

# Education YES Subset (40)

Washington Elementary School

Coloma, Michigan, United States

Prepared for the Michigan Department of Education

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# Education YES Subset (40)

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# Introduction

## Purpose of the Report

Education Yes Subset (40) provides both a snapshot of current school performance and a ladder for educators, supplying feedback and directions to assist them on a path of meaningful change. The Education Yes Subset (40) School Performance Indicators are based on the School Improvement Framework. Based on a review of the research on school improvement, rubrics to measure 40 key characteristics have been selected as having the most effect on student achievement. The Education Yes Subset (40) School Performance Indicators engage the school community in an in-depth assessment of each of the 40 Key Characteristics. In completing the report, the school identifies the level of achievement on each Key Characteristic, and documents the evidence used to support the level of achievement. The self assessment helps the school identify areas of strength and opportunities for improvement.

Michigan Department of Education began publishing both the school's self-rating and the evidence reported for each indicator in 2005. The school's self-rating for each characteristic, and the evidence provided, is available to the public on the School Report Card.

## Structure of the Report

The Education Yes Subset (40) report is organized by the School Improvement Framework Strands and Standards. For each standard, the report addresses a set of key characteristics and evidence. Each characteristic has four levels of achievement: Getting Started, Partially Implemented, Implemented, and Exemplary. The school should use the rubrics for each characteristic as an opportunity to ask itself tough questions and to respond with accurate answers geared toward self-improvement. The process for assigning a rating involves reading the rubric descriptors that correspond to each rating, and clicking on each descriptor box that accurately describes activities or processes in place at your school. The system is designed to display a check mark for the highest level in which your school has completed all the descriptors. In addition to assigning a rating, the school must list or describe the evidence used that supports the rating on each characteristic. Sample evidence is provided that school users may highlight, copy, and paste into the evidence box. Ample space is provided to list additional school-specific evidence that supports the level of achievement. For each key characteristic in which a rating of "Getting Started" or "Partially Implemented" is earned, schools must also check the content area impacted by this characteristic's rating. After completing the 40 Indicators in EdYES! (40), a summary page is available so the school can quickly see areas of strength and opportunity.

## School Information

School:	<b>Washington Elementary School</b>
District:	<b>Coloma Community Schools</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>K,1</b>
School Code Number:	<b>04390</b>
City:	<b>Coloma</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Strand I - Teaching for Learning

The District holds high expectations for all students, identifies essential curricular content, and makes certain it is sequenced appropriately. Schools ensure that the aligned curriculum is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

## Standard 1 - Curriculum

Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.

### Key Characteristics

#### Benchmark A: Aligned, Reviewed and Monitored

School/district written curriculum is aligned with, and references, the appropriate learning standards (MCF, AUEN, ISTE, GLCE, HSCE, METS, etc.).

**1.1.A.2 Standards Alignment:** The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.



#### **Response:**

- Getting Started
- Partially Implemented
- Implemented
- ✓ **Exemplary**

#### **Evidence:**

We follow the Coloma Community Schools written curricula, which is adapted from the Berrien County Curricula (Curriculum Crafter). Curriculum Crafter is a web-based curriculum with covering all of the content areas, with lesson plans, assessments, pacing guides, and curriculum maps. The above curricula are aligned to the state's standards and benchmarks. The curricula areas of music, physical education and foreign language are complete. Our technology curriculum has expanded with the addition of Fast ForWord, Renaissance Learning and Plato. The food service department (Chartwell's) has developed a nutritional education program that was disseminated to the individual buildings. We are in the process of developing a countywide fine arts curriculum. \* Curriculum documents

#### Benchmark B: Communicated

School/district curriculum is provided to staff, students, and parents in a manner that they can understand.

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



***Response:***

- Getting Started
- Partially Implemented
- Implemented
- ✓ **Exemplary**

***Evidence:***

\* Meeting agendas and minutes \* Written curriculum documents \* Communication avenues including newsletters, on-line communication, displays According to our school improvement plan, we currently have a timeline of assessments for math, language arts, and science. Local assessments have been implemented in those core areas (DK-1). Technology and other projects have been developed and implemented for social studies (DK-1). We have a trimester based local assessment schedule for ELA, math and science, and a yearly schedule for social studies, as well as biweekly progress monitoring. In addition we have portfolio writing required of the students involving the core democratic values. The staff are involved in monthly school improvement and grade level meetings. They are also required to turn in lesson plans weekly. Through the collaborative process of all staff, our school improvement plan is developed and implemented. Individual lesson plans are collected and monitored each week. Teachers evaluations are based on their instructional delivery and planning in regards to the written curriculum. Classroom assessments and student work are monitored daily, while quarterly local assessments and standardized assessments are disaggregated. The data is analyzed and charted for the school improvement process.

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



***Response:***

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

***Evidence:***

\* Course descriptions through unit outlines, teachers preview the goals and objectives of the units with students. The system that is used most often to explain the process in student friendly language is through rubrics. Students have a clear picture of the expectations before starting each unit. Many visuals (Board Maker) have been added to our classrooms and hallways to aid in the understand and comprehension of content material.

## Standard 2 - Instruction

Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

**Key Characteristics**

**Benchmark A: Planning**

Processes used to plan, monitor, reflect and refine instruction that supports high expectations for all students.

**I.2.A.1 Content Appropriateness:** The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.



**Response:**

- Getting Started
- Partially Implemented
- Implemented
- ✓ **Exemplary**

**Evidence:**

\* Curriculum calendars/pacing guides/lesson plans \* Adopted texts and other resources \* Meeting agendas and minutes \* Written units/instructional plans We follow the Coloma Community Schools written curricula, which is adapted from the Berrien County curricula (Curriculum Crafter). Curriculum Crafter is a web-based curriculum with lesson plans, assessments, pacing guides, and curriculum maps. The above curricula are aligned to the state's standards and benchmarks. Currently we have a timeline of assessments for math, language arts and science. Local assessments have been developed and implemented in language arts, math and science (k-1). Technology and other projects have been developed and implemented for social studies (k-1). We have a trimester based local assessment schedule for ELA, math and science and a yearly schedule for social studies, as well as biweekly progress monitoring. In addition we have portfolio writing required of the students involving the core democratic values. The staff are involved in monthly school improvement and grade level meetings. They are also required to turn in lesson plans weekly. Through the collaborative process of all staff, our school improvement plan is developed and implemented. Individual lesson plans are collected and monitored each week. Teachers evaluations are based on their instructional delivery and planning in regards to the written curriculum. Classroom assessments and student work are monitored daily, while quarterly local assessments and standardized assessments are disaggregated. The data is analyzed and charted for the school improvement process. Monthly grade level meetings involving the core areas of study (per our school improvement plan)are conducted. The staff is continuously involved in the collection and analysis of student data.

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



**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

**Evidence:**

\* Instructional plans/lesson plans \* Curriculum guides \* Observational protocols The curriculum is developmentally appropriate with attention being paid to cultural differences, learning styles and individual learner abilities. Individual lesson plans are collected and monitored each week. Student data from any sub-group is analyzed and disaggregated continuously. We collect data through local trimester assessments and local unit assessments. We monitor progress in DIBELS and provide interventions. An annual gap analysis of core curricular areas are conducted. Data from the whole student body is compared to the individual sub-groups.

**I.2.A.3 Reflection and Refinement:** A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.



**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

**Evidence:**

\* Agendas, meeting minutes \* Committee lists \* Current and historical instructional plans \* Professional development plan We have monthly grade level meetings involving our core curricular areas. The staff is continuously involved in the collection and analysis of student data. Our yearly goals for improvement are listed in and supported in our annual report. Professional development is offered and records are kept by the administrative office. Staff receives tuition reimbursement when applicable. All of our non-tenure staff are assigned a mentor for their first four years of teaching. The following resources have been purchased with school improvement money: Class meeting books, graphic organizers, a character assembly, and Six+1 traits books. Our building offers several opportunities for shared leadership which are explained in our school improvement plan. These opportunities include staff committees for core curricula areas, parent-teacher organization and stirring committees for major projects like the school improvement plan. Professional development for teachers in Everyday Math, DIBELS, MLPP, and Six+1 Traits, was hosted by Berrien and/or Kalamazoo RESA. RESA language arts representative (Kathy McCumber) spent several days in the building training in grade level teams. We also used RESA resources and had Kelly Gadieski (social studies rep.) meet with teachers about the changing of the Michigan social studies GLCE's. Our shared vision, mission and values are evident in our annual report. Our academic goals are measureable through general observation and local and state assessment data. We conduct an annual review of the school improvement plan and an annual gap analysis of core curricular areas. Modification of improvement goals are determined by the gap analysis of the data stated above.

**Benchmark B: Delivery**

Instructional practices are used to facilitate student learning.

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



**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

**Evidence:**

\* Meeting agendas and minutes \* Observational protocols \* Curriculum and unit plans \* School schedule/staff list \* Teacher/student artifacts The staff are involved in monthly school improvement and grade level meetings. They are also required to turn in lesson plans weekly. Through the collaborative process of all staff our school improvement plan is developed and implemented. Individual lesson plans are collected and monitored each week. Teachers evaluations are based on their instructional delivery and planning in regards to the written curriculum. Classroom assessments and student work are monitored daily, while quarterly local assessments and standardized assessments are disaggregated. The data is analyzed and charted for the school improvement process. Several supports are built into our plan, including Title 1 services, at-risk support, school social worker, a mentoring program, para-professionals, Grandparent Volunteer Program and peer assistants (high school students).

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




**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

**Evidence:**

\* Curriculum maps \* School Improvement Plan / committee structures \* Instructional plans Our school improvement plan is data driven and content centered. We use the MI-Plan and MI-tracker models. Our core curricular areas use nationally recognized programs such as: Everyday Math, Scott-Foresman ELA series. We also use an aligned county science and social studies curriculum. We are in the fourth year of using our distance learning program (video-conferencing). The elementary buildings have implemented the Fast ForWord and Plato software programs in our labs. Our students use the

Accelerated Reader program daily as another extension activity. We offer a variety of opportunities for our students to work with other educational institutions including: Junior Achievement, students from methods classes at Andrews University, cadet teachers from Coloma High School, etc. We are constantly aligning our curricula to the state and national benchmarks, as well as the grade level content expectations.

**I.2.B.3 Student Engagement:** Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students. 

**Response:**

- Getting Started
- Partially Implemented
- Implemented
- ✓ **Exemplary**

**Evidence:**

The staff are involved in monthly school improvement, staff, and grade level meetings. They are also required to turn in lesson plans weekly. Through the collaborative process of all staff our school improvement plan is developed and implemented. Individual lesson plans are collected and monitored each week. Teachers evaluations are based on their instructional delivery and planning in regards to the written curriculum. Classroom assessments and students work are monitored daily, while quarterly local assessments and standardized assessments are disaggregated. The data is analyzed and charted for the school improvement process.


## Standard 3 - Assessment

Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.

### Key Characteristics

#### **Benchmark A: Aligned to Curriculum and Instruction**

Student assessments are aligned to the school's curricula and instruction.

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

**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

**Evidence:**

\* Formative and summative assessments \* Written curriculum \* Committee minutes The district has contracted Successline Inc. to store and disaggregate our local and state assessment data. Students attendance and discipline are formulated for our annual report. SRSB information as well as chart/graphs of demographic data is collected and disaggregated for our annual report and school improvement plan. Individual results of the local assessments are reviewed by administrators, teachers and parents. Parents also receive progress reports on our local assessments. Visual representations of state and local assessment data are distributed to teachers and published in the annual report. This data is also charted and graphed in our school improvement plan. Student assessment data on standardized tests are disaggregated and compared to state and national norms. Cross-sectional data is published in the annual report. We have significantly improved in our use of disaggregated data and our analysis of longitudinal data as it relates to achievement change, tracked through Successline Inc.

**I.3.A.3 Multiple Measures:** Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.



**Response:**

- Getting Started
- Partially Implemented
- Implemented
- ✓ **Exemplary**

**Evidence:**

\* Formative and summative classroom assessments Currently we have a timeline of assessments for all of our core curricular areas. Local assessments have been developed and implemented in those core areas (DK-1). We have local unit assessments, quarterly assessments, required portfolio writing with rubric assessment and state standardized assessments. Classroom assessment and student work are monitored daily, while local quarterly assessments and standardized assessments are disaggregated. The data is analyzed and charted for the school improvement process. Parents also receive progress reports on our local assessments. Visual representations of state and local assessment data are distributed to teachers and published in the annual report. This data is also charted and graphed in our school improvement plan. Student assessment data on standardized tests are disaggregated and compared to state and national norms. Cross-sectional data is published in the annual report. We have significantly improved in our use of disaggregated data and our analysis of longitudinal data as it relates to the achievement change tracked through Successline Inc.

**Benchmark B: Data Reporting and Use**

Student assessment results are communicated to, and used by, staff, students and parents to improve student achievement.

## Strand II - Leadership

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

### Standard 1 - Instructional Leadership

School leaders create and sustain a context for learning that puts students' learning first.

#### Key Characteristics

##### Benchmark A: Educational Program

School leaders are knowledgeable about the schools educational programs and act on this knowledge.

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



#### *Response:*

- Getting Started
- Partially Implemented
- Implemented
- ✓ Exemplary

#### *Evidence:*

Administration (school leaders) are actively involved in the decisions regarding curriculum, instruction and assessment. Building administrators have been trained as the trainers for the web-based curriculum, Curriculum Crafter. We have monthly staff, grade level and school improvement meetings where the school leader guides the process of data collection and analysis. Our yearly goals are data driven and supported in the annual report. Professional development is offered and funded through the district.

***II.1.A.5 Knowledge of Adult Learning:*** School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.



**Response:**

- Getting Started
- Partially Implemented
- Implemented
- ✓ **Exemplary**

**Evidence:**

\* Professional development plans and activities \* School schedule \* Teacher evaluations Staff are provided many opportunities to participate in professional development programs. Through network surveys, we have set up technology professional development and allowed follow-up so that implementation in the classroom could be achieved. We have conducted a book study and requested teacher participation in the presentation of the material and activities. Common planning time is scheduled for all teachers during the school day in order for them to collaborate on curriculum. Monthly staff, grade level and school improvement meetings future nurture the efforts of a professional learning community.

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



**Response:**

- Getting Started
- Partially Implemented
- Implemented
- ✓ **Exemplary**

**Evidence:**

\* Meeting agendas and minutes \* School schedule and calendar \* Student schedules \* School's annual report \* School Improvement Plan The district has contracted Successline Inc. to store and disaggregate our local and state assessment data. Student attendance and discipline charts are formulated for our annual report. SRSD information as well as charts/graphs of demographic data is collected and disaggregated for our annual report and school improvement plan. Teachers report professional development hours each semester and a master list is kept in the administration building. Parents also receive progress reports on our local assessments. Visual representations of state and local assessment data are distributed to teachers and published in the annual report. This data is also charted and graphed in our school improvement plan. Student assessment data on standardized tests are disaggregated and compared to state and national norms. Cross-sectional data is published in the annual report. We have significantly improved in our use of disaggregated data, and our analysis of longitudinal data as it relates to achievement change, tracked through Successline Inc. Our building utilizes a standards based report card and progress report. Our school improvement format requires data to drive goal selection. our professional development needs correspond to the school improvement plan. We have done a gap analysis for all core curricular areas.

**Benchmark B: Instructional Support**

School leaders set high expectations, communicate, monitor, support and make adjustments to

enhance instruction.

**II.1.B.1 Monitoring:** School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.



**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

**Evidence:**

\* Administrative classroom observation logs \* School policies and procedures \* Meeting minutes Administration is readily accessible and interactive with staff and students. Developing a personal relationship with each and every student is a goal of the school leader. Teachers and other staff are informally observed daily and formally observed on a regular scheduled basis. The school leader is an active participant in every school committee.

**II.1.B.4 Clear Expectations:** School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.



**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

**Evidence:**

\* Meeting minutes \* Parent communications; other written communications \* Mission statement We have monthly staff, grade level and school improvement meetings per our school improvement plan. The staff is continuously involved in the collection and analysis of data. Our yearly goals are listed and supported in our annual report. Professional development is facilitated by or offered by the school leader. Our shared vision, mission and values are evident in our annual report. A common set of school rules and expectations have been developed as well. Through Safe & Civil School training our staff continues to review and update our current structure. Parents are kept well informed of school activities and student progress through monthly school newsletters, yearly and monthly calendars, classroom and school web-sites, Friday folder inserts and progress reports. Parents are given the opportunity to communicate with the staff through parent-teacher conferences, staff email, phone calls, letters, PTO meetings or personal contact. We have developed several meaningful partnerships with our community resources such as: Game Day staffed by senior citizen volunteers, the grandparent volunteer program, Parents as Teachers Organization and the United Way.

## Standard 2 - Shared Leadership

Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.

### Key Characteristics

#### Benchmark A: School Culture and Climate

Staff creates an environment conducive to effective teaching and learning.

***II.2.A.4 Collaborative Inquiry:*** A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.



#### **Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

#### **Evidence:**

\* Meeting agendas/minutes \* Grade/departmental curriculum maps The staff is organized into collaborative teams that meet daily, weekly and monthly. Common planning time has been developed to allow grade levels to collaborate on curriculum, instruction and assessment. Weekly meetings are set to organize action plans. Monthly meetings are set to report back to school leader and staff. Monthly meetings also allow for the cross-sectional collaboration involving the grade levels above and below.

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



#### **Response:**

- Getting Started
- Partially Implemented
- Implemented
- ✓ **Exemplary**

#### **Evidence:**

\* School improvement and/or state and district reporting data \* NCA/School Improvement Plans \* Committee meeting agendas/minutes \* Professional development plans The staff are involved in monthly grade level, staff and school improvement meetings. They are also required to turn in lesson plans weekly. through the collaborative process of all staff our school improvement plan is developed and implemented. Individual lesson plans are collected and monitored each week. Teachers

evaluations are based on their instructional delivery and planning in regards to the written curriculum. Classroom assessments and student work are monitored daily, while local quarterly assessments and standardized assessments are disaggregated. The data is analyzed and charted for the school improvement process. Our school improvement format requires data driven goal selection and professional development needs correspond to the school improvement plan.

**II.2.A.6 Collaborative Decision-Making Process:** Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.



**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

**Evidence:**

\* Minutes from NCA/School improvement/Title I meetings \* School communication tools Through common planning time and planned release time, grade levels have the opportunity to collaborate daily. Monthly grade level and staff meetings are structured to discuss and disaggregate data involving curriculum, instruction and assessment. The entire staff has the opportunity to give input involving major curriculum and instruction decisions.

**Benchmark B: Continuous Improvement**

Staff engages in collaborative inquiry focused on continuous improvement to increase student achievement.

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



**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

**Evidence:**

\* NCA / School Improvement Plan and process employed in its development \* Lesson plans \* Minutes of action teams Individual results of the MEAP are reviewed by administrators, teachers and parents. Parents also receive progress reports on our local assessments. Visual representations of state and local assessment data are distributed to teachers and published in the annual report. This data is also charted and graphed in our school improvement plan. Student assessment data on standardized tests are disaggregated and compared to state and national norms. Cross sectional data is published in the

annual report. Through continual data analysis and observation, modifications and interventions are put in place to insure a high level of success for every child.

## Standard 3 - Operational and Resource Management

School leaders organize and manage the school to support teaching and learning.

### Key Characteristics

#### Benchmark A: Resource Allocation

School leaders allocate resources in alignment with the vision, mission, and educational goals of the school.

**II.3.A.4 Time:** Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders place a high priority on collaborative team planning time within the school day.



#### ***Response:***

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

#### ***Evidence:***

\* School schedule; school calendar \* District strategic plan \* School Improvement Plan Common planning time is scheduled for all teachers daily. Teachers may use this time to collaborate on projects, develop curriculum supports, discuss instruction, and analyze data from assessments. Monthly grade level meetings are also planned to allow grade levels to disseminate data to grade levels above and below, as well as to the school leader.

#### Benchmark B: Operational Management

School leaders allocate, develop, implement and/or monitor policies and procedures for the operation of the school.

## Strand III - Personnel and Professional Learning

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes, and beliefs necessary to create a culture with high levels of learning for all.

### Standard 1 - Personnel Qualifications

School/district staff qualifications, knowledge and skills support student learning.

#### Key Characteristics

##### Benchmark A: Requirements

Staff meets requirements for the position held.

##### Benchmark B: Skills, Knowledge and Dispositions

Staff has the professional skills to be effective in their positions.

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



#### *Response:*

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

#### *Evidence:*

\* Professional development plan and records \* Observational protocols \* Teacher resumes Teacher records are maintained by the administrative office and they are all considered highly qualified. Paraprofessionals have completed testing requirements and are highly qualified as well. Our school improvement plan is data driven and content centered. We use the MI-Plan and MI-tracker models. our core curricular areas use nationally recognized programs such as: Everyday Math and Scott Foresman ELA series. We also use an aligned county science and social studies curriculum. We are constantly aligning our curricula to the state and national benchmarks and grade level expectations. Professional development is a key component to the school improvement plan. All topics selected for professional development are data driven, based on our student and staff output.

## Standard 2 - Professional Learning

Professional learning is conducted with colleagues across the school/district on improving staff practices and student achievement.

### Key Characteristics

#### Benchmark A: Collaboration

Professional development is conducted with colleagues across the school/district on improving staff practices and student achievement.

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



#### **Response:**

- Getting Started
- Partially Implemented
- Implemented
- ✓ **Exemplary**

#### **Evidence:**

\* Team meeting agendas and minutes \* Professional development schedule \* Common Planning Time Schedule \* Professional Development Plan Collaborative grade level teams are scheduled common planning time daily to discuss and explore curricular needs. Professional development is offered outside of our building as well as within. Several of our staff members have exhibited their knowledge and expertise through demonstration or presentations to the rest of the staff. Collaborative teams have facilitated a book study to enhance our writing curriculum in the building.

#### Benchmark B: Content and Pedagogy

Professional development at schools/districts emphasizes both content and pedagogy of teaching and learning.

***III.2.B.1 Uses Best Practices:*** Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.



#### **Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

#### **Evidence:**

\* Meeting agendas and minutes \* Observational protocols Our school improvement plan is data driven and content centered. We use the MI-Plan and MI-Tracker models. Our core curricular areas use nationally recognized programs such as Everyday Math and Scott Foresman ELA series. We also use an aligned county science and social studies curriculum. We have installed and implemented video-conferencing equipment in our building. We are constantly aligning our curricula to the state and national benchmarks and grade level content expectations. Berrien County Intermediate School District training for 1st, 2nd and 3rd years teachers is offered in addition to an assigned mentor teacher. IDP's and two evaluations per year are standard for the first four years. We have constructed on line surveys to evaluate professional development. The feedback was evaluated and considered for further professional development opportunities. The level of implementation is evaluated through observation and the impact on student learning is disaggregated through student outcome data.

**III.2.B.3 Induction/Mentoring/Coaching:** Each new teacher participates in an extensive induction program over at least a three year period. A Master Teacher is assigned to each new teacher. This teacher provides an intensive mentoring and coaching experience for the new teacher.



**Response:**

- Getting Started
- Partially Implemented
- Implemented
- ✓ **Exemplary**

**Evidence:**

\* New teacher orientation materials BCRESA training for 1st, 2nd and 3rd year teachers is offered in addition to an assigned mentor teacher. IDP's and two evaluations per year are standard for the first four years. We have constructed on line surveys to evaluate professional development. The feedback was evaluated and considered for further professional development opportunities. The level of implementation is evaluated through observation and the impact on student learning is disaggregated through student outcomes data. Our most recent professional development will involve a whole staff training on our school improvement process.

**Benchmark C: Alignment**

School/district professional development is needs-based, aligned, job-embedded, and results-driven.

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



**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

**Evidence:**

\* Records and reports of curriculum committees \* Documentation of professional development

initiatives \* School Improvement Plan Our school improvement plan is data driven and content centered. We use the MI-Plan and MI-Tracker models. Our building utilizes standards based report cards and progress reports. Our school improvement format requires data to drive goal selection. Our professional development needs correspond to the school improvement plan. We have done gap and item analysis for all of the core areas of study.

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



**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

**Evidence:**

\* Professional development plans and descriptions \* Professional Development Logs \* School Improvement Plan Professional development is a vital and on-going part of our growth as a professional. Each year our professional development is scheduled based on our student and staff outcome data. This year we have focused strongly on the school improvement process, six + 1 traits of writing, and positive behavior supports. Our data identified these areas as areas of need, so that is were we focused our efforts.

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



**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

**Evidence:**

\* School Improvement Plan \* Professional development plan The school leader and staff continuously disaggregate and analyze data. Giving feedback on our professional development and charting student progress is an on-going process that allows us to fine tune our teaching practices to accomodate student learning and achievement.

## Strand IV - School and Community Relations

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

### Standard 1 - Parent/Family Involvement

Schools actively and continuously involve parents and families in student learning and other school activities.

#### Key Characteristics

#### Benchmark A: Communication

School/parent/family communications are two-way, ongoing and meaningful.

**IV.1.A.2 Diversity:** The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.



#### Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary


#### Evidence:

\* School/district communications/forms \* Staffing \* Meeting schedule \* School calendar The parents are kept well informed of school activities and student progress through monthly school newsletters, yearly and monthly calendars, classroom and school web-sites, Friday folders inserts, on-line gradebooks and progress reports. Parents are given the opportunity to communicate with the staff through parent-teacher conferences, staff email, phone calls, letters and PTO meetings. Our PTO schedules activities that involve families in the learning process. These activities include: take your parent to school day, family fun night and the spring carnival. Community support services are scheduled through our school counselor's office. Families are given the opportunity to evaluate and give feedback through parental observation in the classroom and monthly PTO meetings. We have developed several meaningful partnerships with our community resources such as: the grandparent volunteer program, Parents as Teachers Organization and the United Way. A Title 1 compact is in place for all students. Parents are given the opportunity to give input for the school improvement process through monthly PTO meetings. We also have staff development devoted to family involvement. Our PTO is an excellent opportunity for parents to be active in our school. Records of parent participation at evening performances, conferences, art club and technology club are kept and

charted each year. We encourage volunteer opportunities through room parents, media center assistance and field trip chaperones. We also offer day care for conferences and PTO meetings, to make them more accessible.

**Benchmark B: Engagement**

Schools have a systematic approach that encompasses a variety of meaningful activities/actions that engage parents/families as partners in helping students and schools succeed.


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

**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

**Evidence:**

\* Newsletters; websites; teacher print distributions \* School committee participation lists and minutes  
 \* Invitations to meetings and programs The parents are kept well informed of school activities and student progress through monthly school newsletters, yearly and monthly calendars, classroom and school web-sites, Friday folders inserts and progress reports. Parents are give the opportunity to communicate with the staff through parent-teacher conferences, staff email, phone calls, letters and PTO meetings. Our PTO schedules activities that involve families in the learning process. These activities include: take your parent to school day, family fun night and the spring carnival. Community support services are scheduled through our school counselor's office. Families are given the opportunity to evaluate and give feedback through parental observation in the classroom and monthly PTO meetings. We have developed several meaningful partnerships with our community resources such as: the grandparent volunteer program, Parents as Teachers Organization and the United Way. A Title 1 compact is in place for all students. Parents are give the opportunity to give input for the school improvement process through monthly PTO meetings. We also have staff development devoted to family involvement. Our PTO is an excellent opportunity for parents to be active in our school. Records of parent participation at evening performances, conferences are kept and charted each year. We encourage volunteer opportunities through room parents, media center assistance and field trip chaperones. We also offer day care for conferences and PTO meetings, to make them more accessible.

**IV.1.B.3 Decision-Making:** The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population. 

**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**

Exemplary

**Evidence:**

\* School improvement committee list \* Parent organization committee membership \* Parent organization activities list The parents are kept well informed of school activities and student progress through monthly school newsletters, yearly and monthly calendars, classroom and school web-sites, Friday folders inserts and progress reports. Parents are give the opportunity to communicate with the staff through parent-teacher conferences, staff email, phone calls, letters and PTO meetings. Our PTO schedules activities that involve families in the learning process. These activities include: take your parent to school day, family fun night and the spring carnival. Community support services are scheduled through our school counselor's office. Families are given the opportunity to evaluate and give feedback through parental observation in the classroom and monthly PTO meetings. We have developed several meaningful partnerships with our community resources such as: the grandparent volunteer program, Parents as Teachers Organization and the United Way. A Title 1 compact is in place for all students. Parents are give the opportunity to give input for the school improvement process through monthly PTO meetings. We also have staff development devoted to family involvement. Our PTO is an excellent opportunity for parents to be active in our school. Records of parent participation at evening performances, conferences are kept and charted each year. We encourage volunteer opportunities through room parents, media center assistance and field trip chaperones. We also offer day care for conferences and PTO meetings, to make them more accessible.

## Standard 2 - Community Involvement

The community-at-large is supportive and involved in student learning and other school activities.

### Key Characteristics

#### Benchmark A: Communication

Communications within the community are welcoming, visible, purposeful and take into account diverse populations.

**IV.2.A.2 Diversity:** In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.



**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

**Evidence:**

\* School and district written communications and forms \* Translation services \* Staffing at parent events The parents are kept well informed of school activities and student progress through monthly school newsletters, yearly and monthly calendars, classroom and school web-sites, Friday folders

inserts and progress reports. Parents are given the opportunity to communicate with the staff through parent-teacher conferences, staff email, phone calls, letters and PTO meetings. Our PTO schedules activities that involve families in the learning process. These activities include: take your parent to school day, family fun night and the spring carnival. Community support services are scheduled through our school counselor's office. Families are given the opportunity to evaluate and give feedback through parental observation in the classroom and monthly PTO meetings. We have developed several meaningful partnerships with our community resources such as: the grandparent volunteer program, Parents as Teachers Organization and the United Way. A Title 1 compact is in place for all students. Parents are given the opportunity to give input for the school improvement process through monthly PTO meetings. We also have staff development devoted to family involvement. Our PTO is an excellent opportunity for parents to be active in our school. Records of parent participation at evening performances, conferences are kept and charted each year. We encourage volunteer opportunities through room parents, media center assistance and field trip chaperones. We also offer day care for conferences and PTO meetings, to make them more accessible.

**Benchmark B: Engagement**

The school and community work collaboratively and share resources in order to strengthen student, family, and community learning.

**IV.2.B.3 Community Agencies:** Community agencies play a key role in providing services to students and families. They work collaboratively and share resources with the school to strengthen the comprehensive network of support.



**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

**Evidence:**

\* Contracts, agreements \* School schedule, calendar We have developed several meaningful partnerships with our community resources such as: the grandparent volunteer program, Parents as Teachers Organization and the United Way. We also have a Preschool program (Little Learners) that addresses early interventions with at risk students and parents.

# Strand V - Data and Information Management

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

## Standard 1 - Data Management

The school has policies, procedures and systems for the generation, collection, storage and retrieval of its data.

### Key Characteristics

#### Benchmark A: Data Generation, Identification and Collection

Schools have a process for the generation, identification and collection of student and school information.

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



**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

**Evidence:**

\* Data system documentation \* School Improvement Plan The district has contracted Successline Inc. to store and disaggregate our local and state assessment data. Student attendance and discipline charts are formulated for our annual report. SRSD information as well as chart/graphs of demographic data is collected and disaggregated for our annual report. For accountability, we have developed a timeline for our local assessments and have scheduled meetings to analyze the data.

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



**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

**Evidence:**

\* Policies and procedures handbook \* Data documentation \* Data arrays and student records The district has contracted Successline Inc. to store and disaggregate our local and state assessment data. Students attendance and discipline are formulated for our annual report. SRSD information as well as chart/graphs of demographic data is collected an disaggregated for our annual report and school improvement plan. Individual results of the local assessments are reviewed by administrators, teachers and parents. Parents also receive progress reports on our local assessments. Visual representations of state and local assessment data are distributed to teachers and published in the annual report. This data is also charted and graphed in our school improvement plan. Student assessment data on standardized tests are disaggregated and compared to state and national norms. Cross-sectional data is published in the annual report. We have significantly improved in our use of dissaggregated data and our analysis of longitudinal data as it relates to achievement change, tracked through data director/DIBELs web-site.

**Benchmark B: Data Accessibility**

The appropriate information and data is readily accessible.

**Benchmark C: Data Support**

The system provides multiple types and sources of data.

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



**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

**Evidence:**

\* Agendas / minutes The district has contracted Successline Inc. to store and disaggregate our local and state assessment data. Students attendance and discipline are formulated for our annual report. SRSD information as well as chart/graphs of demographic data is collected an disaggregated for our annual report and school improvement plan. Individual results of the local assessments are reviewed by administrators, teachers and parents. Parents also receive progress reports on our local assessments. Visual representations of state and local assessment data are distributed to teachers and published in the annual report. This data is also charted and graphed in our school improvement plan. Student assessment data on standardized tests are disaggregated and compared to state and national norms. Cross-sectional data is published in the annual report. We have significantly improved in our use of dissaggregated data and our analysis of longitudinal data as it relates to achievement change, tracked through Successline Inc. A district wide professional development with Successline Inc. has been scheduled for this year to more fully train staff on accessing and using the data reports generated by our student outcome data.

**Standard 2 - Information Management**

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

**Key Characteristics**

**Benchmark A: Analysis and Interpretation**

Staff members use appropriate methods to examine data and collaboratively determine its possible meaning.

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



**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

**Evidence:**

\* Data reports \* School Improvement team meetings, staff meeting agendas / minutes \* Lesson Plans  
 The district has contracted Successline Inc. to store and disaggregate our local and state assessment data. Students attendance and discipline are formulated for our annual report. SRSD information as well as chart/graphs of demographic data is collected an disaggregated for our annual report and school improvement plan. Individual results of the local assessments are reviewed by administrators, teachers and parents. Parents also receive progress reports on our local assessments. Visual representations of state and local assessment data are distributed to teachers and published in the annual report. This data is also charted and graphed in our school improvement plan. Student assessment data on standardized tests are disaggregated and compared to state and national norms. Cross-sectional data is published in the annual report. We have significantly improved in our use of dissaggregated data and our analysis of longitudinal data as it relates to achievement change, tracked through data director/DIBELs web-site. A district wide professional development on data director has been scheduled for this year to more fully train staff on accessing and using the data reports generated by our student outcome data.

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



**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

**Evidence:**

\* Agendas/minutes from School Improvement staff and/or grade/course meetings \* Agendas/minutes from Parent Advisory Council and/or Parent-Teacher Association, Board of Education meetings The district has contracted Successline Inc. to store and disaggregate our local and state assessment data. Students attendance and discipline are formulated for our annual report. SRSD information as well as chart/graphs of demographic data is collected and disaggregated for our annual report and school improvement plan. Individual results of the local assessments are reviewed by administrators, teachers and parents. Parents also receive progress reports on our local assessments. Visual representations of state and local assessment data are distributed to teachers and published in the annual report. This data is also charted and graphed in our school improvement plan. Student assessment data on standardized tests are disaggregated and compared to state and national norms. Cross-sectional data is published in the annual report. We have significantly improved in our use of disaggregated data and our analysis of longitudinal data as it relates to achievement change, tracked through data director. A district wide professional development on data director has been scheduled for this year to more fully train staff on accessing and using the data reports generated by our student outcome data.

**Benchmark B: Applications**

Data is used to inform school decisions including monitoring and adjusting teaching for learning.

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



**Response:**

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

**Evidence:**

\* Data reports \* Board of Education Reports \* Annual Report \* School newsletters \* Staff and parent meeting agendas/ minutes We have monthly grade level meetings involving our core curricular areas. The staff is continuously involved in the collection and analysis of student data. Our yearly goals for improvement are listed in and supported in our annual report. Our building offers several opportunities for shared leadership which are explained in our school improvement plan. These opportunities include staff committees for core curricula area, parent teacher organization and stirring committees for major projects like the school improvement plan. Our shared vision, mission and values are evident in our annual report. Our academic goals are measureable through general observation as well as local and state assessment data. Our action and professional development plan is included in our school improvement plan. We conduct an annual review of the school improvement plan. We monitor our progress through student outcome data and provide interventions. Yearly gap analysis of core curricular areas are conducted through local assessments. Modifications of the improvement goals are determined by the gap analysis of the data stated above. We involve parents and community members through presentations, opportunities for classroom volunteering and Title 1 workshops and information.

**V.2.B.2 Data-Driven Decision Making:** Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of



data from multiple sources are used whenever possible.

***Response:***

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

***Evidence:***

\* Annual Education Report \* School Improvement Plan Students attendance and discipline are formulated for our annual report. SRSD information as well as chart/graphs of demographic data is collected and disaggregated for our annual report and school improvement plan. Individual results of the local assessment are reviewed by administrators, teachers and parents. Parents also receive progress reports on our local assessments. Visual representations of state and local assessment data are distributed to teachers and published in the annual report. This data is also charted and graphed in our school improvement plan. Student assessment data on standardized tests are disaggregated and compared to state and national norms. Cross-sectional data is published in the annual report. We have monthly grade level meetings where the staff is continuously involved in the collection and analysis of student data. Our yearly goals for improvement are listed and supported in our annual report. Our building offers several opportunities for shared leadership which are explained in our school improvement plan. These opportunities include staff committees for core curricula areas, parent teacher organization and stirring committees for major projects like the school improvement plan. Our shared vision, mission and values are evident in our annual report. Our academic goals are measureable through general observation as well as local and state assessment data. We conduct an annual review of the school improvement plan. We monitor our progress through student outcome data and provide interventions. Yearly gap analysis of core curricular areas are conducted through local assessments. Modifications of the improvement goals are determined by that gap analysis of the data. We involve parents and community members through presentations, opportunities for classroom volunteering and Title 1 workshops and information.

# Goals

## Content Area: English Language Arts

**Student Goal Statement:** Each student will show adequate progress in reading for all grade levels.

**Gap Statement:** Although the overall demographic of the school was performing at a high level, we still had some students in need of intensive intervention at the end of the year.

**Cause for Gap:** We believe that the gap was a result of the progress monitoring piece. We need to be progress monitoring all of our strategic intervention students more regularly.

**Key Characteristics Impacted by Goal:** None selected

## Content Area: Math

**Student Goal Statement:** Each student will show adequate progress in mathematics for all grade levels.

**Gap Statement:** Although student data was strong overall, one area of concern was understanding the relation between addition and subtraction.

**Cause for Gap:** In doing a gap analysis of our math series, we discovered that this was an area of weakness in the text. We need to supplement in this area.

**Key Characteristics Impacted by Goal:** None selected

## **SPR (90) - Conclusion**

# Report - Summary

Key Characteristics	Getting Started	Partially Implemented	Implemented	Exemplary
<b>Strand I - Teaching for Learning</b>				
<b>Standard 1 - Curriculum</b>				
<b>Benchmark A - Aligned, Reviewed and Monitored</b>				
I.1.A.2 Standards Alignment				✓
<b>Benchmark B - Communicated</b>				
I.1.B.1 Staff				✓
I.1.B.2 Students			✓	
<b>Standard 2 - Instruction</b>				
<b>Benchmark A - Planning</b>				
I.2.A.1 Content Appropriateness				✓
I.2.A.2 Developmental Appropriateness			✓	
I.2.A.3 Reflection and Refinement			✓	
<b>Benchmark B - Delivery</b>				
I.2.B.1 Delivered Curriculum			✓	
I.2.B.2 Best Practice			✓	
I.2.B.3 Student Engagement				✓
<b>Standard 3 - Assessment</b>				
<b>Benchmark A - Aligned to Curriculum and Instruction</b>				
I.3.A.1 Alignment/Content Validity			✓	
I.3.A.3 Multiple Measures				✓
<b>Strand II - Leadership</b>				
<b>Standard 1 - Instructional Leadership</b>				
<b>Benchmark A - Educational Program</b>				
II.1.A.1 Knowledge of Curriculum, Instruction and Assessment				✓
II.1.A.5 Knowledge of Adult Learning				✓
II.1.A.7 Focus on Student Results				✓
<b>Benchmark B - Instructional Support</b>				
II.1.B.1 Monitoring			✓	
II.1.B.4 Clear Expectations			✓	
<b>Standard 2 - Shared Leadership</b>				
<b>Benchmark A - School Culture and Climate</b>				
II.2.A.4 Collaborative Inquiry			✓	
II.2.A.5 Data-Driven Culture				✓
II.2.A.6 Collaborative Decision-Making Process			✓	
<b>Benchmark B - Continuous Improvement</b>				
II.2.B.4 Monitored			✓	
<b>Standard 3 - Operational and Resource Management</b>				

Report - Summary: Continued.....

Key Characteristics	Getting Started	Partially Implemented	Implemented	Exemplary
<b>Benchmark A - Resource Allocation</b>				
II.3.A.4 Time			✓	
<b>Strand III - Personnel and Professional Learning</b>				
<b>Standard 1 - Personnel Qualifications</b>				
<b>Benchmark B - Skills, Knowledge and Dispositions</b>				
III.1.B.1 Content Knowledge			✓	
<b>Standard 2 - Professional Learning</b>				
<b>Benchmark A - Collaboration</b>				
III.2.A.1 Staff Participates in Learning Teams				✓
<b>Benchmark B - Content and Pedagogy</b>				
III.2.B.1 Uses Best Practices			✓	
III.2.B.3 Induction/Mentoring/Coaching				✓
<b>Benchmark C - Alignment</b>				
III.2.C.1 Aligned			✓	
III.2.C.2 Job-Embedded			✓	
III.2.C.3 Results-Driven			✓	
<b>Strand IV - School and Community Relations</b>				
<b>Standard 1 - Parent/Family Involvement</b>				
<b>Benchmark A - Communication</b>				
IV.1.A.2 Diversity			✓	
<b>Benchmark B - Engagement</b>				
IV.1.B.2 Extended Learning Opportunities			✓	
IV.1.B.3 Decision-Making			✓	
<b>Standard 2 - Community Involvement</b>				
<b>Benchmark A - Communication</b>				
IV.2.A.2 Diversity			✓	
<b>Benchmark B - Engagement</b>				
IV.2.B.3 Community Agencies			✓	
<b>Strand V - Data and Information Management</b>				
<b>Standard 1 - Data Management</b>				
<b>Benchmark A - Data Generation, Identification and Collection</b>				
V.1.A.2 Systematic			✓	
V.1.A.4 Multiple Sources			✓	
<b>Benchmark C - Data Support</b>				
V.1.C.1 Process			✓	
<b>Standard 2 - Information Management</b>				
<b>Benchmark A - Analysis and Interpretation</b>				
V.2.A.1 Analysis			✓	
V.2.A.2 Dialog About Meaning			✓	

**Report - Summary: Continued.....**

Key Characteristics	Getting Started	Partially Implemented	Implemented	Exemplary
<b>Benchmark B - Applications</b>				
V.2.B.1 Dissemination			✓	
V.2.B.2 Data-Driven Decision Making			✓	