

BELDING AREA SCHOOLS

District School Improvement Plan 2009-2014



1975 Orchard St.
Belding, MI 48809
(616) 794-4700

www.bas-k12.org

Contact: Assistant Superintendent - Leslie Mount, Ed.S.

September 8, 2009

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A. DISTRICT MISSION STATEMENT & MOTTO

Mission

Belding Area Schools, in partnership with the community, is dedicated to the academic, social and personal growth of all students, so each becomes a contributing member of society.

Motto

Belding Area Schools
The right size. The right choice.

B. SCHOOL IMPROVEMENT TEAM STAKEHOLDERS

Name	Position	Contact Information
Sara Shriver	Schoolwide Facilitator	shrivers@lakeviewschools.net
Charles Barker	Superintendent	barkerc@bas-k12.org
Leslie Mount	Assistant Superintendent	mountl@bas-k12.org
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John Deiter	High School Principal	deiterj@bas-k12.org
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Leanne Feuerstein	Elementary Teacher	feuerstl@bas-k12.org
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Amy McFadden	Elementary Teacher	mcfaddea@bas-k12.org
Beverly Brownell	Support Staff – Transportation	brownelb@bas-k12.org
Dawn Hall	Support Staff - Title I Paraprofessional	halld@bas-k12.org
Kathy Gotwalt	Parent	katgotwalt@yahoo.com
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Jackie Leppink	Parent	john_leppink@comcast.net
Deb Wagner	School Board Member	dawagner@ioniaisd.org
Byron Davey	School Board Member	daveyb@bas-k12.org
Randy DeBruine	City Manager/Community	rdebruine@ci.belding.mi.us
Elizabeth Brownell	High School Student (12 th)	(616) 794-4900 (BHS)
Jonathon Geisen	High School Student (11 th)	(616) 794-4900 (BHS)

C. OVERVIEW OF SCHOOLS

Belding Area School District

1975 Orchard Street
Belding, MI 48809
(616) 794-4700

Fall 2008 FTE Count: 2,248
Economically Disadvantaged: 55%
Special Education: 16.4%

Superintendent: Mr. Charles Barker
Assistant Superintendent: Mrs. Leslie Mount
Facilities Director: Mr. Bill Helmer
Finance Director: Mrs. Mary Beth Rogers
Special Education Director: Mrs. Kathi Senita
Technology Director: Mr. Raymond Meyer
Transportation Director: Mr. Richard Brondsema
Athletic Director: Mr. Brett Zuver

Belding High School

850 Hall Street
Belding, MI 48809
(616) 794-4900

Fall 2008 FTE Count: 643

Principal: Dr. John Deiter
Assistant Principal: Mr. Ross Willick

Belding Middle School

410 Ionia Street
Belding, MI 48809
(616) 794-4400

Fall 2008 FTE Count: 515

Principal: Mrs. Julie Milewski
Assistant Principal: Mr. Joel Olson

Woodview Elementary School

450 Orchard Street
Belding, MI 48809
(616) 794-4750

Fall 2008 FTE Count: 488

Principal: Mr. Mike Burde

Ellis Elementary School

100 West Ellis Avenue
Belding, MI 48809
(616) 794-4100

Fall 2008 FTE Count: 505

Principal: Mr. Andrew Feuerstein

Alternative, Adult & Community Education

315 W. Washington Street
Belding, MI 48809
(616) 794-4646

Fall 2008 FTE Count: 72

Administrator: Mrs. Ann VanDusen

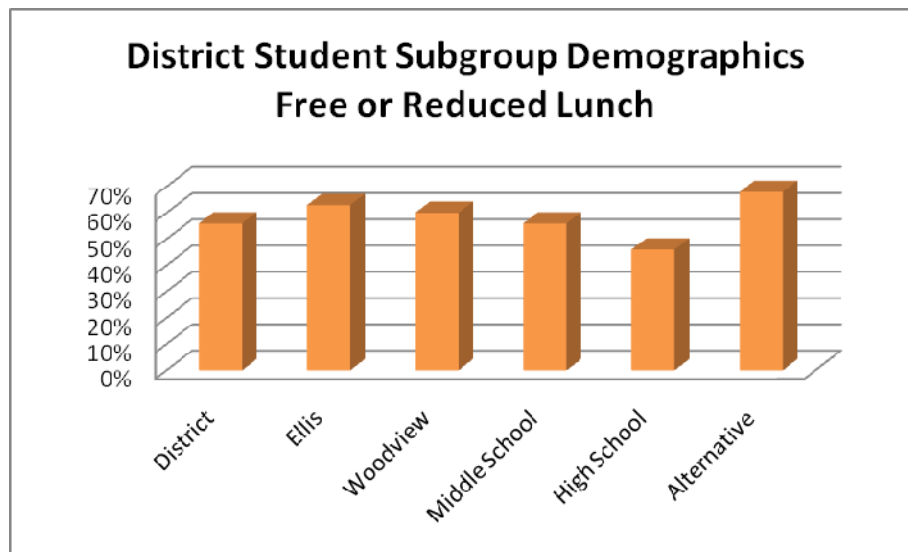
D. TEN COMPONENTS OF THE SCHOOLWIDE PLAN

1. COMPREHENSIVE NEEDS ASSESSMENT

Each year, Belding Area Schools District School Improvement team works in conjunction with individual building school improvement teams to complete an extensive comprehensive needs assessment including completion of the North Central Accreditation Self Assessment as a part of NCA District Accreditation. Each year, the team compiles information in the areas of student achievement data, school programs/process data, student/teacher/parent perception data, and demographic data. In the sections below, a summary of each type of data including charts and graphs represents the information gleaned from this work. Each building in the district came to slightly different conclusions based upon the review of all data from their building. These building specific conclusions are spelled out in the individual plans. Beyond that, the overall district conclusion was that writing was the main overall priority of the district with standardized scores indicating that improvement was needed at all levels. Reading and math were concluded to be priorities as well, although the level of concern for each is unique to each grade level. While math may be a larger priority at one grade level over another, reading and math are indeed the next two priority areas across the board.

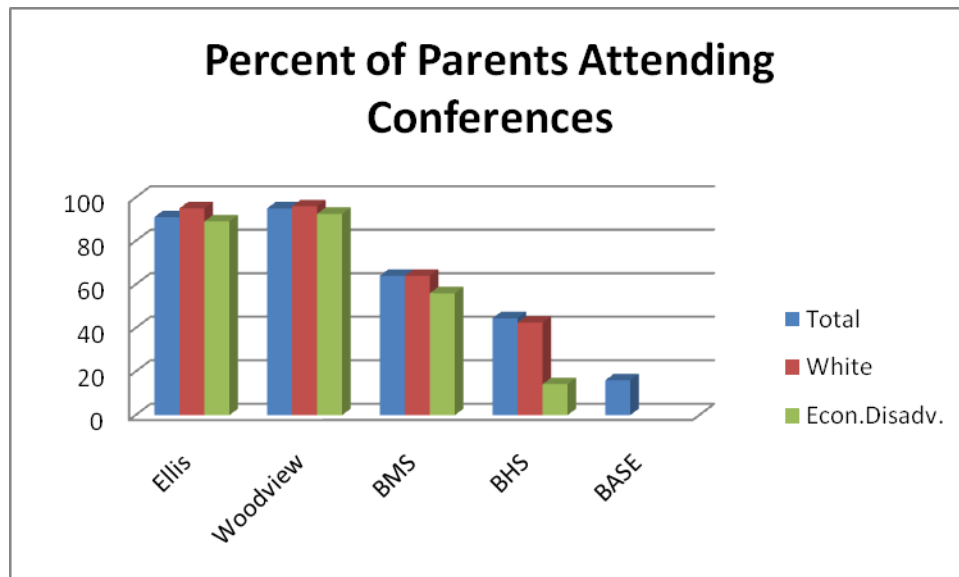
Student and Staff Demographic Data:

Belding Area Schools is a Pre-K through grade 12 district including an Early Childhood Center, Ellis Elementary (K-2), Woodview Elementary (3-5), Belding Middle School (6-8), Belding High School (9-12) and Belding Alternative School (9-12). For the 2008-2009 school year, Belding Area Schools had an overall enrollment of 2,248 students with 55% being economically disadvantaged and 16.4% receiving special education services. The majority of the entire population is caucasian although there is a group of migrant students each fall. The district faces a declining enrollment due to job loss and economic hardship in the area. The teachers at Belding Area Schools have been teaching in the district an average of 13.23 years. There are approximately 139 certified teachers employed by the district and 277 total employees.



Parent/Community Demographic Data:

Belding Area Schools provides a variety of opportunities for parent/community involvement including but not limited to open houses, District School Improvement Committee membership, Bond Task Force Committee membership, interview team membership, District Core Curriculum Team membership, Annual Title I Parent Meetings (Ellis & Woodview), Parent/Teacher Conferences, parent effectiveness/awareness training, Parent Teacher Organization, Athletic Boosters, Band Boosters, field trips, classroom volunteerism and mentoring. In the past, there was not a way to collect demographic data for some of these events. Starting with Fall 2008 Parent/Teacher Conferences, the district developed a means to collect the demographic data needed. At Belding High School, 44.5% of parents attended fall conferences, 42.5% of parents of white students attended and 14.2% of parents of economically disadvantaged students attended. At Belding Middle School, 64% of parents attended fall conferences, 64% of parents of white students attended and 56% of parents of economically disadvantaged students attended. At Woodview Elementary, 95% of parents attended fall conferences, 96% of parents of white students attended and 92.5% of parents of economically disadvantaged students attended. At Ellis Elementary, 91% of parents attended fall conferences, 95% of parents of white students attended and 89% of parents of economically disadvantaged students attended. At Belding Alternative Education, 16% of parents attended fall conferences. Thirty-five percent of Woodview Elementary families attended the annual Title I Parent Meeting for Fall of 2008 while 66% attended the Welcome Back Cookout. Forty-seven percent of Ellis Elementary families attended the annual Title I Parent Meeting for Fall of 2008.



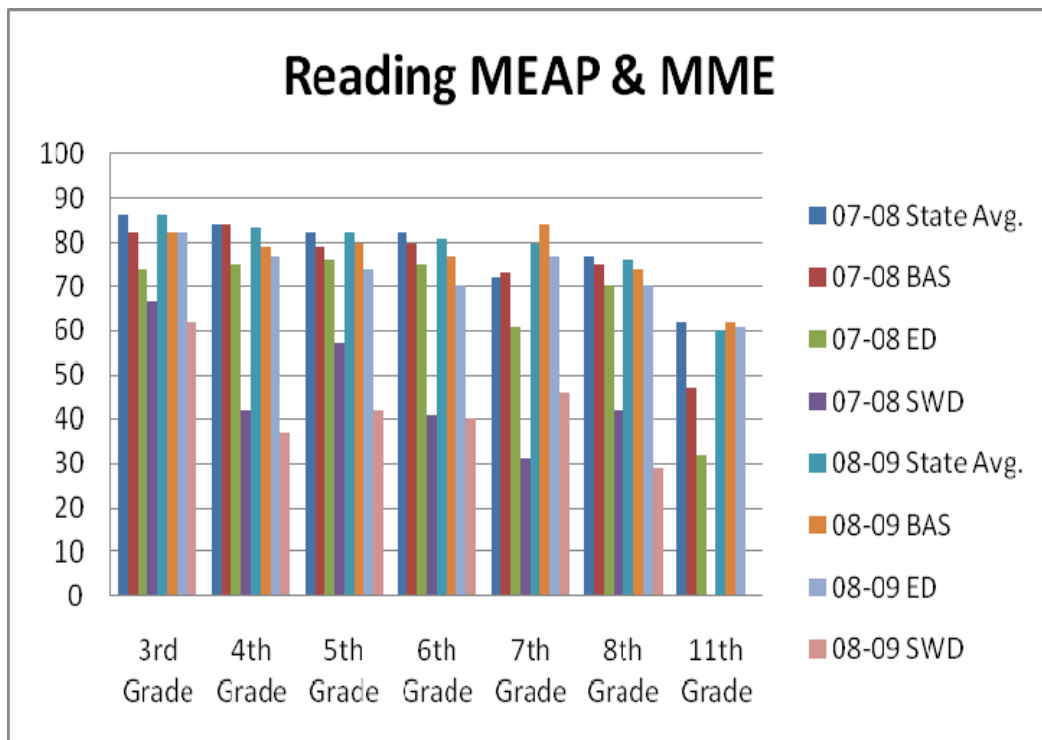
Process Data & Resource Integration:

Belding Area Schools receives federal and state grant funds in the form of Title IA, Title IC, Title IIA, Title II D, Title III, Title V, Section 31A At-Risk, Section 32D Great Start Readiness Program, Title IV Safe and Drug Free Schools, Bilingual Section 41, Section 107.1 Adult Education, Section 31D School Lunch, Section 53A Court and State Placed Pupils, Universal Service Fund and Learn and Serve Grant. These funds provide a variety of resources and programs to our disadvantaged and at-risk students as well as the overall population where appropriate. Some examples of programming include: extended day (before school), Nova Net online credit system, Fountas &

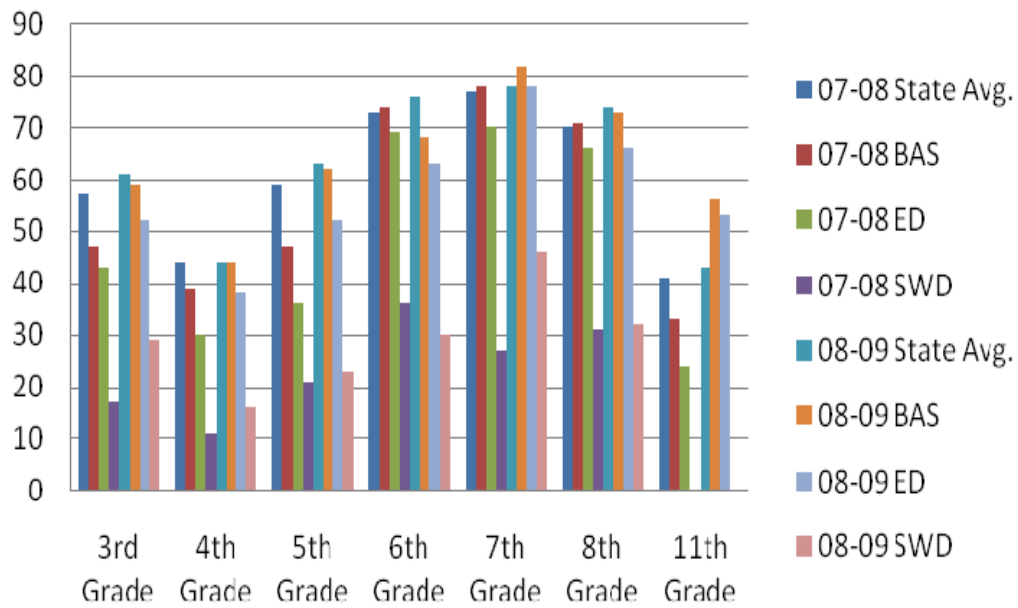
Pinnell Benchmark Assessment Kits, trained paraprofessionals, Accelerated Reader program, parent involvement materials and trainings, homeless student assistance, professional development for teachers, Big Brothers and Big Sisters Mentoring Program, summer and regular year Migrant and Bilingual programming, alternative education, Leveled Literacy Intervention Programming, Number Worlds Math Intervention Series, Compass Learning online intervention system, training for an online common assessment tool (Curriculum Crafter) for teachers, preschool for at-risk children and technology tools. The building and district school improvement teams review programs and resources annually. Three areas of particular need that surfaced across the district were improving student reading, writing and math. Student achievement data (local and state standardized) were reviewed along with teacher perception data to target areas of need. Each year goals are set and then evaluated to decide if the goal has been met or if strategies need to be adjusted.

Student Achievement Data:

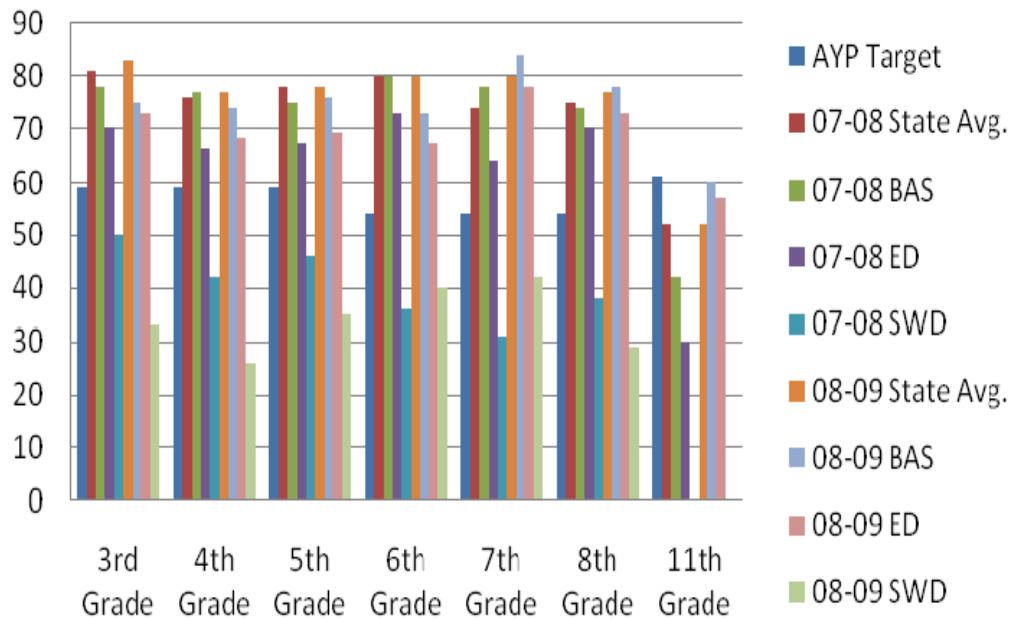
After reviewing MEAP/MME data for the years 2005-2009 the building school improvement teams determined that writing scores have increased each year but that strategies need to continue so that scores maintain their upward trend. MEAP/MME scores also show reading scores needing improvement at all levels in the district. Achievement gains are necessary in math, science and social studies as well to ensure that the Federal AYP target of 100% proficient by 2014 is attained. MEAP and/or MME data displaying student achievement on standardized tests for the 2007-2008 and 2008-2009 school years in all core content areas are displayed below. Subgroup analysis shows that economically disadvantaged students exhibit no real achievement gaps, but that students with disabilities have an achievement gap across the board that needs to be addressed with intervention strategies. Review of all aforementioned data has led the team to develop goals in each core area as listed following the standardized test comparison charts. The charts represent the percentage of proficient students on MEAP and MME.



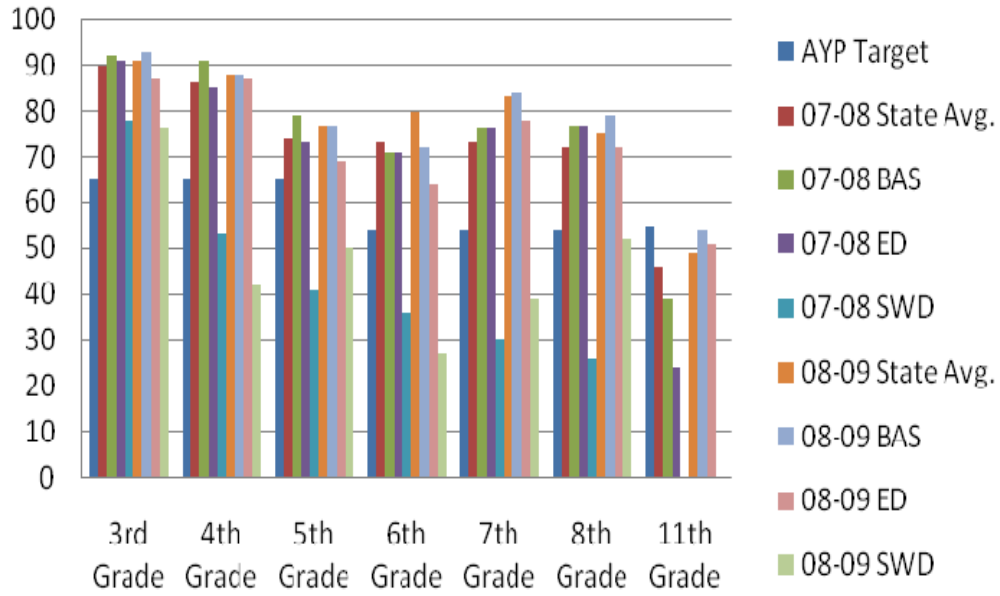
Writing MEAP & MME



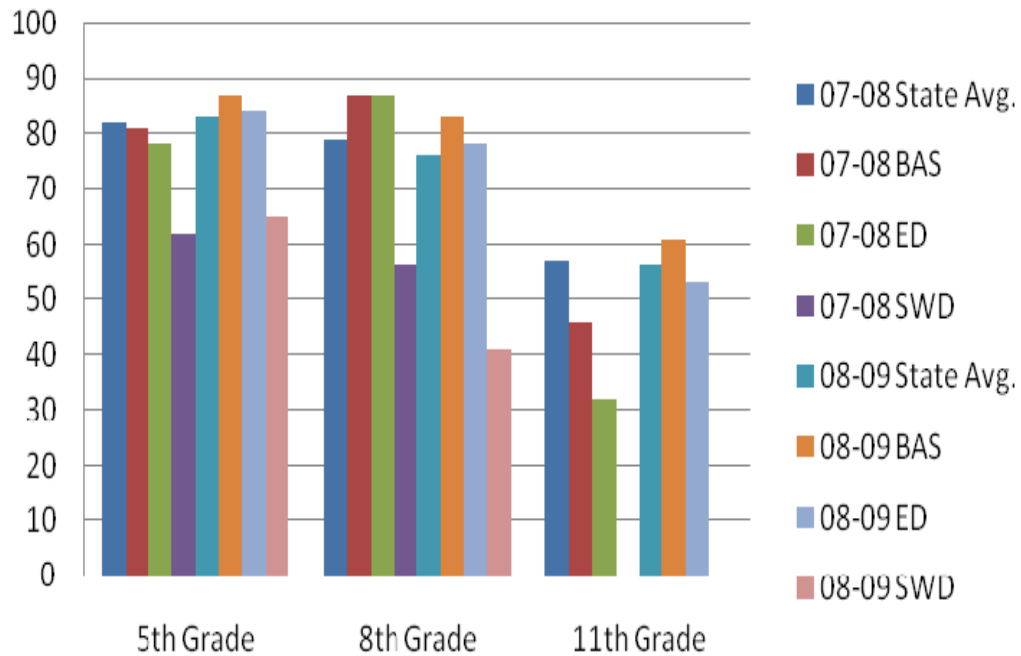
ELA MEAP & MME



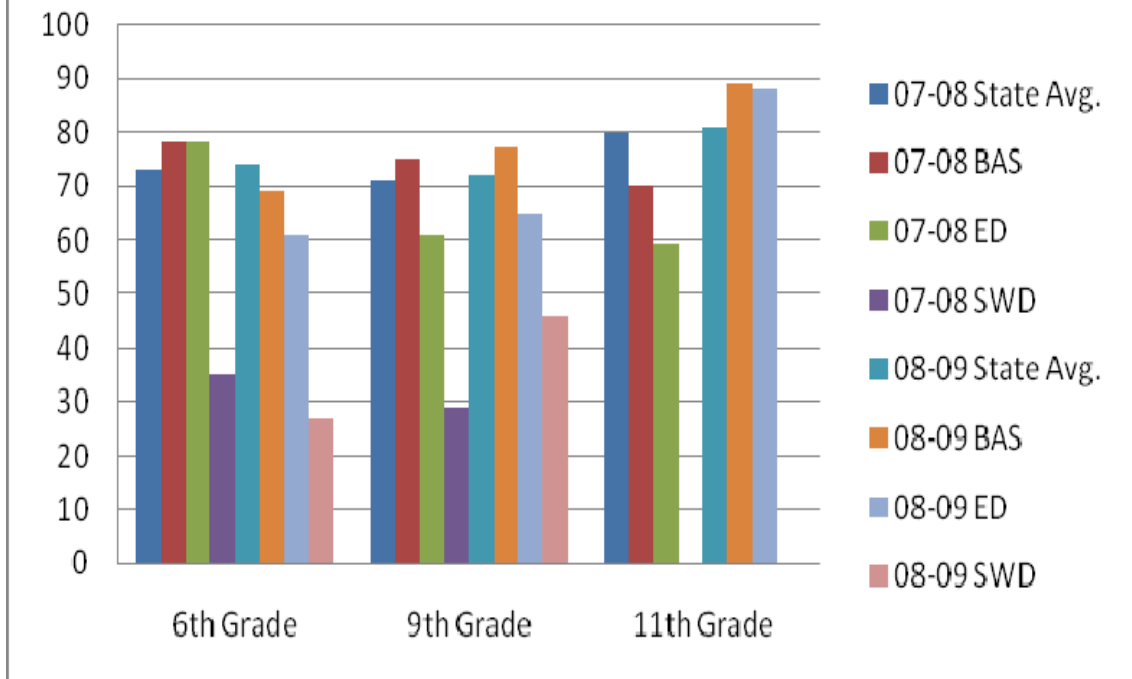
Math MEAP & MME



Science MEAP & MME



Social Studies MEAP & MME



STUDENT ASSESSMENT DATA PERCENT OF STUDENTS ASSESSED

2007-2008			2008-2009		
	ELA	Math		ELA	Math
Woodview Elementary	100	100	Woodview Elementary	100	100
Belding Middle	100	100	Belding Middle	100	100
Belding High	98	98	Belding High	99	99
Belding Alternative	60	60	Belding Alternative	67	76

Staff and Parent Perception Data:

Elementary parents overwhelmingly report from the Title I Parent Survey that they are easily able to contact their child's teacher, that the classroom newsletter is useful, that the building newsletter is useful, that they are aware of opportunities to help in the school, that they would attend an evening activity geared toward academic strategies at home, that they feel the school encourages parent participation and that they have the opportunity to be a part of school planning and decision making.

The community in general reports that they have opportunities to be involved with the school and feel that the school does a good job of communicating with them. The community is surveyed annually at the Community Showcase.

Elementary teachers overwhelmingly report that writing is the number one area of need for their students.

Through the completion of the Ed YES! Indicators (North Central Accreditation Self Assessment), parent perception survey data and teacher perception surveys at the building level, Belding Area Schools has identified five areas of need which parallel the goals determined through analysis of student achievement data.

1. **Goal:** By June of 2014 all students will be proficient in writing based upon the State of Michigan Grade Level Content Expectations (GLCE) or High School Content Expectations (HSCE) as measured by Michigan Educational Assessment Program (MEAP) or the Michigan Merit Exam (MME).
2. **Goal:** By June of 2014 all students will be proficient in reading based upon the Michigan GLCE and HSCE as measured by the MEAP or MME.
3. **Goal:** By June of 2014 all students will be proficient in math based upon the Michigan GLCE and HSCE as measured by the MEAP or MME.
4. **Goal:** By June of 2014 all students will be proficient in science based upon the Michigan GLCE and HSCE as measured by the MEAP or MME.
5. **Goal:** By June of 2014 all students will be proficient in social studies based upon the Michigan GLCE and HSCE as measured by the MEAP or MME.

Additionally, Belding Area Schools Board of Education has implemented the following strategic district wide goals to complement and strengthen those listed above:

1. **Goal:** Belding Area Schools will increase student achievement to meet or exceed Adequate Yearly Progress.
2. **Goal:** Belding Area Schools will promote the hiring and retention of effective personnel whose focus is helping students reach their full potential.
3. **Goal:** Belding Area Schools will maintain effective fiscal management and continue efforts to secure and develop financial resources for the district.
4. **Goal:** Belding Area Schools will review education programs to improve effectiveness and efficiency.
5. **Goal:** Belding Area Schools will strengthen and develop productive partnerships for education.

2. SCHOOLWIDE REFORM STRATEGIES (Goals and Action Plan)

Please refer to individual building plans for goals and action plans related to the broad district improvement goals. Individual building action plans can be located in the appendices of this document.

3. INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF (TEACHERS AND INSTRUCTIONAL PARAPROFESSIONALS)

One hundred percent of Belding Area Schools teaching staff members are highly qualified. They all possess a bachelor's degree and full state certification and show evidence of meeting at least one of the following options: Michigan Test for Teacher Certification (M.T.T.C.), a graduate degree, coursework that is equivalent to an undergraduate major in any subject area directly related to teaching assignment, National Board Certification, credentialing in any subject(s) or an appropriate development level(s), or the high objective uniform state standard of evaluation (H.O.U.S.S.E.).

One hundred percent of the Belding Area Schools paraprofessionals are highly qualified as documented with WorkKeys Assessment proficiency in Reading, Writing, and Math; an associate's degree, or sixty or more college level credits.

4. STRATEGIES TO ATTRACT HIGH-QUALITY, HIGHLY QUALIFIED TEACHERS TO HIGH NEED SCHOOLS

At this time, Belding Area Schools has no open teaching positions. High teacher turnover rates are not a problem in the district and attainment of qualified candidates has not been a problem with recent hires. The teaching staff at Belding Area Schools is highly qualified and has been in the district for an average of 13.23 years.

Belding Area Schools utilized programs such as mentors for new teachers, new teacher orientation, group and individually targeted professional development, Instructional Consultation Teams (ICT), the Charlotte Danielson Framework for Teacher Evaluation, Professional Learning Community models within the buildings, and grade level/department support teams to attract and retain highly qualified teachers. These programs have all been implemented and supported with the intent of improving and enhancing student and staff performance.

Teachers are also included in making decisions regarding the district curriculum. They have the opportunity to become very familiar with the state curriculum guidelines and work together district-wide by grade level and/or curriculum committees to create activities and common assessments for classroom use. The district supports hiring substitutes to allow for common work time for teachers to align assessment and curriculum as needed. The district also supports core curriculum groups in the areas of English Language Arts (ELA), math, science, social studies, technology, and health

where teachers, parents, and administrators meet twice yearly to discuss vertical and horizontal alignment of the curriculum.

The district offers competitive salary and benefits in comparison to surrounding districts which helps to attract and keep highly qualified teachers.

5. HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

Belding Area Schools staff will participate in a variety of professional development activities in the 2009-2010 school year. Below is a calendar of district professional development activities that are also referenced where appropriate in the goals and action plans of the individual buildings. Individual building plans will have more specific trainings that take place relative to building goals as well. This listing is meant to show broad district initiatives and to highlight programs funded with federal money and listed in the LEA Planning Cycle. Please refer to individual building improvement plans for building specific professional development activities.

Goal	When	Activity	Who	Completed	Evidence
Writing	September 2009	Katie Wood Ray Writer's Workshop Training	Lead K-5 writing instructors		Continuation of proper full implementation of Writer's Workshop K-6 in all classrooms
Writing	August 2009 (3 day training)	Document Based Question Training for Writing	Lead ELA teachers K-12	August 2009	Students will be able to incorporate data, details, and information from documents in writing
Writing	Throughout year	Writers Workshop Training & assistance from district intervention specialists	K-6 staff	Ongoing	Continuation of proper full implementation of Writer's Workshop K-6 in all classrooms

Goal	When	Activity	Who	Completed	Evidence
Reading & Writing	Ongoing	Master/lead ELA teachers and intervention specialists K-5 will lead reading & writing efforts and paraprofessional training in writing at grade levels	All K-5 ELA teachers and paraprofessionals	Ongoing	Continuation of proper full implementation of Writer's Workshop K-5 and implementation of Daily Five writing component
Reading & Writing	August 2009	Intervention specialists will lead K-5 ELA teachers in Daily Five training for classroom literacy framework	All K-5 ELA teachers	Ongoing	Implementation of the Daily Five literacy framework
Reading	August 2009	Fountas & Pinnell Leveled Literacy Intervention Training	Intervention specialists		4 intervention specialists will be trained in LLI and then train the K-5 ELA staff to use the intervention kits with identified students
Reading	September 2009	Fountas & Pinnell Benchmark Assessment Kit training	All K-5 ELA teachers and intervention specialists		Effective assessment of student reading levels across grades K-5 in order to identify students in need of interventions
Reading, Writing, & Science	One session per teacher per kit for ½ to one day in August	Battle Creek Science Kit Training	All K-5 science teachers	August 2009	Integration of science into ELA instruction via writing journals and trade books
ELA	Summer 2009	HS ELA Alignment	HS ELA teachers	Summer 2009	Student learning targets will be developed for all HS ELA classes

Goal	When	Activity	Who	Completed	Evidence
Math	August 2009 (four day training)	TI Inspire Training	MS & HS math teachers		Incorporation of technology into algebra instruction and increased student success in algebra
Math	Ongoing	SRA Number Worlds Intervention Kits	All K-5 math teachers and intervention specialists	Ongoing	Identified students will participate in math intervention program and move toward grade level proficiency
Math	Ongoing	Master/lead math teachers and intervention specialists K-5 will lead math efforts and paraprofessional training in numeracy at grade levels	All K-5 math teachers and intervention specialists		
Math & ELA	July 2009	Compass Learning Training	MS intervention teachers	July 2009	Identified students will participate in an supplementary math and/or ELA class to reach grade level proficiency
All	December 2008 and April 2009	District K-12 Core Curriculum Meetings	K-12 teachers, administrators, and parents	Ongoing	Minutes from meetings indicating current status, perceptions and suggestions for necessary change

Goal	When	Activity	Who	Completed	Evidence
All	August, December, March, & May	District School Improvement Team Meetings	K-12 teachers, administrators, support staff, parents, and students	Ongoing	Minutes from meetings will reflect review of data, current status, and plans for necessary change
All	September 2009	MS Advisory Training	All MS Staff		MS staff will work individually with students to ensure academic success
All	September 2009	HS MME Data Use Training	All HS Staff		HS staff will be able to use and analyze MME data to inform instruction and enhance student academic success
All	Ongoing	Moodle Training	Volunteer K-12 Staff	Ongoing	Volunteer staff will use Moodle to incorporate technology in instruction

6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

Belding Area Schools provides numerous parent involvement activities each year. Parent involvement strategies have been studied and are tracked using Joyce Epstein's research on parent involvement. Belding staff believe involving parents in children's education will support improved student learning and therefore contribute to the attainment of the five broad district school improvement goals. Belding Area Schools maintains a district parent involvement policy and each building has a parent involvement policy that is tightly aligned with the district policy. A teacher, student, and parent compact is utilized at the elementary level for Title I programs (attached in the appendix) which is shared at parent/teacher conferences annually. Belding Area Schools also utilizes a Parent/Community Involvement Catalog listing involvement opportunities, time commitments, and contact persons for such events (http://www.bas-k12.org/uploads/documents/Parent_handbook.pdf). Listed below is a calendar of planned parent involvement activities that can also be found listed in individual building improvement plans. Parent involvement surveys will be distributed throughout the year and evaluated by staff. Additional parent involvement events will be added throughout the 2009-2010 school year as needed.

Parents are involved in the formulation, implementation, and evaluation of Belding Area Schools District School Improvement Plan. Parents are also on the core K-12 curriculum committees to offer input on instruction and assessment. Grade level curriculum brochures list the State of Michigan Grade Level Content Expectations in parent friendly language and are distributed at the Annual Title I Parent Meeting as well as being available in the school office and on the district's website. Meetings are held to explain and train parents in new curricular programs. Flyers and handouts are sent home to parents on a regular basis to explain academic programs taking place in the building. Helpful materials are available for parental review and use, via classroom teachers and the school offices. Training is also available for parents wishing to work in classrooms. Bi-lingual materials and staff are available to meet with parents who need academic assessment results and information about parental involvement in a language they can understand. Migratory staff can assist parents of migrant students within buildings or through site visits. Any accommodation necessary is made for parents or students with disabilities to ensure full opportunity to participate. Any reasonable support necessary to help parents be involved with their child's education or the school in general is provided.

Belding staff is trained annually regarding parental involvement. The Epstein Rubric is used to evaluate areas of weakness regarding parental involvement to make improvements for the following year.

Evaluation of parental involvement begins with data collection of parental attendance at school events as well as parent perception surveys. District teams also use a rubric to monitor the Epstein descriptors of parental involvement to make certain it is frequent and intense. Survey results and the Epstein rubric summary evaluated by school excellence teams annually to formulate improved parental involvement strategies for the following school year. Results thus far point to a need for more training with parents on electronic communication with the school and training in use of the school's online parent resources.

Appropriate district staff are involved in an annual "Homeless Training." Additionally, all staff received training dealing with the mandated reporter process and legislation. Belding Area Schools staff make an effort to collaborate with community agencies to receive additional support and assistance for students. A membership in the county's Juvenile Justice Committee has allowed for strong relationships with Ionia County Community Mental Health, Juvenile Court, and the Youth Service Bureau. The District is also beginning a relationship with the Ionia County Child, Family, and Community Council. These collaborative partnerships will aid in providing all students the help and support they need to be successful.

When	What	Who	Completed	Evidence
Fall 2009	Title I Annual Meeting	Ellis & Woodview Elementary		Agenda & sign in sheets
Fall 2009	Open House	All buildings		Agenda & sign in sheets
Fall 2009	Parent/Teacher Conferences	All buildings		Sign in sheets

When	What	Who	Completed	Evidence
2009-2010	Fall Festival, Dr. Seuss Night & Spring Carnival	Elementary Parents		Promotion of event in newsletters
2009-2010	Classroom volunteerism, field trip chaperones, activity night and/or dance chaperones, and party helpers	All buildings	Ongoing	Office sign in sheets
2009-2010	Big Brothers/Big Sisters Mentor Program	All buildings	Ongoing	Sign in sheets & mentor assignment logs
2009-2010	Parent participation in athletic boosters, band boosters, district school improvement, building school improvement, core curriculum teams, interview teams, and PTO	All buildings	Ongoing	Agendas, sign in sheets, & minutes of meetings
Winter 2010	Parent Safety Night	Belding High School (all district parents invited)		Agenda, advertisements, & sign in

7. TRANSITION STRATEGIES

Belding Area Schools has detailed plans for successful student transitions at all levels. This begins with strategies for transition from preschool programs to Ellis Elementary (K-2), from Ellis to Woodview Elementary (3-5), from Woodview to Belding Middle School (6-8), from BMS to Belding High School (9-12) and from BHS to the world of work or continued educational opportunities. These transitions are all addressed specifically in the individual building improvement plans. Some examples include student visits to schools at the “next level,” coordination of services with Headstart and other local agencies/programs, student orientations, parent meetings, open houses, and Kindergarten Screening.

8. TEACHER & PARENT PARTICIPATION IN MAKING ASSESSMENT DECISIONS/ALTERNATIVE MEASURES OF ASSESSMENT

Through the school improvement process, district core curriculum teams, grade level and department meetings, release time, professional development days, staff surveys and the Professional Learning Community model, teachers are continually given the opportunity to align, refine and develop assessments. Staff continually monitors individual and group student progress through data analysis of student achievement using state and local assessments to inform instruction and remediation and to improve overall student learning. Parents are also included in the assessment process via core curriculum meetings, parent night, the Annual Title I Parent Meeting, District School Improvement, and parent surveys. Parent input is considered essential in the assessment process.

9. TIMELY AND ADDITIONAL ASSISTANCE TO STUDENTS HAVING DIFFICULTY MASTERING THE STANDARDS

Belding elementary staff has fully implemented the Instructional Consultation Team (ICT) intervention program. Through this process, teachers identify students having academic and/or behavioral difficulties mastering the content expectations at the proficient or advanced level as measured by the MEAP. In a timely and efficient manner, the teacher and an ICT member work collaboratively to identify the best instructional strategies for individual students. Differentiated instructional strategies for these staff to implement for students in the classroom include, but are not limited to the following:

- Additional repetition of content expectations
- Working memory strategies
- Small group and individual strategies
- Making a match between what the student knows, how the instruction is being given and the task that is being assigned

Progress monitoring of the identified student goal is collected weekly by the teacher or the case manager to ensure staff and student success.

Other supplemental interventions offered for at-risk students at Belding Pre-K or Elementary buildings include:

- Title I paraprofessional support in core content areas to identified students as needed in the classrooms
- Extended Day (before and after school) Programs are offered to identified at-risk 2nd and 3rd grade students for continued support in the core areas
- Kinderstart is a district program designed for students not yet ready for Kindergarten
- Tuition preschool or Michigan's Great Start Readiness Program (GSRP) are district programs offered to families for students that are ages 3-4 to help prepare them for school
- Reading Recovery for identified at-risk 1st grade students

- Smart Moves (Brain Gym) program for all kindergarten students and identified at-risk 1st and 2nd grade students to enhance reading skills
- Instructional Consultation Teams (ICT) to identify students at-risk and to suggest strategies

Programs offered at the secondary level include:

- 9th-12th grade alternative education program
- Algebra Lab and Reading Enrichment for identified at-risk high school students
- After school tutoring/homework center programs at the high school and middle school levels
- Guided academics for identified at-risk students at the high school and middle school levels
- Compass Learning and ED2020 online learning, credit recovery, and advancement
- Michigan Virtual University credit attainment program
- Weekly failure lists with mandated parent contact at the high school level
- Teaming concept at the middle school level allowing for teachers to collaborate to ensure student success
- Progress reports issued at the middle school and high school level consistent with a predetermined schedule

At all levels, free breakfast is provided for all students to ensure their day begins with the student ready to learn.

10. COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL PROGRAMS AND RESOURCES

Belding Area Schools coordinates and integrates funds from Title IA, Title IIA, Title IID, Title IC, Title III, Title V, Section 31A At-Risk, Section 32D Great Start Readiness Program, Safe and Drug Free Schools, Bilingual Section 41, Section 107.1 Adult Education, Section 31D School Lunch, Section 53A Court and State Placed Pupils, Universal Service Fund, Learn and Serve Grant, Parent Teacher Organization funds, and district general funds to support a variety of programs as depicted in the chart that follows. Each of these programs is intended to provide staff, parents, and students with the skills and resources necessary to be successful in their educational role. This is intended to give a broad overview of district level programs. Specific programs at the building level can be found in individual building improvement plans.

Schoolwide Components	Funding Sources	Programs
1. Comprehensive Needs Assessment	<ul style="list-style-type: none"> • General Fund 	<ul style="list-style-type: none"> • School Improvement/Schoolwide Plans
2. Schoolwide Reform Strategies	<ul style="list-style-type: none"> • General Fund 	<ul style="list-style-type: none"> • School Improvement/Schoolwide Plans
3. Instruction by Highly Qualified Professional Staff	<ul style="list-style-type: none"> • Title IIA • General Fund 	<ul style="list-style-type: none"> • All staff (teachers and paraprofessionals) are currently highly qualified.
4. Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools	<ul style="list-style-type: none"> • General Fund • Title IA • Title IIA • Parent Teacher Organization • Booster Organizations 	<ul style="list-style-type: none"> • New Teacher Orientation Program • Mentoring and Training • District Professional Development • Conferences to support continual learning • Appreciation Gifts • Dinner during Parent/Teacher Conferences • Money for classroom use • Paraprofessional support
5. High-Quality and Ongoing Professional Development	<ul style="list-style-type: none"> • Title IA • Title IIA • Title IID • General Fund 	<ul style="list-style-type: none"> • Reading Recovery Training • Balanced Literacy II Training (4-6) • District Writing Coach • Curriculum Crafter Training • Reading Strategy Training (6-12) • MAS/FPS Conference • ICT Training • Substitutes for Teachers During Training
6. Strategies to Increase Parental Involvement	<ul style="list-style-type: none"> • Title IA • GSRP Funds • General Fund • Learn and Serve Grant • Title IC • Title III 	<ul style="list-style-type: none"> • Parenting Workshops/Trainings • Parent Involvement Evenings • Supplies & babysitting for parent nights • Annual Title I Parent Meeting(s) • Open Houses • Parent/Teacher Conferences • Migrant Program Recruiter • Bilingual Teacher, Director & Paraprofessionals
7. Preschool Transition Strategies	<ul style="list-style-type: none"> • General Fund • GSRP 	<ul style="list-style-type: none"> • Kindergarten Screening • Open Houses • Kinderstart, HeadStart • Visits to Ellis Elementary
8. Teacher Participation in Making Assessment Decisions	<ul style="list-style-type: none"> • General Fund • Title IIA 	<ul style="list-style-type: none"> • School Improvement Meetings • District Curriculum Meetings • Grade Level/Department Meetings

Schoolwide Components	Funding Sources	Programs
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	<ul style="list-style-type: none"> • Title IA • Title IIA • Title IID • Title IC • Special Ed. Funding from Ionia County ISD • 31a • Safe and Drug Free Schools • General Fund • Title III 	<ul style="list-style-type: none"> • Extended Day/Transportation • Literacy Instructors • Paraprofessionals • Accelerated Reader • ICT Training • Social Work Services • School Counselors • Homeless Set aside • Alternative Education Program • Success Center • After School Tutoring • Big Brother/Big Sister Mentoring Program • Migrant Program Paraprofessionals • Migrant Program Teachers • Bilingual Teacher, Director, & Paraprofessionals
10. Coordination and Integration of Federal, State, and Local Programs and Resources.	<ul style="list-style-type: none"> • General Fund 	<ul style="list-style-type: none"> • Coordination of funds is completed by the State and Federal Programs Coordinators with staff, administration, and central office

E. CURRICULUM ALIGNMENT

Everyone can be exceptional at Belding Area Schools. Our guiding mission is to prepare students for the ever-changing world that awaits them. Rigor, relevance, relationships and high expectations are embedded in our academic framework. We are proud of our students' achievement and the instructional services provided by our professional and support staff.

Children are not mere numbers in Belding. Our district is just the “right size” to maximize offerings, student performance, and opportunities for participation. Belding Area Schools is committed to systemic school reform and a continuous cycle of improvement as witnessed by our participation in the North Central District Accreditation process. All core curriculum is aligned with appropriate State of Michigan Grade Level Content Expectations (K-8) or High School Content Expectations (9-12). Common assessments aligned with state expectations are utilized to guide instruction and monitor student learning. We constantly scrutinize what we want our students to know (curriculum), how we teach our students (instruction) and how we know what our students are learning (assessment). For this reason, standardized test scores (MEAP and MME) have improved annually. In recent years, Belding Area Schools has realigned elementary buildings to maximize instruction and resources in an early childhood building and an upper elementary building where teachers can work in professional learning groups to best serve student needs. Grade levels, departments, and K-12 curriculum groups meet to ensure that instruction is aligned vertically and horizontally across the district.

Belding Middle School was recently named a “National School to Watch” for the State of Michigan. The middle school utilizes a true “middle school concept” with a teaming approach. Belding High School employs a trimester model to best use instructional time and provide students with ample educational opportunities. Belding’s elementary buildings provide a caring child-centered environment where each child is individually monitored with regards to academic success.

Curriculum is developed along with state schedules. Staff attend state roll outs, regional roll outs, local ISD rolls outs and then have time (paid time with a substitute, department/grade level meetings, district K-12 curriculum meetings or on local inservice days) to develop curriculum. Parents are a part of the development process through the District School Improvement Team, K-12 Core Curriculum Meetings, Parent Nights, Annual Title I Parent Meetings, Parent Surveys, and classroom volunteerism.

F. USE OF COMMUNITY RESOURCES AND VOLUNTEERS

Belding Area Schools utilizes a variety of partnerships to support staff, students, and parents. Examples include:

- Field Trips
- The Local Library and the Accelerated Reading Program
- Robotics Program
- Booster Programs
- Community as a School (credit based work program for students)
- Educational Assemblies
- Community Mental Health
- Foster Grandparents Program
- Ionia County Intermediate School District

Mobile Dentist Service visits schools in the district on an annual basis to provide basic dental care and instruction to students who may not have access to this service.

Local law enforcement agencies and emergency personnel provide instruction to students in the area of safety and crisis situations.

G. ADULT ROLES IN COMMUNITY EDUCATION, LIBRARIES, AND COMMUNITY COLLEGES

Adult roles in community education, libraries, and community colleges are primarily a focus at the secondary level. Belding Alternative Education, Adult Education, and Community Education Office provide many programs from hypnosis to puppy training for the community. The local library and museum have a strong partnership with the school district. The high school utilizes local community colleges for college visits, to invite college representatives to the school, and for dual enrollment purposes.

H. METHODS OF EFFECTIVE USE OF TECHNOLOGY

Belding Area Schools staff utilize technology in a variety of ways to enhance student learning. The district has a technology plan that details hardware, curriculum, funding, vision and goals, professional development, infrastructure, technical support, software, budget as well as monitoring, and evaluation with relation to the field of technology. Some examples of district programs include:

- Accelerated Reader
- Skyward Student Management System
- United Video Streaming
- Universal Internet access
- Moodle online learning tool
- Destiny online media tool
- Type to Learn
- Holt Math Online
- Real Math Online
- Science Builder Online
- Intel Computer Microscope
- TI Calculator Computer Based Lab Probe
- Electrophoresis kits
- HACH Water Analytical Technology Products
- Michigan Virtual High School
- ED2020 and Compass Learning Online Credit Systems
- Scanners, digital cameras & digital video cameras
- WinCAM
- AutoCad
- Curriculum Crafter assessment system
- Voicemail & E-mail systems
- Comprehensive District Website (www.bas-k12.org)
- All buildings have at least one (often more) computer lab or mobile lab unit
- Many classrooms are equipped with LCD projectors and screens
- District assessments (Curriculum Crafter) are available online for staff
- Dual platform (Mac and PC) availability
- NEO Units
- CPS Units & CPS Chalkboards

Please refer to the District Technology Plan for further details. The current plan has been approved by the Michigan Department of Education for July 2009 to June 2012 and can be found at:
<http://www.bas-k12.org/index.php/departments/general/technology/technology-plan/>

I. ON THE JOB LEARNING

On the job learning is a primary focus for our secondary schools. For more information, please contact Ed Albert, School to Work Coordinator, at 616-794-4904.

J. BUILDING LEVEL DECISION MAKING

Each school in the district completes the state required Education YES!/NCA indicators to drive the improvement process. Building school improvement teams complete the self assessment and share their reflections with the greater staff for input. The school improvement team also updates the building school

improvement plan on an annual basis which helps delineate instructional needs, develop goals, select strategies, and align professional development as needed. Building level decisions are determined by the consensus of the school improvement groups in conjunction with building level administration. This then feeds into the development and revision of the district improvement plan. The district school improvement team meets four times per year (August, December, March and June) to review student achievement, staff development, parent involvement, instructional programs, and other tasks at the district level. Parents are also involved in the decision making process via the District School Improvement Team, K-12 Core Curriculum Meetings, Parent Nights, Annual Title I Parent Meetings, Parent Surveys, and classroom volunteerism.

K. EVALUATION

Belding Area Schools staff annually evaluates the implementation of the schoolwide plans (Ellis and Woodview Elementary) and school improvement plans (all buildings) through the school improvement process. The staff will use student achievement trend data from the state's annual assessment (MEAP/MME), local assessment results, EdYes!/AdvancED Self Indicators, and targets in the LEA Planning Cycle to determine if district and building level goals were met as part of the Comprehensive Needs Assessment process. The school improvement process is ongoing, and as the teams meet throughout the year, school improvement plan components are reviewed and revised as needed to ensure continuous student improvement. The entire staff shares in the evaluation process through timely discussions at staff meetings and day-to-day conversations. Parents are included in the evaluation process via the district and building school improvement teams, parent surveys, and parent participation on district curriculum committees. An outside school improvement specialist will be utilized annually to review all plans and the school improvement process at Belding Area Schools to ensure compliance with all mandates.

L. APPENDICES

1. Calendar of Events
2. Title I Parent Compact
3. District Parent Involvement Policy
4. District Homeless Student Policy
5. Building Action Plans

Appendix 1: 2009-2010 Calendar of Events

July 2009

- HS ELA Work Days

August 2009

- Completion of Annual Report
- Community/School Newsletter Published
- Grades K-5 Battle Creek Science Kit Trainings Completed
- District School Improvement Meeting
- K-5 ELA Daily 5 Training
- 3-5 Math Coherence Training
- 9-12 ELA Work Days
- Leveled Literacy Intervention Kit Training for Intervention Specialists

September 2009

- Annual Title I Parent Meetings
- Fountas & Pinnell Benchmark Assessment Kit Training K-5
- Middle School Advisory Training
- High School MME Data Usage Training
- 4th Grade Handwriting Without Tears Training
- Encore Teacher Poverty Training

October 2009

- Community/School Newsletter Published

November 2009

- District School Improvement Meeting
- North Central Association Quality Assurance Review Visit
- K-5 Staff Reading Training
- High School Moodle Training

December 2009

- Community/School Newsletter Published
- District K-12 Core Curriculum Meetings

January 2010

- District Professional Development Day

February 2010

- Community/School Newsletter Published
- District School Improvement Meeting

March 2010

- District Professional Development Day

- Community Showcase

April 2010

- Community/School Newsletter Published
- District K-12 Core Curriculum Meetings
- Kindergarten Screening

May 2010

- District School Improvement Meeting

June 2010

- Community/School Newsletter Published

Appendix 2: Title I Parent Compact

BELDING AREA ELEMENTARY School/Parent Compact (2009-2010 School Year)

High student performance is a shared responsibility between parents, school staff, and children. Working together, we can maximize every child's learning experience in Belding Area Schools.

To achieve this goal, Belding Area Schools agree to provide the following:

- ✓ Curriculum and instruction to provide maximum opportunity for students to meet the State of Michigan's content and performance standards
- ✓ Regular and open communication regarding your child's progress
- ✓ Scheduled parent/teacher conferences
- ✓ Frequent progress reports
- ✓ Easy access to appropriate staff along with multiple opportunities for parents to volunteer and participate in their child's activities/classroom

Parents agree to be responsible for supporting their child's education by providing the following:

- ✓ Monitoring attendance
- ✓ Monitoring homework completion
- ✓ Making reading a family priority
- ✓ Supporting appropriate school behavior and school policy
- ✓ When possible volunteering to help in the classroom and/or with school functions

Students agree to share the responsibility to improve academic achievement by:

- ✓ Doing all assigned homework and asking for help when needed
- ✓ Reading every day outside school time
- ✓ Giving parents all notices and information received from school every day

Please sign and return this portion to your child's teacher

Parent Signature

Date

Principal Signature

Date

Student Signature

Date

Appendix 3: District Parent Involvement Policy

Parental Involvement Policy

7175 Parent(s)/Guardian(s) Involvement Policy - Title I Programs

7175

In accordance with the requirement of the No Child Left Behind Act, the Belding Area Schools Board of Education encourages parent(s)/guardian(s) participation in Title I programs. Parent(s)/Guardian(s) must be offered substantial and meaningful opportunities to participate in the education of their children.

The Board directs that the following actions be implemented to insure compliance with federal law:

- The involvement of parent(s)/guardian(s) in the planning, implementation and evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams;
- Invitations to parent(s)/guardian(s) to attend at least an annual meeting, with additional meeting opportunities being available as needed, designed to provide Title I information and program services, and to solicit parent(s)/guardian(s) suggestions on program development, planning, evaluation and operation;
- Assistance to parent(s)/guardian(s) in understanding Title I, including the providing of information in a language understandable to the parent(s)/guardian(s) if practicable;
- Parent(s)/Guardian(s) notification of Title I student selection and criteria for selection;
- Information regarding child's achievement and progress;
- A provision for input by Title I staff at regularly scheduled parent(s)/guardian(s)-teacher conferences and any additional communication as requested by the Title I staff or parent(s)/guardian(s);
- Opportunities to enhance parent(s)/guardian(s) capacity to work with children in the home on school learning;
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent(s)/guardian(s) involvement strategies;
- Ongoing communication between school and parent(s)/guardian(s);

- Other appropriate activities (i.e. Family Math Nights, parent(s)/guardian(s) sessions, science, theatre, etc).

Written Plans/Policies

The Belding Area School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District-wide plan for parent(s)/guardian(s) involvement in the development of a Title I plan, and directs the administration to:

- Involve parent(s)/guardian(s) in the development of the plan;
- Develop a plan that provides for the involvement of parent(s)/guardian(s) in the Title I activities of the District;
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent(s)/guardian(s) involvement activities to improve student academic achievement and school performance;
- To integrate and coordinate the plans/policies for parent(s)/guardian(s) involvement in Title I programs with parent(s)/guardian(s) involvement in other programs, including but not limited to Head Start;
- To review and evaluate the District's plan annually and to share the results of that review and evaluation with the Board;
- To assure that the policy/plan contains a compact that outlines how parent(s)/guardian(s), the school staff and students will share the responsibility of improved student achievement; and
- To distribute the District plan to parent(s)/guardian(s) of participating children and to the local community.

Migrant Education Program (MEP) Parent(s)/Guardian(s) Involvement

Parent(s)/Guardian(s) of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation and evaluation of the program.

Limited English Proficiency (LEP) Parent(s)/Guardian(s) Involvement

In accordance with federal law, parent(s)/guardian(s) of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program. Parent(s)/Guardian(s) will be

notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.

Approved: June 21, 2004

LEGAL REF: 20 USCA 6318 (No Child Left Behind Act)

Appendix 4: District Homeless Children Policy

8045 Homeless Children

8045

The Board is committed to identifying homeless children and youth.¹ The Superintendent shall develop guidelines and procedures for identifying homeless children within the District and will produce written guidelines for distribution to each school that explains the rights of homeless students and the responsibilities of the schools to meet their needs and eliminate barriers to school attendance. This information shall also be disseminated in writing and by other means designed to raise awareness of these rights and responsibilities to staff, homeless families and students, the public, and homeless service providers.

Such children shall be provided with educational services to meet their needs as determined and directed by the Superintendent. Regulations/Guidelines will be developed that implement the requirements of the No Child Left Behind Act.

The child may attend the school, which is in the best educational, social, and emotional interest of the child.

The Superintendent shall waive fees and charges that may act as barriers and prevent homeless children from enrolling in school and/or acquiring an appropriate education.²

¹ Under the McKinney Act, the terms homeless children and youths mean “individuals who lack a fixed, regular, and adequate nighttime residence ... and includes:

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...;

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children ... who qualify as homeless for the purposes of this part because the children are living in circumstances described [above].”

² To be eligible for federal funds for programs assisting the education of homeless children, a District must provide written notice to the parents/guardians of each child enrolled in a separate school for homeless children of the choice of schools that homeless children are eligible to attend, that no homeless child is required to attend a separate school, and that homeless children must be provided transportation services, educational services and meals through school meal programs comparable to those offered to other children in the school attended. The notice must also include contact information for

If a parent/guardian is dissatisfied with a placement decision under this statute, the state recommended dispute resolution procedures shall be followed.

The District will emphasize the rights of homeless students to:

- Equal access to all educational programs and services including transportation,
- Continue to attend school in their school of origin for the duration of homelessness,
- Attend regular public school with non-homeless students, and
- Continue to receive all services for which they are eligible, such as special education, gifted and talented, or Local Education Agency (LEA).

Dispute Resolution Procedure

The McKinney-Vento Homeless Assistance Act acknowledges that disputes may arise between the school District and homeless students and their parent(s)/guardian(s) when the student is placed in a school other than the one requested. Guidance for school selection is provided in the law. The law includes dispute resolution among the required duties of the LEA Liaison.

The following procedures are specified in the Act:

- Enrollment: Immediately enroll the homeless student in the school preferred by the parent(s)/guardian(s) until the dispute is settled.
- Written explanation: Provide a written explanation of the school placement decision to the parent(s)/guardian(s) or unaccompanied youth.
- Liaison: The designated LEA liaison is assigned to carry out the dispute resolution in an expeditious manner.
- It is the responsibility of the school District to inform the parent(s)/guardian(s) of homeless students of the Complaint Resolution Procedures.

the local liaison for homeless children and the state coordinator for education of homeless children. If the District sends a homeless child to a school other than the school of origin or the school requested by the parent/guardian, the District must provide the parents/guardians a written explanation for, including notice of the right to appeal, the decision. This information must also be provided whenever a dispute arises over school selection. 42 U.S.C. § 11432 (e) (3) , (E); 11432 (g) (2) (B), (E)

The Michigan Department of Education, Homeless Education Office, has adopted a complaint resolution process. In a case where a dispute occurs regarding the education of a homeless child or youth, the following process may be used:

- Local Level: Every effort must be made to resolve the complaint or dispute at the local level before it is brought to the Michigan Department of Education (MDE).
 - If a question concerning the education of the homeless child arises, the first person to contact in the school District is the homeless liaison. Each school District is required to have a designated homeless liaison, with someone in every school or in the central office for the school District able to identify said homeless liaison. If there is a complaint about services for the homeless student(s), the complainant is to be provided a copy of the local complaint procedure. If the District or public school academy does not have a complaint procedure in place, the following steps are suggested:
 - The homeless liaison should discuss the complaint with the complainant and the complainant is to be provided copies of the policies that the local Board of Education has adopted concerning the education of homeless children and youth.
 - A determination is to be made as to whether the requested services for the homeless student are consistent with local school Board policy.
 - If the complaint is not resolved, the complainant will be advised to present it in writing to the homeless liaison.
 - A written proposed resolution of the complaint or plan of action is to be provided to the complainant within five (5) days of the date of receipt of the written complaint.
 - If the complaint is not resolved at this level within five (5) days, it may be taken to the Superintendent of the District the student is attending or wishes to attend. In addition to presenting the written complaint, an appointment will be made for the complainant to meet with the Superintendent to discuss the complaint. At the end of the discussion with the Superintendent, a written resolution will be provided within five (5) days of the date of the discussion.

- If the complaint is still not resolved, it may be possible to appeal to the local Board of Education.
- State Level: If the complaint is not resolved in a satisfactory manner at the local level, the complaint may be directed to MDE. Complaints made under this process must be made in writing and signed by the complainant. The following steps are to be taken:
 - Address the complaint to the Michigan Department of Education, State Homeless Coordinator, P.O. Box 30008, Lansing, MI 48909.
 - Include in the complaint:
 - A description of the situation that prompted the complaint.
 - The name(s) and age(s) of the child or children involved.
 - The name(s) of the involved school District personnel and the school District or Districts involved.
 - A description of the attempts that were made to solve the issue at the local level including copies of any documentation used up to that point.
 - The State Homeless Coordinator will gather needed information from statements of the parties involved and will forward the information to the Director of the Office of School Improvement along with a recommendation for resolution or for further investigation.
 - Within thirty (30) days after receiving the complaint, the Director of the Office of School Improvement will recommend a resolution and will inform interested parties in writing of the decision.
 - If a complainant or one of the parties involved in the complaint disagrees with the decision, that party may, within ten (10) working days, appeal to the Deputy Superintendent. This appeal must be in writing and state why the party disagrees with the decision of the Director of the Office of School Improvement.
 - Within thirty (30) days after receiving an appeal, the Deputy Superintendent will render a final administrative decision and notify the complainant and the school District(s) involved in writing.

If the party disagrees with the decision of the Deputy Superintendent in a matter concerning homeless children or youth, the party may request a review of the decision by the United States Secretary of Education in accordance with 34 CFR Part 299.11.

While the dispute is being resolved, the child or children in question must be enrolled in school. If the dispute is concerning the school of “best interest”, the child or children must be enrolled in the school preferred by the parent(s)/guardian(s) or unaccompanied youth unless previous arrangements have been implemented.

Approved: June 15, 2009

LEGAL REF: 42 USCA §11433 (McKinney Homeless Assistance Act); 20 USCA § 6311 (No Child Left Behind Act)

Appendix 5: Individual Building Action Plans

Belding High School

Goal Area #1	Reading – Schoolwide
Rationale (Need)	47% of our students were not proficient in reading according to Spring 2007 MME results.
Smart Goal	In Spring of 2010, Belding students will improve their score by 5% as measured by the MME Assessment.
Instructional Strategy #1	Improve reading comprehension through the use of pre-reading strategies and meta-cognition by implementing teaching tools, such as the Belding High School Reading Assignment Planning Guide.
Research	Chris Tovani: <u>I Read It, But I Don't Get It</u>
Professional Development	Building trainers will train rest of staff on BHS Reading Assignment Planning Guide in the Fall of 2008 and on-going monthly at staff/school improvement meetings.
Parent Involvement	Parents will receive notification and explanation of the BHS Reading Assignment Planning Guide through the weekly newsletter (Friday Focus), the school website, and at parent-teacher conferences.
At-Risk & Subgroup Students' Support	Students are identified based on 8 th grade Explore scores and state reading assessment data. Accommodations are made available to students with extra need, including Success Center, extra time, after-school tutoring, and various individual accommodations.
Evaluation	In May of 2010, reading MME scores and MDE End of Course Assessment scores will be used to determine if the reading goal of has been achieved. Staff will also monitor student reading progress using the local trimester reading assignments to identify student progress and drive reading instruction
Evidence	The building level administrator and school improvement team will verify that the PD, Parent Involvement, and at-risk strategies are implemented through the collection of data at monthly staff meetings. Evidence will be gathered using Skyward student management system by the building administrator.
Instructional Strategy #2	Creation of an ELA Guided Academics class with a focus on reading comprehension skills and vocabulary development.
Research	In the Fall of 2009, students were identified based on 8 th grade Explore Test results. Students identified as requiring additional assistance were scheduled to complete the reading course. Students who scored a 12 or lower in reading will be assigned ELA Guided Academics.
Professional Development	Course instructor is a certified Reading Specialist and will use a variety of reading strategies to assist students.
Parent Involvement	Parents received notification of their students' placement in this course through a letter from the course instructor.
At-Risk & Subgroup Students' Support	Students selected for course are all identified as At-Risk and will receive accommodations as necessary. Co-taught courses with a regular and special education instructor are available for At-Risk students.
Evaluation	In May of 2010, reading PLAN scores will be used to determine if the reading goal was achieved.

Evidence	The course instructor will verify that the strategies are implemented through the collection of data.
Goal Area #2	ELA – Writing
Rationale (Need)	67% of our students were not proficient in writing measured by the Spring 2008 ELA MME.
Smart Goal 2	In Spring of 2010, Belding students will improve their score by 5% as measured by the MME Assessment.
Instructional Strategy #1	To improve student writing through the use of Six Traits writing model.
Research	Journal of School Improvement, Fall/Winter 2000, vol. 1, issue 2 by Deb Jarmer, Six Traits Writing Model Improves Scores at Jennie Wilson Elementary Study findings on the Integration of Writing Assessment and Instruction http://www.nwrel.org/assessment/research.php
Professional Development	ELA training refresher for entire staff on first professional development day in August 2008, including specific training on the Six Traits Writing Rubric.
Parent Involvement	The Six Traits Rubric with explanations is posted on the BHS website.
At-Risk & Subgroup Students' Support	Place students in General English 9 and/or 10 based on 8 th grade test scores and teacher recommendation. Assign mandatory tutoring at teachers' discretion. Co-taught courses with a regular and special education instructor are available for At-Risk students.
Evaluation	In Spring 2010, writing MME scores will be used to determine if the writing goal of an increased 5% was achieved.
Evidence	The building administrator and ELA Department will verify that the Six Traits Writing Rubric is being used through evidence shared at monthly staff meetings.
Goal Area #3	Math – Expression and Equation Solving
Rationale (Need)	62% of our students were not proficient in mathematics measured by the Spring 2008 Mathematics MME.
Smart Goal 3	In Spring of 2010, Belding students will improve their score by 5% as measured by the MME Assessment.
Instructional Strategy #1	Improve mathematical comprehension of expressions and equation solving ability by following through increased engagement on test, warm-up, and class activities.
Research	Consultation of MME data.
Professional Development	Workshop/Conference on Bloom's Taxonomy for higher order thinking skills. Test writing and assessment development.
Parent Involvement	Informational sheet will be sent to parents explaining how to help their child succeed in mathematics. When a student reaches four or more missing assignments, they will be assigned mandatory success center. Parents will be notified of student progress through bi-weekly progress reports and parent-teacher conferences.
At-Risk &	Students having difficulty retaining information previously mastered will be given a

Subgroup Students' Support	review worksheet and assigned tutoring. Students identified as At-Risk are placed in co-taught courses with a regular and special education instructor.
Evaluation	In Spring 2010, math MME scores will be used to determine if the math goal of an increased 5% was achieved.
Evidence	The building administrator and mathematics department will verify that instructional strategies are implemented by May of 2010 through sharing at monthly meetings.
Goal Area #4	Science – Scientific Inquiry, Reflection, and Social Implications
Rationale (Need)	55% of our students were not proficient in science measured by the Spring 2008 Science MME.
Smart Goal 4	In Spring of 2010, Belding students will improve their score by 5% as measured by the MME Assessment.
Instructional Strategy #1	Each assessment will include at least one higher order thinking question that deals with the Reflecting and Social Implications benchmark from the science content standards. Each student will perform one activity per week in each science class related to the reflecting and Social Implications benchmark from the science content standards. Each student will conduct at least one scientific experiment each trimester that utilizes all the major steps of the inquiry process.
Research	Bloom's Taxonomy and Marzano
Professional Development	Goals and strategies will be evaluated monthly at department meetings.
Parent Involvement	Parents will be notified of the instructional strategies once per trimester through the Friday Focus.
At-Risk & Subgroup Students' Support	Accommodations determined by 504's, IEP's, and Success Center. Students identified as At-Risk are placed in co-taught courses with a regular and special education instructor.
Evaluation	In Spring 2010, science MME scores will be used to determine if the science goal of an increased 5% was achieved.
Evidence	Strategy documentation sheets will be completed for each weekly higher order thinking activity and will be kept in a notebook within each instructor's room which will be shared at each department meeting throughout the year. Copies of the unit test will also be stored in the course notebook. Teachers will include in the course notebook copies of the scientific experiment rubric and two students examples as evidence. A standardized lab format will be used for investigations.
Goal Area #5	Social Studies - Geography
Rationale (Need)	31% of our students were not proficient in social studies measured by the Spring 2008 Social Studies MME.
Smart Goal 5	In Spring of 2010, Belding students will improve their score by 5% as measured by the MME Assessment.
Instructional Strategy #1	Consistent use of the BHS Geography Assignment Planning Guide.
Research	Consultation of MME results. Habits of Mind by Arthur Costa and Bena Kallick

Professional Development	Social Studies department members collaborated in creating the BHS Geography Assignment Planning Guide and will continue to monitor its use at monthly meetings.
Parent Involvement	Parents will be notified of BHS Geography Assignment Planning Guide at BHS Curriculum Night and Parent-Teacher Conferences.
At-Risk & Subgroup Students' Support	Accommodations determined by 504's, IEP's, and Success Center. Students identified as At-Risk are placed in co-taught courses with a regular and special education instructor.
Evaluation	In Spring 2010, social studies MME scores will be used to determine if the social studies goal of an increased 5% was achieved.
Evidence	The building administrator and social studies department will verify that instructional strategies are implemented by Fall of 2009 through sharing at monthly meetings.

Belding Alternative High School

Goal Area #1	Writing
Rationale	Scores are below the state average in writing on the MME in 2008-2009.
Goal	By May 2010, BASE students will show improvement in writing skills on the MME.
Instructional Strategy #1	Each class requires a writing sample to be completed by the students based on Six Traits rubric.
Research	Six Traits of writing; Creative Writer
Professional Development	Training in Six Traits writing. Completed August 2007.
Parent Involvement	Samples of student works available to parents during parent/teacher conferences.
Evaluation	In May of 2010, writing MME scores will be used to determine student improvement. Staff will also monitor student writing progress using the local trimester writing prompts to identify student progress.
Evidence	Collection of student samples
Goal Area #2	Reading
Rationale	Scores are below the state average on the MME in reading in 2008-2009.
Goal	Students will show an improvement on the class reading comprehension multiple choice assessments each trimester. By May 2010, BASE students will show improvement in reading skills on the MME.
Instructional Strategy #1	Drop Everything and Read (DEAR): Students will read each day for 20 minutes.
Research	Gardiner, S. <i>Building Student Literacy Through Sustained Silent Reading</i>
Professional Development	August 2008
Parent Involvement	Parents and guardians are notified via school newsletter of the DEAR program and are asked to encourage their student to bring in reading material.
Evaluation	In May of 2010, writing MME scores will be used to determine student improvement.
Evidence	Time built into daily student schedule
Instructional Strategy #2	Students are required to complete a reading comprehension section in each class and evaluated by multiple choice questions.
Research	Piccolo (1987). <i>The Reading Teacher</i>
Professional Development	Reading in the content areas Fall of 2008 attended by all teachers.
Parent Involvement	Parents and guardians are notified via school newsletter of the reading comprehension requirement of each class.
Evaluation	In May of 2010, writing MME scores will be used to determine student improvement.
Evidence	Collection of student samples
Goal Area #3	Math
Rationale	Scores are below the state average on the MME in math in 2008-2009.

Goal	Students will be able to think mathematically by giving rationale for their solution process either verbally or written. They will also be able to discern whether an answer is realistic.
Instructional Strategy 1	Students in math class will be required to provide a written/oral rationale for their solution process to the teacher once a week. They will also need to explain how they know their final answer is realistic to the situation given.
Research	Donovan, M.S. and Bransford, J.D. (2005). <i>How Students Learn: Mathematics in the Classroom</i> . Washington DC: The National Academies Press.
Professional Development	Graduate class taken by math teacher. Teaching Mathematics for Comprehension (EDU518) offered by Jones International University.
Parent Involvement	Samples of student works available to parents during parent/teacher conferences and posted in the math classroom.
Evaluation	Growth in math comprehension/thought will be shown throughout the trimester based on the work completed by the students. Scores in math on the 2010 MME will increase.
Evidence	Student work samples.
Goal Area #4	Science
Rationale	Scores are below the state average on the MME in science in 2008-2009.
Goal	Students will improve their skills in reading and making inferences based on data from graphs. By May 2010, BASE students will show an improvement in science on the MME.
Instructional Strategy #1	Every other week, science teachers will put up a graph relating to some field in science. Students will practice reading graphs, asking questions, and answering questions posed to them based on the data on the graphs.
Research	Capital Area Science and Math Center (CASM)/Michigan Department of Education
Professional Development	ACT/MME conference at Ionia ISD attended by science teacher February 2007.
Parent Involvement	Samples of student works available to parents during parent/teacher conferences and posted in the science classroom.
Evaluation	Evaluation based on the improvement of student work with the graphs and on the scores of 2009 MME/ACT.
Evidence	Collection of student samples
Goal Area #5	Social Studies
Rationale	64% of our students were not proficient in social studies measured by the Spring 2009 Social Studies MME.
Goal	In Spring 2010, BASE students will improve their score by 5% as measured by the MME Assessment.
Instructional Strategy #1	Complete a Social Studies persuasive essay in each social studies class each trimester.
Research	www.mi.gov/meap
Professional Development	Attend Social Studies MME conference at KISD in the winter of 2008.

Parent Involvement	Samples of student works available to parents during parent/teacher conferences and available in student writing folder.
Evaluation	In Spring 2010, Social Studies MME scores will be used to determine if the Social Studies goal of an increased 5% was achieved.
Evidence	The building administrator and social studies teacher will verify that instructional strategies are implemented by May of 2010 through the sharing of student work samples and in school improvement meetings.

Belding Middle School

Goal Area #1	Reading
Rationale (Need)	77 percent of our sixth grade students, 84 percent of our seventh grade students, and 74 percent of our eighth grade students were proficient on the 2008 MEAP Reading Assessments. Eighth grade students scored just below the national average on the reading portion of the EXPLORE test.
Smart Goal 1	By May of 2011, BMS students will be proficient in Grade Level Writing Expectations. <ul style="list-style-type: none"> • 7th will increase from 82 percent on the MEAP to meet AYP • 8th will increase from 73. Percent on the MEAP to meet AYP • 8th Grade EXPLORE tests will increase beyond the national average of 14.6.
Instructional Strategies and/or Activities	We will continue work on having students recognize text structures in all classes. In-services were held in 2008-09 about text structures. These will be reinforced in 2009-10. An encore class with computer based instruction will developed for 2009-10 that will target students in the not-yet proficient category of the reading MEAP test.
Research	Langer, J., & Flihan, S. (2000). Writing and Reading Relationships: Constructive Tasks. In R. Indrisano & J. R. Squire (Eds.), Writing: Research/Theory/Practice. Newark, DE: International Reading Association. Available: http://cela.albany.edu/publication/article/writeread.htm .
Professional Development	Michelle Goodwin of ICISD/MAISD offered two in-services in 2008-09. The work she began with the staff will be continued in 2009-10. Teachers will be trained on how to supervise the online instruction that is offered in the encore class.
Parent Involvement	Information on these strategies will be shared with parents annually at the Open House in September, Parent/Teacher Conferences, and through progress reports, report cards, and newsletters.
Accelerated Support	Students reading above grade level will be challenged by the Accelerated Reading program which differentiates learning for students so they each read at their own levels. BMS offers the Battle of the Books program where students read novels and participate in trivia contests based on the books. The Compass Learning Odyssey program could also be used for accelerated students.
Evaluation	In May of 2010, MEAP scores will be used to determine if the reading goal to meet AYP was achieved. Staff will also monitor student progress using course grades, STAR data and the results of the 8 th grade EXPLORE test.

Evidence	The building level administrator and school improvement team will verify that the PD, Parent Involvement, and at-risk strategies are implemented through the collection of data at the end of each trimester.
Goal Area #2	Writing
Rationale (Need)	68 percent of our sixth grade students, 82 percent of our seventh grade students, and 73 percent of our eighth grade students were proficient on the 2008 MEAP Writing Assessments.
Smart Goal 2	By May of 2011, BMS students will be proficient in Grade Level Writing Expectations. <ul style="list-style-type: none"> • 6th will increase from 68 percent to meet AYP • 7th will increase from 82 percent to meet AYP • 8th will increase from 73 percent to meet AYP
Instructional Strategies and/or Activities #1	Implement Lucy Calkins' Writer's Workshop to engage 6 th grade students in daily writing. Teachers will confer regularly with students (September – April)
Research	Lucy Calkins' Writer's Workshop "Units of Study for Teaching Writing" primary and grades 3-5, and Carl Anderson's "How's It Going?"
Professional Development	A Portland, MI trainer trained sixth grade and special education writing teachers on the Lucy Calkins' Writer's Workshop in the Fall of 2008 through May 2009.
Parent Involvement	Information on this program will be shared with parents annually at the open house or orientation in September, Parent/Teacher Conferences, and through classroom writing celebrations.
Accelerated Support	Teachers differentiate instruction in the classroom.
Evaluation	In spring of 2010, writing MEAP scores will be used to determine if the writing goal to meet AYP was achieved. Staff will also monitor student-writing progress using classroom assessments to identify student progress and drive writing instruction (September and May).
Evidence	The building level administrator and school excellence team will verify that the PD, Parent Involvement, and at-risk strategies are implemented through the collection of data at the end of each trimester.
Instructional Strategy #2	Utilize the Six Traits strategies in all classes. Each teacher is required to assign one Six Traits assignment per marking period. Teachers will use common language when developing the assessments.
Research	Six Traits Writing Program, Northwest Regional Educational Laboratory (Ruth, Culham)

Professional Development	In the Fall of 2008, the district writing coach provided professional development to the Woodview staff based on the Lucy Calkins <i>Units of Study</i> . Ongoing professional development activities will continue throughout the school year.
Parent Involvement	Parents will be given a copy of the rubric and a list of shared vocabulary to help parents understand the process of evaluating student writing at parent/teacher conferences.
At-Risk & Subgroup Students' Support	Study hall will be available to all students four days a week. Students with disabilities receive math instruction in pull-out or inclusive, co-taught classrooms. Students who continually struggle in classes are referred to the Critical Review Team (CRT).
Accelerated Support	Teacher differentiated instruction in the classroom.
Evaluation	In May of 2010, writing MEAP scores (7 th grade) will be used to determine if the writing goal to meet AYP was achieved.
Evidence	The building level administrator and school excellence team will verify that the PD, Parent Involvement, and at-risk strategies are implemented through the collection of data at the end of each trimester. An evidence chart will be developed and kept up to date by the district writing coach.
Evidence	Each grade will gather and review data from each unit assessment. Line item-analysis will be conducted on MEAP data provided by the state and disaggregated on the DDSR reports.
Goal Area #3	Math
Rationale (Need)	Our analysis of Math MEAP data indicates students enter middle school below the state average and leave slightly above the state average.
Smart Goal 3	By May of 2011, middle school students will be proficient in Grade Level Expectations in math.
Instructional Strategies and/or Activities	<p>Implement an encore class that is targeted to remediate students below the proficient level according to the MEAP test. This class will use an online learning program that targets individual student needs.</p> <p>Implement common curriculum and assessments derived from the KC4 curriculum.</p> <ul style="list-style-type: none"> • Administer the Beginning and End of Year Assessments • Each teacher assigns at least three Six Traits writing assignments per year • Analyze common assessment data and create action plans for improving current and future instruction • Administer pretests and chapter tests for each chapter • Implement the games and mastery checkpoints for each chapter

Research	O'Connor, Kenneth. <i>A Repair Kit for Grading: 15 Fixes for Broken Grades</i> (Hardcover) Publisher: Educational Testing Service (January 2007) <i>Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement</i> (ASCD) by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock, 2004) Compass learning summary from St. Charles Community Schools (MI)
Professional Development	Continue to explore best practice in grading and assessment practices.
Parent Involvement	Parents have access to the math texts online. BMS will be implementing a new ELA series from the same publisher as the math series. A parent information night will be held to teach parents how to use the new series.
At-Risk & Subgroup Students' Support	The encore class will be designed to target students in the 3 or 4 ranges on the MEAP test. Study hall will be available to all students four days a week. SWD receive math instruction in pull-out or inclusive, co-taught classrooms. Pull-out classes use the Saxon math series that is designed to deliver lessons at each student's ability level. Students who continually struggle in classes are referred to the Critical Review Team (CRT).
Accelerated Support	Beginning in grade seven, BMS offers pre-algebra to students who qualify for this more advanced class. Most of these students then transition to Algebra I for the eighth grade to receive high school credit. Some students are able to attend classes at the high school in their eighth grade year if they are advanced to that point. The Holt Math series contains materials specifically designed for accelerated performance. Assessments determine the level of performance and when accelerated materials are needed.
Evaluation	Assessments are developed by grade levels using KC4, Holt's Examview, and other resources. Evaluations are given using traditional methods and with the CPS system. Authentic evaluations and project based assessment are also used at the grade levels.
Evidence	Each grade will gather and review data from each unit assessment. Line item-analysis will be conducted on MEAP data provided by the state and disaggregated on the DDSR reports.

Woodview Elementary

Goal Area #1	Reading
Rationale (Need)	Our analysis shows students in grades 3-5 are scoring slightly below state average in reading on the MEAP assessment.
Smart Goal 1	By May of 2010, Woodview students will meet or exceed state average on the MEAP assessment and demonstrate improvements on local assessments.
Instructional Strategies and/or Activities	<p>Implement researched based reading programs/materials:</p> <ul style="list-style-type: none"> • Begin implementation of “The Daily Five” – Fall 2009 • Benchmark Assessment System Training – Fall 2009 • Leveled Literacy Intervention Training – November, 2009 • Utilize Oakland County ISD First Ten Days – Fall 2009 • Profundity (used within the parameters of “The Daily Five” management system) • Reading A-Z (used within the parameters of “The Daily Five” management system) • Use of the AR/STAR Reading program (used within the parameters of “The Daily Five” management system) • Utilize Curriculum Based Measurement (CBM) fluency passages • Implementing Six-Traits language into reading instruction
Research	<ul style="list-style-type: none"> • Fountas and Pinnell - <i>Guided Reading 3-5</i> • Bouschey and Moser - <i>The Daily Five</i> • Vickie Spandell - <i>6+1 Traits</i> • Stephanie Harvey and Ann Goudvis - <i>Strategies That Work</i>
Professional Development	Starting on August 19, staff will begin ongoing training of “The Daily Five” management system. Additionally, staff will begin training on the Fountas and Pinnell Benchmark Assessment System. Starting in November 2009, staff will begin training in Fountas and Pinnell Leveled Literacy Intervention. All professional development activities will be sustained and ongoing throughout the 2009-2010 school year as referenced in the calendar of activities located in the appendix.
Parent Involvement	Send newsletters home to keep parents involved, reading logs/calendars for at-home reading, informational notes on instructional techniques, and family/parent activity nights.

At-Risk & Subgroup Students' Support	<p>“The Daily Five” and Leveled Literacy Intervention programs are designed to be differentiated and work with each child at their own level so that students may be accelerated or remediated based upon current performance. Students needing additional support beyond these interventions will be referred to ICT (Instructional Consultation Team) for further support including: Title I support in the classroom, modification of assignments, before and/or after school programs, Read Naturally, and/or literacy coaches’ supplemental instruction. During the 2009-2010 school year, Woodview’s master schedule has built in time for teams of teachers to meet and discuss struggling learners. This collaborative time will include classroom instructors, literacy coaches, the ICT facilitator, school social worker, and building principal in an effort to systematically guarantee all students receive the support they need.</p>
Accelerated Support	<p>“The Daily Five” program allows for accelerated learning opportunities. Students also experience accelerated support in the Reading Enrichment program.</p>
Evaluation	<p>Evaluation of the goal will be an ongoing process by regularly scheduled school excellence meetings. Additionally, data will be reviewed by classroom instructors, literacy coaches, the ICT facilitator, school social worker, and building principal in an effort to systematically guarantee all students receive the support they need.</p>
Evidence	<p>MEAP, Leveled Literacy, CBM and STAR data will be used.</p>
Goal Area #2	<p>Math</p>
Rationale (Need)	<p>Our analysis shows the percentage of students proficient on the MEAP assessment decreases as students move from 3rd to 4th, and 4th to 5th grade.</p>
Smart Goal 2	<p>By May of 2010, Woodview students will meet or exceed state average on the MEAP assessment and demonstrate improvements on local assessments.</p>

Instructional Strategies and/or Activities	<p>Systematically utilize the SRA Real Math program.</p> <ul style="list-style-type: none"> • A minimum 90 minutes of instruction per day • Administer the Beginning and End of Year Assessments • Administer pretests – only the portion pertaining to the new material • Implement Mental Math activities for each lesson • Implement the daily quizzes for each lesson • Implement two out of three Problem Solving/Thinking Stories per chapter • Implement the games for each chapter • Implement Mastery Checkpoints for each chapter • Administer the chapter tests at the end of each chapter • Pacing guides for each grade level • A balance between procedural and higher level thinking skills (Problem Solving/Thinking stories) • Use of MEAP released items and practice test taking strategies
Research	<ul style="list-style-type: none"> • SRA Real Math series • 2008-2009 Ionia County Math Curriculum Coherence Conference
Professional Development	<p>Pacing guide training and work will be conducted on August 24 and 25, 2009. Additionally, formative assessment training will take place during the 2009-2010 school year. Assessment training will be facilitated by a cohort of teachers studying the formative assessment material.</p>
Parent Involvement	<p>Parents will receive SRA Real Math parent newsletters for each chapter to inform them of skills being taught in math. Class newsletters are sent home on a biweekly basis, and family/parent activity nights.</p>
At-Risk & Subgroup Students' Support	<p>Assessments found within the Real Math series help identify students needing additional support and assistance. Once students are identified, the Real Math series contains a variety of remediation materials giving students additional support and time in their learning process. Students needing additional support beyond this intervention will be referred to ICT for further interventions including: Title I support in the classroom, modification of assignments, before and/or after school programs, and/or literacy coaches' supplemental instruction with the research based program "Numbers World."</p> <p>During the 2009-2010 school year, Woodview's master schedule has built in time for teams of teachers to meet and discuss struggling learners. This collaborative time will include classroom instructors, literacy coaches, the ICT facilitator, school social worker and building principal in an effort to systematically guarantee all students receive the support they need.</p>

Accelerated Support	SRA Real Math series contains materials specifically designed for accelerated performance. Assessments determine the level of performance and when accelerated materials are needed.
Evaluation	Evaluation of the goal will be an ongoing process by regularly scheduled school excellence meetings. Additionally, data will be reviewed by classroom instructors, literacy coaches, the ICT facilitator, school social worker, and building principal in an effort to systematically guarantee all students receive the support they need.
Evidence	The school excellence team provides staff members with a spreadsheet for the collection of local assessment data. Additionally, MEAP assessment data is used in the evaluation of this goal.
Goal Area #3	Writing
Rationale (Need)	3 rd grade students perform at the state average on the MEAP assessment. However, 4 th and 5 th grade students perform slightly below the state average.
Smart Goal 3	By May of 2010, Woodview students will meet or exceed state average on the MEAP assessment and demonstrate improvements on local assessments.
Instructional Strategies and/or Activities	<ul style="list-style-type: none"> • Continue implementation of the Lucy Calkins' Writer's Workshop • Implement components of "The Daily Five" to engage students in different genres of writing. • Teachers will confer with students on a weekly basis.
Research	<ul style="list-style-type: none"> • Lucy Calkins Writer's Workshop - <i>Units of Study for Teaching Writing</i> • Bouschey and Moser - <i>The Daily Five</i> • Carl Anderson - <i>How's It Going?</i>
Professional Development	Starting in November of 2009, literacy coaches will begin training staff on conferring with students and focus strategies around Anderson's <i>How's it Going?</i> Development will be ongoing and sustained as study groups continue to learn and implement this strategy.
Parent Involvement	Information regarding Writers Workshop will be communicated through biweekly newsletters, Parent/Teacher Conferences, and through classroom Writing Celebrations.

<p>At-Risk & Subgroup Students' Support</p>	<p>Students are identified early in the school year based on local and state writing assessment data. Additional conferring time during the Writer's Workshop is given to students needing additional assistance. If further assistance is needed, a referral is made to the ICT for additional intervention including: Title I support in the classroom, modification of assignments, before and/or after school programs, and/or literacy coaches' supplemental instruction.</p> <p>During the 2009-2010 school year, Woodview's master schedule has built in time for teams of teachers to meet and discuss struggling learners. This collaborative time will include classroom instructors, literacy coaches, the ICT facilitator, school social worker and building principal in an effort to systematically guarantee all students receive the support they need.</p>
<p>Evaluation</p>	<p>Evaluation of the goal will be an ongoing process by regularly scheduled school excellence meetings. Additionally, data will be reviewed by classroom instructors, literacy coaches, the ICT facilitator, school social worker, and building principal in an effort to systematically guarantee all students receive the support they need.</p>
<p>Evidence</p>	<p>MEAP assessment data and building-wide prompts are used in the evaluation of this goal. Additionally, conferring records and unit of study rubrics are evaluated on an ongoing basis.</p>

Ellis Elementary

Goal Area #1	Writing
Rationale (Need)	There is a 2-point discrepancy between the third grade MEAP scores and State average (2008 data). We have made great progress over the past three years, and want to continue to solidify and fine-tune our practices.
Smart Goal 1	Ellis students will show improvement in writing skills as measured by local assessments, including ones based on the six-point MEAP writing assessment rubric, meeting AYP.
Instructional Strategy #1	Deepen understanding and implementation of Lucy Calkin's Writing Workshop. Develop pacing guides and supplement/edit units per grade level.
Research	Lucy Calkins' Writer's Workshop "Units of Study for Teaching Writing" for grades K-2
Professional Development	Professional Development will be devoted to developing a pacing guide using Lucy Calkins. Katie Wood Ray, Intervention Specialists
Parent Involvement	Samples of student work will be published in the classroom newsletter. This will increase parent awareness of the Lucy Calkins' Writer's Workshop.
At-Risk Students' Support	Students are identified based on local and state writing assessment data. Supplemental mini-lessons on identified content expectations will be given by the teacher to those students identified as needing assistance in writing. Additional support will be given through ICT, the Writing Coach, and paraprofessional help. Teachers will highlight individualized take-home strategies for At-Risk students.
Evaluation	In the Spring of 2010, local assessments and MLPP writing prompts will be used to determine if the writing goal was achieved. Staff will also monitor student writing progress using the local trimester writing prompts to identify student progress and drive writing instruction (September, January, May).
Evidence	The building level administrator and school improvement team will verify that the PD, Parent Involvement, and At-Risk strategies are implemented through the collection of data at monthly staff meetings. An evidence chart will be developed and kept up to date by the building administrator.
Instructional Strategy #2	Staff will increase knowledge and use of conferencing in the Lucy Calkins' process.
Research	Lucy Calkins' Writer's Workshop "Units of Study for Teaching Writing" for grades K-2: <u>How's It Going?</u> : by Carl Anderson
Professional Development	Professional learning community book study of <u>How's It Going?</u> By Carl Anderson
Parent Involvement	Samples of student writing and instructional strategies to help at home will be included in classroom newsletters. Parents will be invited to author celebrations.
At-Risk Students' Support	Individualized choice of teaching point for conferences during writer's workshop depending on child's needs and level.
Evaluation	In Spring of 2010, local assessments and MLPP writing prompts will be used to determine if the writing goal was achieved.
Evidence	The building level administrator and school improvement team will verify that the PD, Parent Involvement, and at-risk strategies are implemented through the collection of data at monthly staff meetings, and classroom observations.
Instructional Strategy #3	Second grade will have daily practice re-stating a question as a topic sentence and writing a paragraph – this will be done in log-on journal.

Research	Released MEAP items showed students were not using a clear topic sentence when answering constructed response questions.
Professional Development	Grade level: questions are written weekly and reviewed by grade level.
Parent Involvement	Log-on journals sent home monthly for parents to read and sign (second grade).
At-Risk Students' Support	Adult support for composition and group brainstorming of details for paragraphs.
Evaluation	In Spring of 2010, MLPP writing prompts and local assessments will be used to determine if the writing goal was achieved.
Evidence	The building level administrator and school improvement team will verify that the PD, Parent Involvement, and At-Risk strategies are implemented through the collection of data at monthly staff meetings. An evidence chart will be developed and kept up to date by the building administrator.
Goal Area #2	Reading
Rationale (Need)	There is a four point discrepancy between the state average and our third grade students on the reading section of the MEAP (2007 data).
Smart Goal 2	By May of 2014, student proficiency in the core areas will increase annually to meet AYP as measured by the MEAP.
Instructional Strategy #1	Standardized requirements for determining instructional and independent reading levels.
Research	According to MLPP documentation of running record scores our students are not maintaining reading levels from grade level to grade level.
Professional Development	Literacy coaches will in-service the staff on proper methods of administering and analyzing the results of running records to determine independent and instructional reading levels from Fountas & Pinnell Benchmark Assessment Kits.
Parent Involvement	Training at Parent Information Night to give parents tools to practice reading strategies at home, specifically, helping students to choose books at their independent reading levels to practice fluency and comprehension at home.
At-Risk/Sub Group Student Support	When a clear instructional and independent reading level is established for each child instruction and materials will be chosen to meet individual needs from the Fountas and Pinnell Leveled Literacy Intervention Kits. Additional assistance may be given by literacy coaches and/or ICT.
Evaluation	Running records will indicate more accurately each student's reading level. In Spring of 2010, Fall 2009 reading MEAP scores will be used to determine if the reading goal of AYP was achieved.
Evidence	Student success on a comprehension assessment for each running record level.
Instructional Strategy #2	Use common language and instruction format K-2 for reading strategies.
Research	According to MLPP documentation of running record scores our students are not maintaining reading levels from grade level to grade level.
Professional Development	Establish common strategies, language and materials for teaching reading within the framework of the Daily 5.
Parent Involvement	At Open House, Parent Information Night and in newsletters, share the language and materials with parents so they can reinforce them while reading at home.
At-Risk/Sub Group Student Support	Students do not have to learn new terminology for reading strategies they already know and use. Additional support and interventions from the Fountas and Pinnell Intervention Kits will be used. Literacy coaches and ICT are available.

Evaluation	Running Record scores and MEAP scores show more consistency in reading levels between grade levels, and more consistent improvement in reading skills.
Evidence	Parent Surveys to gauge their comfort level with using the reading strategies at home. Classroom observations to monitor use of common language and materials during reading instruction.
Goal Area #3	Math
Rationale (Need)	While 90% of our students passed the 2008 MEAP, this success falls off in later grades, indicating gaps in basic skills.
Smart Goal 3	By May of 2014, student proficiency in the core areas will increase annually to meet AYP as measured by the MEAP.
Instructional Strategy #1	Develop a pacing guide to be implemented in Fall of 2010, including editing/supplementing the Real Math series to reach instructional goals (GLCE's). Math Lead Teachers
Research	SRA Real Math Series, Mathematics Curriculum Coherence guidelines.
Professional Development	At our August 24, 2009 in-service day and throughout the year, grade level and school-wide teams will develop pacing guides/lessons based on good mathematics instruction and alignment with Woodview Elementary's (our 3-5 building's) pacing guide. Math Lead Teachers
Parent Involvement	Parents will be aware of what we are doing in Math when student pages go home, and through each Chapter's home-link note which gives activities to do at home.
At-Risk/ Subgroup Student Support	Re-teaching of basic skills by classroom teachers, paraprofessionals or volunteers. Use of Real Math's Intervention Support Guide with students who haven't mastered certain skills. Further support is available through ICT.
Evaluation	Students will perform better on local assessments, and by Fall 2012, as reported in Spring 2013, MEAP scores will improve in 4 th and 5 th grades.
Evidence	Pacing guides and lessons.