

School Improvement Plan

Title I - Targeted Assistance

School Year: 2011 - 2012

School District: Sparta Area Schools

ISD/RESA: Kent ISD

School Name: Appleview Elementary School

Grades Served: 3,4,5

Principal: Mr. Kris Vydareny

Building Code: 09883

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable. The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

School Information

School:	Appleview Elementary School
District:	Sparta Area Schools
Public/Non-Public:	Public
Grades:	3,4,5
School Code Number:	09883
City:	SPARTA
State/Province:	Michigan
Country:	United States

Vision, Mission and Beliefs

Vision Statement

Our Purpose is to teach children the skills and attitudes needed to be productive members of society in order to improve the quality of life for all.

Mission Statement

We, the Appleview staff, are committed to join in partnership with students, families, and the community to ensure that the learning environment at Appleview will be child centered and healthy. Students will be challenged to become productive and responsible citizens who function academically, emotionally, socially and physically in a changing world. Our staff will encourage and promote an educational environment which values hard work, respect, responsibility and life-long learning. Each day, our mission will be to facilitate, support, and challenge all students to achieve their highest potential

Beliefs Statement

We believe...

- * all students can learn, individually, and collaboratively; and that a student does learn is more important than when or where.
- * learning is an accountable partnership involving staff, students, parents and community members.
- * the partnership creates the conditions for students' success in the school environment.
- * decision-making for problem solving and planning is a shared process.

Goals

Name	Development Status	Progress Status
Mathematics	Complete	Open
Reading	Complete	Open
Writing	Complete	Open

Goal 1: Mathematics

Content Area: Math

Development Status: Complete

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

Gap Statement: The subgroups of ELL and Special Education have under performed their cohorts in the the building as compared to comparisons between district vs. county and state aggregate subgroup performances on the MEAP and in-house criterion referenced tests.

Cause for Gap: Instructional staff has not collaboratively aligned appropriate classroom practices with the curriculum and have not identified/implemented successful strategies for differentiating instruction to meet the needs of our special education population.

The belief is that we lack a comprehensive RTI process district-wide.

Some groups spend an in-ordinate amount of time pulled away from core instruction in the regular educational environment.

Lack of system-wide common instructional framework and common transparent and transposable instructional strategies.

District Lacks the ability to use technological tools and resources for adapting instruction, assessment generation, data housing,

retrieval and processing of disaggregated data including student performance, perceptual and parental participation rates.

District lacks a coherent, articulated and aligned viable curriculum w/ common learning targets, summative assessments, and critical content vocabulary.

District lacks a common philosophy and set of processes for developing a self managing classroom and building relational capacity w/ all shareholders.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP - Fall 2008
MEAP - Fall 2009
MEAP - Fall 2010

CIMS Compliance Data shows lower proficiency rates on Statewide assessments, and lower participation in regular ed settings rates for special education students.

In-House Criterion References Test Data is not fully accessible across the district to monitor and disaggregate student performance data.

Building Perceptual Data is not unified, yet shows a need to address exceptional students' needs. Power-School parent/teacher conference participation and student attendance data does not disaggregate by subgroup.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP student performance data shows no gap in student performance.

CIMS data shows we at least met State Targets in participation and proficiency of statewide assessments, % of time in regular ed settings, % of Spec. ed students.

In-house summative testing data is accessible by aggregate and subgroup and shows no discrepancies in performance of subgroups is shown.

Parent Teacher Conference participation and student attendance data can be disaggregated by subgroup and shows no discrepancies in attendance.

Building Learning Walks anecdotal data consistently shows staff using the common instructional framework, common content literacy strategies and common processes to build relational capacities throughout the district.

Teachers instruct from a common set learning targets w/ common critical content vocabulary, common summative assessments and clearly established modifications and accommodations for exceptional learners.

Both universal screeners and progress monitoring assessments indicate 95 % of students meet the grade level expectations by 3rd grade.

Perceptual data of shareholders indicate at least 95% of student educational needs are being met.

Contact Name: Kris Vydareny

List of Objectives:

Name	Objective
Common Instructional Framework and Strategies	A preponderance of evidence based upon observation and anecdotal data taken during building learning walks demonstrate staff to be increasingly using the Gradual Release of Student Responsibility Instructional Model, a common set of Content Literacy Instructional Strategies and a common set of processes for student management and student interaction in their daily lessons.

1.1. Objective: Common Instructional Framework and Strategies

Measurable Objective Statement to Support Goal: A preponderance of evidence based upon observation and anecdotal data taken during building learning walks demonstrate staff to be increasingly using the Gradual Release of Student Responsibility Instructional Model, a common set of Content Literacy Instructional Strategies and a common set of processes for student management and student interaction in their daily lessons.

List of Strategies:

Name	Strategy
Capturing Kids Hearts	Staff will utilize the components of Capturing Kids Hearts as a way to establish a physically, emotionally, safe, caring and orderly school environment.
Common Instructional Framework and Literacy Strategies	Teachers will use a the Gradual Release of Student Responsibility Model and common Content Literacy Instructional Strategies during daily instruction of all grade levels and in all content areas.

1.1.1. Strategy: Capturing Kids Hearts

Strategy Statement: Staff will utilize the components of Capturing Kids Hearts as a way to establish a physically, emotionally, safe, caring and orderly school environment.

Selected Target Areas

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Other Required Information for Strategy

Lezotte, Lawrence W. Correlates of Effective Schools: Ther First and Second Generation. Effective Schools Products LTD. Okemos, MI, 1991

Marzano, Robert J., Pickering, Debra J., Classroom Management that Works: Researched Based Strategies for Every Teacher, ASCD, Alexandria VA, 2003

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Instructional Framework and Strategy PD	2007-08-01	2012-06-01	Building and District Administrators, Literacy Coarches, DSI Committee Chairs and Designated Staff.
PD Capturing Kids Hearts	2007-08-01	2014-08-01	Building Principal

1.1.1.1. Activity: Common Instructional Framework and Strategy PD

Activity Type: Professional Development

Activity Description: Teachers receive ongoing PD regarding the Gradual Release of Student Responsibility Model of instruction and common Content Literacy Instructional Strategies to include both in-district and workshops outside the district.

Planned staff responsible for implementing activity: Building and District Administrators, Literacy Coarches, DSI Committee Chairs and Designated Staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

1.1.1.2. Activity: PD Capturing Kids Hearts

Activity Type: Professional Development

Activity Description: Provide ongoing Professional Development in Capturing Kids Hearts to include untrained staff and New Staff with Capturing Kids Hearts Initial Training.

To provide designated administrators and staff Organizational Leadership training and Process Champions Training for sustainability.

Planned staff responsible for implementing activity: Building Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2014-08-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release time for teachers	Title II Part A	2,000.00	0.00

1.1.2. Strategy: Common Instructional Framework and Literacy Strategies

Strategy Statement: Teachers will use a the Gradual Release of Student Responsibility Model and common Content Literacy Instructional Strategies during daily instruction of all grade levels and in all content areas.

Selected Target Areas

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Other Required Information for Strategy

Marzano, Robert J. What Works In Schools: Translating Research into Practice. ASCD, Alexandria, VA. 2003

Nye, B., Konstantopoulos, S., & Hodges, L.V.2004, How Large Are Teacher Effects? Education Evaluation and Policy Analyses

Taken From:

Marzano, Robert J., The Art and Science of Teaching: A comprehensive Framework for Effective Instruction. ASCD, Alexandria, VA. 2007

Hill,Jane D. & Flynn, Kathleen M. Classroom Instruction the Works with English Language Learners, ASCD, Alexandria, VA.

2006

Fisher, Doug & Frey, Nancy. Better Learning Through Teaching: A Framework for the Gradual Release of Responsibility, ASCD, Alexandria, VA. 2008

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Instructional Framework and Strategy PD	2007-08-01	2012-06-01	Building and District Administrators, Literacy Coaches, DSI Committee Chairs and Designated Staff.

1.1.2.1. Activity: Common Instructional Framework and Strategy PD

Activity Type: Professional Development

Activity Description: Teachers receive ongoing PD regarding the Gradual Release of Student Responsibility Model of instruction and common Content Literacy Instructional Strategies to include both in-district and workshops outside the district.

Planned staff responsible for implementing activity: Building and District Administrators, Literacy Coaches, DSI Committee Chairs and Designated Staff.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Goal 2: Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will be proficient in reading

Gap Statement: The district subgroups of ELL and Special Education have under performed their cohorts in the district as compared to comparisons between district vs. county and state aggregate subgroup performances on MEAP/MME and ACT and in-house criterion referenced tests..

Cause for Gap: Instructional staff has not collaboratively aligned appropriate classroom practices with the curriculum and have not identified/implemented successful strategies for differentiating instruction to meet the needs of our special education population.

The belief is that we lack a comprehensive intervention process district-wide.

Some groups spend an in-ordinate amount of time pulled away from core instruction in the regular educational environment.

Lack of system-wide common instructional framework and common transparent and transposable instructional strategies.

District Lacks the ability to use technological tools and resources for adapting instruction, assessment generation, data housing,

retrieval and processing of disaggregated data including student performance, perceptual and parental participation rates.

District lacks a coherent, articulated and aligned viable curriculum w/ common learning targets, summative assessments, and critical content vocabulary.

District lacks a common philosophy and set of processes for developing a self managing classroom and building relational capacity w/ all shareholders.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP Fall 2008
MEAP Fall 2009
MEAP Fall 2010

CIMS Compliance Data shows lower

proficiency rates on Statewide assessments, and, although improving, lower participation in regular ed settings rates for special education students.

MEAP/MME and ACT Data shows the ELL and Special ed. subgroups perform lower than their district cohorts.

In-House Criterion References Test Data is not fully accessible across the district to monitor and disaggregate student performance data.

Building Perceptual Data is not unified, yet consistently shows a need to address exceptional students' needs.

Power-School parent/teacher conference participation and student attendance data has not disaggregate by subgroup.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP/MME and ACT Student performance data shows no gap in student performance. Sustained

CIMS data shows at least met State Targets in participation and proficiency of statewide assessments, % of time in regular ed settings,

% of Spec. ed students.

In-house summative testing data is accessible by aggregate and subgroup and shows no discrepancies in performance of subgroups is

shown.

Parent Teacher Conference participation and student attendance data can be disaggregated by subgroup and shows no discrepancies in attendance.

Building Learning Walks, classroom observations, anecdotal data consistently shows staff using the common instructional framework, common content literacy strategies and common processes to build relational capacities throughout the district. Teachers instruct from a common set learning targets w/ common critical content vocabulary, common summative assessments and

clearly established modifications and accommodations for exceptional learners. Web 2.0 tools, Project based Learning and Universal

Design for learning strategies are embedded into the curriculum design.

Both universal screeners and progress monitoring assessments indicate 95 % of students meet the grade level expectations by 3rd grade.

Perceptual data of shareholders indicate at least 95% of student educational needs are being met.

Contact Name: Kris Vydareny

List of Objectives:

Name	Objective
Improve Students ELA and Content Area Reading Performance	A preponderance of evidence based upon observations and anecdotal data taken during building learning walks, and formal and informal observations demonstrate staff are increasingly using the Gradual Release of Student Responsibility Instructional Model, a common set of Content Literacy Instructional Strategies and a common set of processes for student management and student interaction in their daily lessons to increase student achievement for all learners.

2.1. Objective: Improve Students ELA and Content Area Reading Performance

Measurable Objective Statement to Support Goal: A preponderance of evidence based upon observations and anecdotal data taken during building learning walks, and formal and informal observations demonstrate staff are increasingly using the Gradual Release of Student Responsibility Instructional Model, a common set of Content Literacy Instructional Strategies and a common set of processes for student management and student interaction in their daily lessons to increase student achievement for all learners.

List of Strategies:

Name	Strategy
Common Instructional Framework and Literacy Strategy PD	Teachers will use a the Gradual Release of Student Responsibility Instructional Model and common Content Literacy Instructional Strategies during daily instruction of all grade levels and in all content areas.

2.1.1. Strategy: Common Instructional Framework and Literacy Strategy PD

Strategy Statement: Teachers will use a the Gradual Release of Student Responsibility Instructional Model and common Content Literacy Instructional Strategies during daily instruction of all grade levels and in all content areas.

Selected Target Areas

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Other Required Information for Strategy

Marzano, Robert J. What Works In Schools: Translating Research into Practice. ASCD, Alexandria, VA. 2003

Nye, B., Konstantopoulos, S., & Hodges, L.V.2004, How Large Are Teacher Effects? Education Evaluation and Policy

Analyses

Taken From:

Marzano, Robert J., The Art and Science of Teaching: A comprehensive Framework for Effective Instruction. ASCD, Alexandria, VA. 2007

Hill,Jane D. & Flynn, Kathleen M. Classroom Instruction the Works with English Language Learners, ASCD, Alexandria, VA. 2006

Fisher, Doug & Frey, Nancy. Better Learning Through Teaching: A Framework for the Gradual Release of Responsibility, ASCD, Alexandria, VA. 2008

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Instructional Framework and Strategy PD	2007-08-01	2012-06-30	Grade Level Teachers Building School Improvement Team Building Principal
Technology Training	2007-08-01	2012-06-01	Designated staff as trainers, Technology DSI Committee Members, Building and District Administrators, Digital Rights Manager and KISD Assistive technology and Technology Consultants

2.1.1.1. Activity: Common Instructional Framework and Strategy PD

Activity Description: Teachers receive ongoing PD regarding the Gradual Release of Student Responsibility Model of instruction and common Content Literacy Instructional Strategies to include both in-district and workshops outside the district. This includes the provision of non-contract pay for district opening and materials for continued training and new staff training.

Planned staff responsible for implementing activity: Grade Level Teachers
Building School Improvement Team
Building Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release time for teachers	Title II Part A	2,000.00	0.00

2.1.1.2. Activity: Technology Training

Activity Type: Professional Development

Activity Description: Teachers will receive ongoing training on multiple technologies identified to support student mastery of intended outcomes for all learners, application of on-line UDL strategies, common core curricular development designs, web 2.0 resources, EXAMVIEW software, Assistive Technologies, the managing and storing student performance data and the analysis of data for building and district school improvement.

Planned staff responsible for implementing activity: Designated staff as trainers, Technology DSI Committee Members, Building and District Administrators, Digital Rights Manager and KISD Assistive technology and Technology Consultants

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2012-06-01

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount

Goal 3: Writing

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: All students will be proficient in Writing across the content areas.

Gap Statement: The current fourth, seventh, and eleventh grade students are performing below expected district performance in writing. Writing is the the lowest area of performance on criterion referenced and norm referenced tests as compared to the four core areas.

Cause for Gap: Instructional staff has not collaboratively aligned appropriate classroom practices with the curriculum and have not identified/implemented successful strategies for differentiating instruction to meet the needs of our special education population.

A lack of a explicit systematic writing instruction across the district.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP Fall 2007
MEAP Fall 2008
MEAP Fall 2010
In-house assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students will be proficient based on district/state/national assessment data and proficiency criteria.

In House /Criterion Referenced test data including Writing Samples by grade level, rubric scored student samples in ELA,

MEAP/MME and ACT (PLAN and EXPLORE) data will be used to monitor progress and successes of the goal.

Contact Name: Kris Vydareny

List of Objectives:

Name	Objective
Improve Students' ELA and Content Area Writing Performance	Given the MEAP/ACT assessments and in-House criterion referenced assessments in writing, students will increase their proficiency rates by a minimum of 3% as compared to their cohorts across the state/nation and prior age/grade level students within the district by the end of the 2011-12 school year.

3.1. Objective: Improve Students' ELA and Content Area Writing Performance

Measurable Objective Statement to Support Goal: Given the MEAP/ACT assessments and in-House criterion referenced assessments in writing, students will increase their proficiency rates by a minimum of 3% as compared to their cohorts across the state/nation and prior age/grade level students within the district by the end of the 2011-12 school year.

List of Strategies:

Name	Strategy
Common Instructional Framework and Literacy Strategy PD	Staff will participate in ongoing Content Literacy Professional Development activities such as the Literacy Coaches Network, The Sisters, Doug Fisher, Meriam Terhearne, Thinking Maps, RTI, Instructional Modeling and Gradual Release of Student Responsibility Framework.

3.1.1. Strategy: Common Instructional Framework and Literacy Strategy PD

Strategy Statement: Staff will participate in ongoing Content Literacy Professional Development activities such as the Literacy

Coaches Network, The Sisters, Doug Fisher, Meriam Terhearne, Thinking Maps, RTI, Instructional Modeling and Gradual Release of Student Responsibility Framework.

Selected Target Areas

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

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

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

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

Other Required Information for Strategy

Daniels, Harvey and Zemilan, 2007. Content Area Writing: Every Teacher's Guide, Portsmouth, NH. Heinemann

Fisher, Doug, Frey, Nancy, 2004. Improving Adolescent Literacy: Strategies at Work. Pearson INC, Upper Saddle River NJ

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Common Instructional Framework and Strategy PD	2007-08-01	2012-06-30	Administrators, Asistant Superintendent, KISD Teaching and Learning Reps., Literacy Coaches, DSIT Committee Members and Designated Staff
Ongoing PD for Writer's Workshop Implementation	2010-09-01	2012-06-30	Building Principals, Literacy Coaches, KISD Trainers and Assistant Superintendent

3.1.1.1. Activity: Common Instructional Framework and Strategy PD

Activity Type: Professional Development

Activity Description: Teachers receive ongoing PD regarding the Gradual Release of Student Responsibility Model of instruction and common Content Literacy Instructional Strategies to include both in-district and

workshops outside the district. This includes the provision of non-contract pay for district opening and materials for continued training and new staff training.

Planned staff responsible for implementing activity: Administrators, Asistant Superintendent, KISD Teaching and Learning Reps., Literacy Coaches, DSIT Committee Members and Designated Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2007-08-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Release time for teachers	Title II Part A	2,000.00	0.00

3.1.1.2. Activity: Ongoing PD for Writer's Workshop Implementation

Activity Type: Professional Development

Activity Description: Provide ongoing professional development to K-5 ELA certified classroom instructors on the Writer's Workshop Model.

Planned staff responsible for implementing activity: Building Principals, Literacy Coaches, KISD Trainers and Assistant Superintendent

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
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Resource Profile

Funding Source	Planned Amount	Actual Amount
Title II Part A	\$6,000.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

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

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

1. How was the comprehensive needs assessment conducted?

Building School Improvement Team completed the state School Improvement Plan process. Through this analysis we reviewed demographic, perceptual, Norm-Referenced and State-wide assessment data to create our school improvement plan. Instruction and professional development opportunities will focus on these areas.

2. Describe the process to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

During the school year we universally screen all students in the building in the area of reading. This data is then used to further assess identified students to create targeted lists of students who are to receive intervention. Selected students are assessed monthly to monitor progress.

In addition, in the area of mathematics, our building assesses recommended students and targets growth in their ability to recall facts. These students are assessed throughout the intervention to determine growth.

3. List the multiple, educationally, related, objective criteria established for the needs assessment process that will be used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core areas. The criteria must be consistent by grade level and content area.

MAZE

DAZE

Dibels Next

Read Naturally Assessment

FASTT Math Assessment

Classroom data

End of Unit Assessments

4. Preschool through Grade 2 students shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and other developmentally appropriate academic measures. Describe those criteria, if applicable. Enter "Not Applicable" if the school does not allocate Title I funds to serve Preschool through Grade 2 students.

NA

Services for Eligible Students

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the Goals section of the school improvement plan.

Incorporated into Existing School Program Planning

1. Describe how the program planning for Title I, Part A students is incorporated into the existing school improvement planning process.

The School Improvement Plan has focused goals, objectives, strategies and activities in the areas of Reading, Writing and Mathematics.

Within each goal area, we are focusing on differentiated instructional strategies utilizing the Universal Design for Learning framework. These strategies will target the learning styles and differences of all students - including those who are identified At-Risk/Title I.

Instructional Strategies

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

Title I and Regular Education Coordination

1. Describe the coordination of Title I, Part A services with the traditional educational services offered at the school, including those services offered to students with limited English proficiency (if applicable).

At Risk students are identified through our building's Child Study Process which evaluates and tracks student progress by meeting with general education teachers during 3-week cycles. In addition, Universal Screening data is shared with general education teachers and this data is triangulated with other achievement sources to determine student eligibility.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Staff has participated/continues to participate in the unwrapping of standards to assess the skills and level

of thinking required for students to be successful. Curriculum work happens at both the building and district level. In addition, we have begun our transition towards the implementation of the Common Core standards.

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

Curriculum, instruction, & assessment decisions are made through the District School Improvement Team (DSIT), Building School Improvement Teams and pre-K-12 District School Improvement Committees. All certified staff participate in one of the District School Improvement (DSI) pre-K-12 Committees. Each building sends representatives to the Building School Improvement (BSI) team. The BSI Chairs, DSI Chairs, and Administrators meet as the DSIT to make curricular, instruction and assessment decisions. All stakeholders in the district are represented and participate in the SI process. Each May the DSIT team reviews the progress on the current year goals and present their 1-3 year recommendations and goals to the DSI Team and the Board of Education.

Instruction by Highly Qualified Professional Staff

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

It is a requirement by both teacher and support staff contracts that staff must meet the requirements provided by the state for certification and Highly Qualified Status. All staff must meet these requirements as a condition of their employment.

100% of Teacher Assistants serving in Title I meet Highly Qualified Requirements. Documentation and verification of status is maintained and held in the personnel files at our Central Office-Administration Building.

High-Quality and Ongoing Professional Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the targeted school rubric

as guidance while completing this section.

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

Meet the Teacher Night - One week prior to the start of school staff meet with parents and students to review expectations and to receive necessary paperwork.

*Parent/Teacher Conferences - held twice a year to review student progress, celebrate success and set goals.
School-wide Volunteers - Parents are invited and encouraged to volunteer in classrooms or on field trips.
All volunteers must have a background check completed prior to any work with students.*

Parent-Teacher Committee (PTC) - Very active group which meets monthly. Goal of this group is to assist with the coordination of school-wide and community events aligned with our district's mission.

Website - www.spartaschools.org offers parents/community members and prospective parents to view program offerings and upcoming events.

Powerschool - student management and database accessible by parents to monitor student progress.

Newsletters - Both school-wide and classroom newsletters are sent monthly so parents can stay connected to what is happening in their child's classroom and school.

Annual Parent Survey - used each year to evaluate program strengths and to set appropriate goals.

Building School Improvement Parent Representative - 1-2 parents sit on our school improvement team to offer input and assist with goals, objectives and activities.

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

2a. Design

Each of the above mentioned components of our parent involvement plan has been brought through our building school improvement team. In addition, our efforts are coordinated with our PTC.

2b. Implementation

The Building School Improvement Team works with teachers to communicate plans and provide support to grade level groups as needed. Plans are created, initiated and evaluated for success.

2c. Evaluation

Formal and informal surveys are completed at the end of each event. A full building-wide survey is completed each year, reviewed, analyzed and shared with the BSI Team, Staff, PTC, and Board of

Education.

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

Title I targeted students receive a program description letter and compact at the start of their targeted assistance. In addition, parents receive update letters which discuss student progress as compared to student goals. As necessary, these letters are translated into a student's home language.

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

Parent representatives are actively involved with our Building School Improvement Team which would include the review and development of our School-Parent Compact. The School-Parent Compact is reviewed at fall conferences with parents of students in our Title I program. In the event that students are added to the program mid-year, the compact is reviewed during winter conferences.

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

Parental surveys will be conducted to gather perceptual data for those families that have participated in Title I.

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

The survey will be developed during the 2011-12 school year as an additional piece to our school-wide survey.

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

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation). If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

Not applicable due to grade levels served (3rd-5th).

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

Common formative and summative assessments will be created across the four core areas and assessment results will be uploaded from our student management system to our ISD's data warehouse where assessment data can be analyzed.

Coordination of Title I, Part A and Other Resources

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

*Regional programming
Title and At-Risk funding
Safe and Drug Free Schools
State categorical - Building School Improvement Funding
Local ISD programming*

Ongoing Review of Eligible Student Progress

1. Describe the ongoing process and assessment tools utilized to monitor the progress of participating eligible students.

Three times a year student reading progressed is assessed with our Universal Screen Tool (MAZE). Targeted students are then assessed using both DIBELS and Read Naturally (as appropriate). Data is compared with classroom performance as well as performance on state assessments.

Targeted students are monitored monthly using the DIBELS and Read Naturally/Reading REWARDS assessments.

A mathematics universal screener is currently being explored.

2. Describe how data will be utilized to inform instruction.

Data is shared with professional staff at the conclusion of each testing cycle. This data drives decisions which may include: pull-out intervention, classroom intervention, additional assessments, referral to our Child Study Team.

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services for students.

Programing is evaluated annually and student progress is compared to state assessment data, classroom performace as well as comparisons between students in intervention with those who are not (or against National Norms as appropriate)

In addition, monthly student progressed is compared (as appropriate) with National Norms.

4. Describe how evaluation of program services will be used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom.

The nature of our student population is that there are more students in need of support than support (Title I) services available. Training staff in targeted strategies that can be used to differentiate both learning tasks and assessments drove our school improvement process.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

The analysis of internal and external student performance data, use of CIMS data, the CNA building and district data (demographic achievement, process and perceptual data), Universal Design for Learning and Project Based Learning Curriculum processes indicate a need to better utilize Instructional and Management of data technologies to support the District and Building SI plans and general operations. The district has entered into an agreement to collaborate w/ Kent ISD for all district technology services in an effort to improve the access and use of available technologies by district personnel so to build the system's capacity to integrate technology for school improvement initiatives and the district's management of information and communications.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

Each summer the Building School Improvement Team gathers to review student achievement data as well as preceptual data gathered through surveys. This analysis leads to the development of annual goals (or revision of existing goals) as well as a review of the strategies and activities designed to meet those goals.

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

The District reports out to the community/parents on the Annual Report which is on the District Web Site and

hard copies are available in each Building. Individual buildings post their BSI plans and Newsletters on the Web Site also.

Elementary buildings articulate grade level standards in parent terms of brochures and report cards sent out at

trimesters. At risk students who

receive RtI intervention have reports send out to the parents on progress monitor graphs and letters at progress

monitoring intervals. All families

receive the building and department newsletters in their native language. And translation services are available

for families as needed.

Building Level Decision-Making

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

All stakeholders participate in our building school improvement process. The BSI Team works to design and plan SI initiatives using the Board Critical Issues and the District's 3-5 Year Focus Areas set by the Board of Education and DSIT. Data is presented during the school year to monitor student growth in

learning in the identified areas for current and past years. BSI Teams also collect

assessment data to monitor student growth and identify areas of need for goal setting and BSI plans.

Perceptual

data is collected from the parents and community members, and parents are on the BSI teams to assist with the

BSI planning, development and monitoring of progress.

Assurances

EdYES!

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments: <http://www.spartaschools.org/appleview/schoolimprovement/>

Educational Development Plan (EDP)

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

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

Comments:

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

Response: *No*

Comments: *NA*

Health and Safety (HSAT)

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

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No action taken*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No, but use a health education curriculum*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No action taken*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Other curriculum*

Comments:

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

Response: *No*

Comments:

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

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

Comments:

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

Response: *No action taken*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes, but we do not have a health services provider or school nurse for every 650 students*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No action taken*

Comments:

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

Response: *Yes*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Access to all indoor facilities*

Comments:

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Kevin	Shuneson	4th Grade Teacher	kevin.shuneson@staff.spartaschools.org
Mr.	Andy	Wagner	3rd Grade Teacher	andy.wagner@staff.spartaschools.org
Mrs.	Katie	Miller	4th Grade Teacher	katie.miller@staff.spartaschools.org
Mrs.	Nickie	Swanson	5th Grade Teacher	nickie.swanson@staff.spartaschools.org
Mrs.	Ronda	Devries	Special Education Teacher	ronda.devries@staff.spartaschools.org
Mrs.	Sue	Verduin-Miller	Counselor	sue.verduin-miller@staff.spartaschools.org
Mrs.	Sandie	Ballard	Art Teacher	sandie.ballard@staff.spartaschools.org
Mrs.	Julie	Arends	Title I TA	julie.arends@staff.spartaschools.org
Mrs.	Debbie	Gair	Parent	dgair@aol.com
Mr.	Kris	Vydareny	Principal	kris.vydareny@staff.spartaschools.org
Mrs.	Laurie	Zurek	Parent	stevlaurie02@yahoo.com

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Kent Swinson/Superintendent
Address:	465 S. Union St., Sparta, MI 49345
Telephone Number:	(616) 887-8253

References

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

Supporting Documentation

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

- School-Parent Involvement Plan
- School-Parent Compact

Appleview Elementary Parent Involvement Commitment

Appleview teachers and staff are committed to providing a quality educational program that will challenge all children to reach their potential. When school and parents work together children succeed in school and throughout life. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Parents' support for their children and for the school is critical to the children's success at every step along the way.

To ensure that basic skills and knowledge are taught, we will hold educators accountable for effective teaching, hold students accountable for learning, and encourage parental involvement in every child's education. We will continually assess student growth in order to provide timely interventions and evaluate our instruction. Additionally, our teachers and staff will work collaboratively with parents and our community in the development, evaluation, and refinement of our school programs, including the Title I program.

Communication is the key to your involvement. To that end, we will provide you with ongoing communication concerning school events (via the building newsletter, district website and teacher communications), your child's academic progress (via conferences/report cards, progress reports, on-line access to grades and use of phone and e-mail to keep in touch). We welcome your input and perspective and encourage you to contact your child's teacher via the phone or e-mail with any concerns or positives! We welcome your presence and invite you to join us as a volunteer (in the classroom or with extracurricular events), as a PTC member, by way of attending conferences and student programs or offering your input via completion of our annual school survey. Your input is welcome at any time – in writing or in person. (Translators are available upon request for any parent meeting and to assist with translating any home-school communication.)

In addition, we will work to build your capacity to be an effective supporter of your child's learning. Look for communications on "how to read with your child", "how to best prepare your child for test-taking", "how to search the internet" etc., as we strive to provide you with materials and training to help you work with your child to grow their success at school.

Finally, Appleview agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) parents play an integral role in assisting their child's learning;*
- (B) parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

SPARTA AREA SCHOOLS – Appleview Elementary

Title I – Parent/Student/School Compact

Appleview Elementary School understands that your child’s success in the recommended intervention program depends in large part to a successful partnership between school and home. Your child will receive support in reading and/or mathematics from our trained personnel to assist them with their progress. In addition, we ask that parents/guardians commit to assisting students by participating in activities such as:

- Reading at home on a daily basis
- Practicing math facts on a daily basis
- Communicating celebrations/concerns with staff
- Monitoring student attendance and academic progress
- Attending Parent/Teacher Conferences and other necessary meetings
- See that my child is punctual and attends school regularly.
- Reading and review all information my child brings home from school.
- Supervise the completion of homework and home activities with my child.
- Attending school functions

I will work in partnership with the school to support my child.

Parent/Guardian Signature: _____ Date _____