List of Objectives:

ID	Objective
8066	Students will increase in reading informational comprehension by 10% on the Scholastic Reading Inven

EdYES! (40) Challenges : None

2.1. Objective: Increase reading comprehension in informational texts

Measurable Objective Statement to Support Goal : Students will increase in reading informational comprehension by 10% on the Scholastic Reading Inven

List of Strategies:

ID	Strategy	Locked By
8066	Students will be required to read at least one informational text and take the Accelerated Test on it.	

2.1.1. Strategy: Increase reading comprehension in informational texts

Strategy Statement: Students will be required to read at least one informational text and take the Accelerated Test on it.

Selected Target Areas

SPR (90) I.1.A.2 Standards Alignment: The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

SPR (90) I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

SPR (90) I.2.B.2 Best Practice: 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.

SPR (90) I.2.B.3 Student Engagement: 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.

SPR (90) I.3.A.1 Alignment/Content Validity: 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.)

SPR (90) I.3.A.3 Multiple Measures: 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.

SPR (90) II.1.A.1 Knowledge of Curriculum, Instruction and Assessment: School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

SPR (90) II.1.A.7 Focus on Student Results: School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

SPR (90) II.2.A.4 Collaborative Inquiry: A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about

and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

SPR (90) II.2.A.5 Data-Driven Culture: All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

SPR (90) II.2.B.4 Monitored: Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the plan based upon the data analyzed.

SPR (90) III.1.B.1 Content Knowledge: 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.

SPR (90) III.2.A.1 Staff Participates in Learning Teams: All instructional staff has the skill to be effective collaborators and value the contribution that collaboration makes to student success. Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.

SPR (90) III.2.C.1 Aligned: Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

SPR (90) III.2.C.2 Job-Embedded: Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

SPR (90) III.2.C.3 Results-Driven: Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

SPR (90) V.1.A.2 Systematic: There is systematic identification, collection, entry, storage, and generation of relevant data about the operation of the school, including its staff and students.

SPR (90) V.1.C.1 Process: Defined / documented data support processes exist for the use of the data system and the management of the school's data resources.

SPR (90) V.2.A.2 Dialog About Meaning: The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

SPR (90) V.2.B.1 Dissemination: The information and meaning resulting from the analysis and interpretation of the school's data is shared with stakeholders in a variety of ways and in a timely manner.

Other Required Information for Strategy

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

NAEP reports that students with a broad range of reading materials score higher on standardized assessments. Studies by Dreher (1998), Parkes (2001) and Snow (2002) state that students not reading nonfiction daily may not perform as well on standardized reading comprehension tests. (<http://research.renlearn.com/research/pdfs/165.pdf>)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
--5th and 6th grade informational text tests will be developed and implemented in the	02/01/2010	05/01/2010	5th and 6th grade teachers, in consultation with the school media

<p>2010/2011 school year. Tests will be based on articles in Time for Kids (5th grade) and Scholastic News (6th grade). --Teachers will monitor students in their reading. --Students will complete a pretest and posttest in each of the 2010/11 and 2011/12 school years.</p>		<p>specialist, will create common assessments for two informational texts (one for each grade). Assessments will be completed by May, 2010 and implemented by Sept. 2010.</p>
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2.1.1.1. Activity: Develop common assessment for 5th & 6th grades

Activity Description: --5th and 6th grade informational text tests will be developed and implemented in the 2010/2011 school year. Tests will be based on articles in Time for Kids (5th grade) and Scholastic News (6th grade).

--Teachers will monitor students in their reading.

--Students will complete a pretest and posttest in each of the 2010/11 and 2011/12 school years.

Activity Type: Revised

Planned staff responsible for implementing activity: 5th and 6th grade teachers, in consultation with the school media specialist, will create common assessments for two informational texts (one for each grade). Assessments will be completed by May, 2010 and implemented by Sept. 2010.

Actual staff responsible for implementing activity: 5th and 6th grade teachers in consultation with the school media specialist.

Planned Timeline: Begin Date - 02/01/2010, End Date - 05/01/2010

Actual Timeline: Begin Date - 09/10/2010, End Date - 05/30/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
General funds, PTO	General Funds	2,000.00	2,000.00
PTO	PTO	1,000.00	1,000.00

Goal 3: All students will improve their writing skills in all content areas.

Content Area : English Language Arts

Goal Source : edyes

Development Status : Approved

Student Goal Statement : Students will be able to create a cohesive writing piece that includes good use of supporting details and text structure.

Gap Statement : We have achieved proficient levels of performance on the writing portion of the MEAP, however the most common student comment code was "needs examples and details to adequately develop the ideas and content".

Cause for Gap : As a newly reorganized 5th and 6th grade school, we currently are utilizing two different instructional writing models.

Multiple measures/sources of data you used to identify this gap in student achievement : We analyzed the past three years of fifth and sixth grade MEAP scores for the district.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We will continue to look at MEAP writing results. We are also creating a common writing task and assessment for both fifth and sixth grades. We expect to see improvement in this specific comment code on the writing portion of the MEAP. After pre and post testing of our building assessment, we hope to see improvement in the student's performance.

Contact Name : Scott Brenner

List of Objectives:

ID	Objective
8076	We will reduce the percent of students receiving the "needs details and examples to adequately develop the ideas and content" by 10% on the 7th grade Writing MEAP.

EdYES! (40) Challenges : None

3.1. Objective: All students will improve in their use of supporting details and examples.

Measurable Objective Statement to Support Goal : We will reduce the percent of students receiving the "needs details and examples to adequately develop the ideas and content" by 10% on the 7th grade Writing MEAP.

List of Strategies:

ID	Strategy	Locked By
8076	Teachers will integrate more opportunities and instruction in prewriting strategies. Students will be exposed to a variety of prewriting strategies.	

3.1.1. Strategy: Teachers will provide instruction on prewriting strategies.

Strategy Statement: Teachers will integrate more opportunities and instruction in prewriting strategies. Students will be exposed to a variety of prewriting strategies.

Selected Target Areas

SPR (90) I.1.A.2 Standards Alignment: The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

SPR (90) I.2.B.1 Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

SPR (90) I.2.B.2 Best Practice: 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.

SPR (90) II.1.A.1 Knowledge of Curriculum, Instruction and Assessment: School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

SPR (90) II.1.A.7 Focus on Student Results: School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

SPR (90) III.1.B.1 Content Knowledge: 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.

SPR (90) V.2.A.1 Analysis: Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

SPR (90) V.2.A.2 Dialog About Meaning: The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

SPR (90) V.2.B.2 Data-Driven Decision Making: Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

Other Required Information for Strategy

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

Numerous studies demonstrate the value of instruction in prewriting strategies to improve writing (Graham, 2006)(Troia, 2002)(La Paz, 2002).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The students will write to a prompt (Preparing for a challenge) in both fifth and sixth grade. They will be scored on a common, committee made, rubric.	03/01/2010	05/31/2011	Staff member will be responsible for time needed for each student to complete the writing prompt. The teachers will also need to use the rubric to score each student.

3.1.1.1. Activity: Pretest and post test of writing instrument

Activity Description: The students will write to a prompt (Preparing for a challenge) in both fifth and sixth grade. They will be scored on a common, committee made, rubric.

Activity Type: None

Planned staff responsible for implementing activity: Staff member will be responsible for time needed for each student to complete the writing prompt. The teachers will also need to use the rubric to score each student.

Actual staff responsible for implementing activity: All fifth and sixth grade classroom teachers.

Planned Timeline: Begin Date - 03/01/2010, End Date - 05/31/2011

Actual Timeline: Begin Date - 09/06/2010, End Date - 05/31/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
None needed	No Funds Required	0.00	0.00

Goal 4: 6th grade students will improve in the area of math.

Content Area : Math

Goal Source : edyes

Development Status : Approved

Student Goal Statement : Students will improve in the area of algebra.

Gap Statement : The Algebra Strand on 2008-2009 Meap Grade 7 results show that students achievement was at 60% while overall achievement was higher.

Under Solving Equations

A.FO.06.12 understand that adding or subtracting the same number to both sides of an equation creates a new

equation that has the same solution .

A.FO.06.13 understand that multiplying or dividing both sides of an equation by the same non-zero number creates a new equation that has the same solutions.

Cause for Gap :

We do not teach order of operations as a GLCE if the students are exposed to order of operations it is embedded in other concepts.

The algebra unit is taught in the spring when the students are socially/emotionally more mature and assessed immediately the next fall. Students need more time to work with the material.

Students do not understand that when balancing equations the operation has to be done to both sides.

Students need practice with the skill of inverse operations.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP scores for 2006/2007, 2007/2008, 2008/2009

2008/2009 Spring Math Quarterly Assessment

Algebra Placement Test

Teacher 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? CRITERIA

60% student proficiency on the MEAP questions that address these GLCE's.

DATA

Teacher assessments, Common Assessments, Formative Assessments, Quarterly assessments

SUCCESS

Increased MEAP scores in the appropriate GLCE area.

Contact Name : Scott Brenner

List of Objectives:

ID	Objective
8069	60% of students will demonstrate proficiency in balancing algebraic equations using addition, subtraction, multiplication, and division.

EdYES! (40) Challenges : None

4.1. Objective: Balancing Algebraic Equations

Measurable Objective Statement to Support Goal : 60% of students will demonstrate proficiency in balancing algebraic equations using addition, subtraction, multiplication, and division.

List of Strategies:

ID	Strategy	Locked By
8069	The teacher will use the materials the district provides: textbook, gizmo, manipulatives, AIMS activities, and conference materials to help assist all students.	

4.1.1. Strategy: Math Instruction and Remediation

Strategy Statement: The teacher will use the materials the district provides: textbook, gizmo, manipulatives, AIMS activities, and conference materials to help assist all students.

Selected Target Areas

<p>SPR (90) I.1.A.2 Standards Alignment: The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.</p>
<p>SPR (90) I.1.B.2 Students: 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.</p>
<p>SPR (90) I.2.B.1 Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.</p>
<p>SPR (90) I.2.B.2 Best Practice: 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.</p>
<p>SPR (90) I.3.A.3 Multiple Measures: 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.</p>
<p>SPR (90) II.1.A.7 Focus on Student Results: School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.</p>
<p>SPR (90) II.1.B.4 Clear Expectations: School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.</p>
<p>SPR (90) II.2.A.5 Data-Driven Culture: All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.</p>
<p>SPR (90) III.2.B.1 Uses Best Practices: Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.</p>
<p>SPR (90) III.2.C.2 Job-Embedded: Professional development is an essential component of the school</p>

improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

Other Required Information for Strategy

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

Using Technology with Classroom Instruction That Works. Marzano(2007)

Why Gizmos Work: Empirical Evidence for the Instructional Effectiveness Of ExploreLearning's Interactive Content (2003)

AIMSweb CBM Tools Meet Scientific Standards for Use in Frequent Progress Monitoring

What is Measured in Mathematics Tests? Validity of Curriculum-Based Mathematics Measures (2002)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
6th grade students will utilize the Gizmo computer activities focused on solving algebraic expressions and inequalities. Students will access the web-based Gizmo program from school and home.	01/25/2010	05/31/2011	Math Curriculum Coordinator Principal Math Teachers School Improvement Committee
Students will complete the AIMS Algebra Activity focused on multiplying and dividing both sides of equations via banking simulations. The activity will be completed in math class.	01/25/2010	05/31/2011	Math Curriculum Coordinator Math Teachers Principal School Improvement Committee

4.1.1.1. Activity: Gizmo: Using Algebraic Equations

Activity Description: 6th grade students will utilize the Gizmo computer activities focused on solving algebraic expressions and inequalities. Students will access the web-based Gizmo program from school and home.

Activity Type: None

Planned staff responsible for implementing activity: Math Curriculum Coordinator
Principal
Math Teachers
School Improvement Committee

Actual staff responsible for implementing activity: Math Teachers

Planned Timeline: Begin Date - 01/25/2010, End Date - 05/31/2011

Actual Timeline: Begin Date - 01/25/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Gizmo Program	No Funds Required	0.00	0.00

4.1.1.2. Activity: AIMS Algebra Activity(Multiplying/Dividing both sides of equations)

Activity Description: Students will complete the AIMS Algebra Activity focused on multiplying and dividing both sides of equations via banking simulations. The activity will be completed in math class.

Activity Type: None

Planned staff responsible for implementing activity: Math Curriculum Coordinator
 Math Teachers
 Principal
 School Improvement Committee

Actual staff responsible for implementing activity: Math Teachers

Planned Timeline: Begin Date - 01/25/2010, End Date - 05/31/2011

Actual Timeline: Begin Date - 01/25/2010, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
None required	No Funds Required	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$2,000.00	\$2,000.00
No Funds Required	\$0.00	\$0.00
Other	\$1,000.00	\$1,000.00

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Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Scott	Brenner	Principal	brennes@gwise.bas.k12.mi.us
Mr.	Dan	Aten	Teacher	atend@gwise.bas.k12.mi.us
Ms.	Cindy	Adams	counselor	adamsc@gwise.bas.k12.mi.us
Mrs.	Catherine	Wagner	teacher	wagnerc@gwise.bas.k12.mi.us
Mrs.	Jan	Dohner	Media Specialist	dohnerj@gwise.bas.k12.mi.us
Ms.	Wendy	O'Keefe	teacher	o'keefw@gwise.bas.k12.mi.us
Mrs.	Stacy	Kiefer	Teacher	kiefers@gwise.bas.k12.mi.us
Mrs.	Diane	DePue	Parent	depuediane@yahoo.com
Dr.	Laura	Surrey	Asst. Superintendent for	surreyl@gwise.bas.k12.mi.us
Mrs.	Kay	Short	Assistant Principal	shortk@gwise.bas.k12.mi.us
Mr.	Maltby	Teachers	Teacher	misoffice@gwise.bas.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.

Position of Contact:

Assistant Superintendent of Human Resources

Address:

125 South Church Street, Brighton, MI 48116

Telephone Number:

810-299-4000

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

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