

School Improvement Plan

School Year: 2010

School District: Coloma Community Schools

Intermediate School District: Berrien RESA

School Name: Washington Elementary School

Grades Served: K,1

Principal: Mr. William Dygert

Building Code: 04390

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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Introduction

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

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

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

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

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

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

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

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

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

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

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School Information

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

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Vision

Vision Statement

Our vision as we move forward at Washington Elementary is to become a model lower elementary building. Through many hours of planning, Coloma Community Schools have elected to realign the elementary buildings. Washington is now serving our preK through first population. We believe that this will allow us to intensely focus our curriculum and professional development to better meet the needs of our student body.

Mission Statement

Washington Elementary School believes that all students can learn. We are committed to providing experiences that would help our students develop academically, socially, physically, and emotionally so that they may attain their potentials. We accept this responsibility and will endeavor to meet these commitments.

Beliefs Statement

Our vision will become a reality through common goals, unity, and a strong purpose!

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Goals

ID	Name	Development Status	Progress Status
4101	Safe and Civil Schools	Approved	Open
12031	Reading	Approved	Open
12032	Mathematics	Approved	Open
12051	Science	Approved	Open

Goal 1: Safe and Civil Schools

Content Area : Other

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will become aware and effectively demonstrate good citizenship.

Gap Statement : Our disciplinary referral data indicates that several of our students that exhibited undesired behavior, were repeat offenders.

Cause for Gap : We believe that our findings were a direct result of ineffective implementation of the Safe and Civil Schools process.

Multiple measures/sources of data you used to identify this gap in student achievement : Disciplinary referral data
School climate survey (Staff, Student and Parent)

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The building level administrator and entire staff will verify that Safe and Civil School strategies are implemented through the collection of data at monthly school improvement meetings. Student behavior data will be collected and graphed as evidence of progress toward our goal.

Goal Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/05/2009	wdygert@remc11.k12.mi.us	In Progress	At Washington Elementary, we are in the third year of our Safe and Civil Schools training. We have one year left and have implemented several positive behavior supports in an effort to create a caring, respectful and responsible atmosphere in our building. We have written behavioral lesson plans for our common areas to be taught by the classroom teachers. Student expectation are posted and taught. Many of the steps that we have in place are working very effectively. We are looking forward to completing our training and implementing the entire model.

Contact Name : William Dygert

List of Objectives:

ID	Objective
4075	Students at Washington Elementary will show a 10% decrease in disciplinary referrals during the 2010-2011 school year. 100% of Washington Elementary students will indicate that they feel safe at school and safe in their classrooms.

1.1. Objective: Safe and Civil Schools Smart Goal

Measurable Objective Statement to Support Goal : Students at Washington Elementary will show a 10% decrease in disciplinary referrals during the 2010-2011 school year. 100% of Washington Elementary students will indicate that they feel safe at school and safe in their classrooms.

Objective Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/05/2009	wdygert@remc11.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Strategies:

ID	Strategy	Locked By
4075	Washington Elementary will continue to use Dr. Randy Spricks model, "Safe and Civil Schools" a positive behavior support initiative. We will continue to assist our at-risk students will school social work intervention.	

1.1.1. Strategy: Positive Behavior Supports

Strategy Statement: Washington Elementary will continue to use Dr. Randy Spricks model, "Safe and Civil Schools" a positive behavior support initiative. We will continue to assist our at-risk students will school social work intervention.

Selected Target Areas

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Other Required Information for Strategy

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

Safe and Civil Schools by Randy Sprick

Strategy Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/05/2009	wdygert@remc11.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Instructional staff at Washington Elementary will teach students desired behavior through specific lesson plans developed through our Safe and Civil Schools initiative.	09/07/2009	06/04/2011	All Staff

1.1.1.1. Activity: Positive Behavior Supports

Activity Description: Instructional staff at Washington Elementary will teach students desired behavior through specific lesson plans developed through our Safe and Civil Schools initiative.

Activity Type: None

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2009, End Date - 06/04/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Safe and Civil Schools Material	No Funds Required	0.00	0.00

Activity Progress Update:

Date	User	Progress Status	Explanation of Progress Status
06/05/2009	wdygert@remc11.k12.mi.us	In Progress	Progress Status changed from Open to In Progress

Goal 2: Reading

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

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

Gap Statement : Although the overall demographic of the school is performing at a high level, we still had some students in need of intensive intervention after our March benchmark assessments.

Cause for Gap : In addition to the progress monitoring, we believe that we should also have a written, working document (SIDR-Student Intervention and Data Review Form) for every student receiving strategic or intensive intervention. Implementation of this process started in March 2010.

Multiple measures/sources of data you used to identify this gap in student achievement : DIBELS
 Curriculum and performance assessments
 Teacher observation
 Running records
 K-PALS

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The building level administrator and instructional staff will verify that instructional and intervention strategies are implemented through the collection of data at monthly school improvement meetings. Student achievement data will be collected and graphed as evidence of progress toward our goal.

Contact Name : William Dygert

List of Objectives:

ID	Objective
11720	By the end of the 2010-2011 school year, students at Washington Elementary will improve skills by 5%, as measured by an increase in the percentage of students scoring at benchmark on the DIBELS assessment. (With no students requiring intensive intervention)

2.1. Objective: Reading Smart Goal

Measurable Objective Statement to Support Goal : By the end of the 2010-2011 school year, students at Washington Elementary will improve skills by 5%, as measured by an increase in the percentage of students scoring at benchmark on the DIBELS assessment. (With no students requiring intensive intervention)

List of Strategies:

ID	Strategy	Locked By
11720	Title 1 reading specialists will be placed in general education classrooms to model effective reading instruction. They will have inclusion time in these rooms to implement the Daily 5 with the general education teacher. Title 1 reading specialists will also have scheduled pull out time to work intensively with our strategic students in their deficit area.	

2.1.1. Strategy: Intervention for Reading

Strategy Statement: Title 1 reading specialists will be placed in general education classrooms to model effective reading instruction. They will have inclusion time in these rooms to implement the Daily 5 with the general education teacher. Title 1 reading specialists will also have scheduled pull out time to work intensively with our strategic students in their deficit area.

Selected Target Areas

SPR (90) I.1.B.3 Parents: Parents have a clear understanding of the curricular expectations for their child. They have a variety of opportunities to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

Other Required Information for Strategy

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

Classroom Instruction that Works by Robert Marzano

The Daily 5: Fostering Literacy Independence in the Elementary Grades by Gail Boushey & Joan Moser

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students experiencing difficulty attaining proficiency will be provided with the following accommodations and interventions Small group instruction Cooperative grouping Extended time Intensive pull out to reinforce skills or assist in gaining mastery of foundational skills Differentiation of instruction Intervention teams are convened for students experiencing difficulty in attaining proficiency. Teachers will provide an enriched and accelerated curriculum for select	09/07/2009	06/04/2011	Instructional Staff, Title 1 Reading Specialists, Paraprofessional

students.			
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2.1.1.1. Activity: Reading Activities

Activity Description: Students experiencing difficulty attaining proficiency will be provided with the following accommodations and interventions

- Small group instruction
- Cooperative grouping
- Extended time
- Intensive pull out to reinforce skills or assist in gaining mastery of foundational skills
- Differentiation of instruction
- Intervention teams are convened for students experiencing difficulty in attaining proficiency.
- Teachers will provide an enriched and accelerated curriculum for select students.

Activity Type: None

Planned staff responsible for implementing activity: Instructional Staff, Title 1 Reading Specialists, Paraprofessional

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2009, End Date - 06/04/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Title 1 Reading Specialists	Title I Schoolwide	300,000.00	300,000.00

Goal 3: Mathematics

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

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.

Multiple measures/sources of data you used to identify this gap in student achievement : Curriculum and performance assessments
 Teacher observation
 Class discussion

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The building level administrator and instructional staff will verify that instructional and intervention strategies are implemented through the collection of data at monthly school improvement meetings. Student achievement data will be collected and graphed as evidence of progress toward our goal.

Contact Name : William Dygert

List of Objectives:

ID	Objective
11722	By May of 2011, Washington Elementary students will show a 5% improvement in mathematics skills as measured by our local district assessments.

3.1. Objective: Mathematics Smart Goal

Measurable Objective Statement to Support Goal : By May of 2011, Washington Elementary students will show a 5% improvement in mathematics skills as measured by our local district assessments.

List of Strategies:

ID	Strategy	Locked By
11722	Title 1 pull out support will be scheduled to work intensively with our strategic students in their deficit area. We will progress monitor our students with a program from the Research Institute on Progress Monitoring. Students will practice computation skills daily with Rocket Math.	

3.1.1. Strategy: Intervention for Mathematics

Strategy Statement: Title 1 pull out support will be scheduled to work intensively with our strategic students in their deficit area. We will progress monitor our students with a program from the Research Institute on Progress Monitoring. Students will practice computation skills daily with Rocket Math.

Selected Target Areas

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Other Required Information for Strategy

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

Classroom Instruction that Works by Robert Marzano

Failure is Not an Option by Alan Blankstein

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will take basic fact tests at their grade level. Teachers will model and instruct students on using diagrams to solve basic operation problems. Students experiencing difficulty attaining proficiency will be provided with the following accommodations and interventions: Small group instruction Cooperative grouping Extended time Intensive pull out to reinforce skills or assist in gaining mastery of foundational skills Differentiation of instruction Intervention teams are convened for students experiencing difficulty in attaining proficiency Teachers will provide an enriched and accelerated curriculum for select students	09/02/2008	05/28/2010	Instructional Staff and Title 1

3.1.1.1. Activity: Mathematics Activities

Activity Description: Students will take basic fact tests at their grade level. Teachers will model and instruct students on using diagrams to solve basic operation problems. Students experiencing difficulty attaining proficiency will be provided with the following accommodations and interventions:

- Small group instruction
- Cooperative grouping
- Extended time
- Intensive pull out to reinforce skills or assist in gaining mastery of foundational skills
- Differentiation of instruction
- Intervention teams are convened for students experiencing difficulty in attaining proficiency
- Teachers will provide an enriched and accelerated curriculum for select students

Activity Type: None

Planned staff responsible for implementing activity: Instructional Staff and Title 1

Actual staff responsible for implementing activity: Instructional Staff and Title 1

Planned Timeline: Begin Date - 09/02/2008, End Date - 05/28/2010

Actual Timeline: Begin Date - 09/02/2008, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Rocket Math	No Funds Required	0.00	0.00

Goal 4: Science

Content Area : Science

Goal Source : Continuous Improvement

Development Status : Approved

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

Gap Statement : Although the overall demographic of the school was performing at a high level, we have adopted a new science curriculum (Curriculum Crafter) where the resources and assessments are new to our staff.

Cause for Gap : We have adopted a new science curriculum, in an electronic format, with resources, resource links and assessments attached. It was introduced to our staff in March 2010 and we anticipate some adjustment time, familiarizing ourselves with the material.

Multiple measures/sources of data you used to identify this gap in student achievement : Curriculum and performance assessments
 Teacher observation
 Class discussion

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The building level administrator and instructional staff will verify that instructional and intervention strategies are implemented through the collection of data at monthly school improvement meetings. Student achievement data will be collected and graphed as evidence of progress toward our goal.

Contact Name : William Dygert

List of Objectives:

ID	Objective
11735	By May of 2010, Washington Elementary students will show a 5% improvement in science content knowled

4.1. Objective: Science Smart Goal

Measurable Objective Statement to Support Goal : By May of 2010, Washington Elementary students will show a 5% improvement in science content knowled

List of Strategies:

ID	Strategy	Locked By
11735	Title 1 paraprofessional support will be scheduled to work intensively with our strategic students in their deficit area. Hands on student lessons will be teacher directed along with collaborative grouping.	

4.1.1. Strategy: Interventions for Science

Strategy Statement: Title 1 paraprofessional support will be scheduled to work intensively with our strategic students in their deficit area. Hands on student lessons will be teacher directed along with collaborative grouping.

Selected Target Areas

SPR (90) I.1.A.1 Curriculum Document(s): The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

SPR (90) I.1.A.3 Articulated Design: The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

Other Required Information for Strategy

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

Classroom Instruction that Works by Robert Marzano

Failure is Not an Option by Alan Blankstein

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will district assessments at their grade level. Teachers will model and instruct students on grade level content material, based on state standards. Students experiencing difficulty attaining proficiency will be provided with the following accommodations and interventions: Students experiencing difficulty attaining proficiency will be provided with the following accommodations and	09/07/2009	06/04/2011	Instructional and Title 1 Staff

interventions Small group instruction Cooperative grouping Extended time Intensive pull out to reinforce skills or assist in gaining mastery of foundational skills Differentiation of instruction Intervention teams are convened for students experiencing difficulty in attaining proficiency. Teachers will provide an enriched and accelerated curriculum for select students.			
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4.1.1.1. Activity: Science Activities

Activity Description: Students will district assessments at their grade level. Teachers will model and instruct students on grade level content material, based on state standards. Students experiencing difficulty attaining proficiency will be provided with the following accommodations and interventions:
 Students experiencing difficulty attaining proficiency will be provided with the following accommodations and interventions
 Small group instruction
 Cooperative grouping
 Extended time
 Intensive pull out to reinforce skills or assist in gaining mastery of foundational skills
 Differentiation of instruction
 Intervention teams are convened for students experiencing difficulty in attaining proficiency. Teachers will provide an enriched and accelerated curriculum for select students.

Activity Type: None

Planned staff responsible for implementing activity: Instructional and Title 1 Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2009, End Date - 06/04/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Crafter	No Funds Required	0.00	0.00
Science big books and kits	No Funds Required	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	\$0.00	\$0.00
Title I Schoolwide	\$300,000.00	\$300,000.00

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Title I Required Components

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

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

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Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	William	Dygert	Principal	wdygert@remc11.k12.mi.us
Ms.	Jessica	Murray	Teacher	jessmurr@remc11.k12.mi.us
Mrs.	Peggy	Brinnehl	Teacher	pbrinneh@remc11.k12.mi.us
Ms.	Stacey	Hubbell	Teacher	atorres@remc11.k12.mi.us
Mrs.	Julia	Swain	Title 1 Reading Specialis	jswain@remc11.k12.mi.us
Mrs.	Cindy	Vandermolen	Parent	269.202.4800

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

Each month our teachers meet in grade level teams to discuss curriculum, assessments and student achievement. That data is brought to the school improvement meeting and analyzed as a staff. We are able to evaluate our practices and make data supported decisions, which guide our instruction. Parents representatives are invited to the meetings but generally request appointments during office hours for insight and input.

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

Decisions at Washington Elementary regarding curriculum, instruction and assessment are discussed as an entire staff, then through smaller department (grade level) teams, the data is collected and disaggregated. Once again we come together as a whole staff and make informed decisions based on that data.

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

Institution and student information and progress is shared in a number of ways. Teachers communicate with stakeholders through a weekly newsletter as well as email or phone conversations if necessary. The school provides a monthly newsletter, a continuously updated website, and an online grading program with parent access. Twice a year each building administrator reports out at a open school board meeting on specific school information and student achievement.

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Position of Contact:

William Dygert

Address:

6463 E. Becht Rd., Coloma, MI 49038

Telephone Number:

269.468.2430

References

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

Conclusion

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

A representative group will be completing the Safe and Civil Schools training this year and will be doing embedded professional development with the rest of the staff. Our staff is also being trained on two technology based products...one, a data warehouse that stores and disaggregates our student data (Data Director) and two, a web-based curriculum tool with lessons, resources, and assessments, all linked to state standards (Curriculum Crafter).

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

Washington Elementary has put a large portion of its fiscal resources into (3) Title 1 intervention specialist and an At-risk intervention specialist. We have (7) full time and (2) half time Title 1 paraprofessionals to support the learning and instruction of our students. We have also purchased several computers with software to support remediation or the acceleration of students in our building. The software that we are currently using is PLATO, Renaissance Learning Accelerated Reader and Star Reading, Reading A-Z, among others. We also purchased the Fontes and Pinnehl intervention program and K-pals for our at risk population.

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

Washington Elementary assesses the need for and integrates the use of technology based on the district technology plan that is reviewed and updated annually.