

DIP

School Year: 2010

District Name: Ashley Community Schools

Intermediate School District: Gratiot-Isabella RESD

Grades Served: PK,K,1,2,3,4,5,6,7,8,9,10,11,12

Superintendent: Mr. Timothy W Hughes

Building Code: 29020

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

DIP

Contents

Introduction 3

District Information 5

Vision 6

Goals 7

 Goal 1: Writing Improvement 7

 Goal 2: Improving Mathematics 12

 Goal 3: Science Achievement 18

Resource Profile 22

Stakeholders 23

Statement of Non-Discrimination 25

Conclusion 26

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 **District Improvement Plan template (DIP)** 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

District Information

District:	Ashley Community Schools
ISD/RESA:	Gratiot-Isabella RESD
Public/Non-Public:	Public
Grades:	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
District Code Number:	29020
City:	Ashley
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

Students will attain the knowledge and develop the skills and attitudes to adapt successfully in an ever-changing world.

Mission Statement

Recognizing that all children can learn, it is the mission of the Ashley Schools and Community to guarantee an atmosphere for the discovery of individual potential and to promote the development of positive self-image.

Beliefs Statement

At Ashley Community Schools we believe that all students can, and want to learn and that our mission is to guarantee an atmosphere for the discovery of individual potential and to promote the development of positive self-image. In doing that, students will attain the knowledge and develop the skills and attitudes to adapt successfully in an ever-changing World.

Goals

Name	Development Status	Progress Status
Writing Improvement	Complete	Open
Improving Mathematics	Complete	Open
Science Achievement	Complete	Open

Goal 1: Writing Improvement

Content Area : English Language Arts

Development Status : Complete

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

Gap Statement : District summative assessment data (MEAP) indicates that significant gaps are present in the area of ELA: a gap range of 10% to 23% exists between economically disadvantaged students and noneconomically disadvantaged students.

Cause for Gap : In analyzing GLCE strands, MEAP data indicates that the area that is most challenging for district students is the writing strand.

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

Local assessment data

Text benchmark assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Increasing Levels of Proficiency as measured on the MEAP following the goals identified by each grade level in the Measurable Objective Statement.

Contact Name : Tommie Saylor

List of Objectives:

Name	Objective
Increase Writing Proficiency	Writing proficiency will increase by 5 to 10%

1.1. Objective: Increase Writing Proficiency

Measurable Objective Statement to Support Goal : Writing proficiency will increase by 5 to 10%

List of Strategies:

Name	Strategy
Balanced Assessment System	Instructional staff (teachers and paraprofessionals) will learn about and implement a Balanced Assessment System including formative and summative assessment strategies with a focus on improving the proficiency levels of economically disadvantaged students, in addition to students with disabilities, and other at-risk learners.
Differentiated Instruction	Instructional staff (teachers and paraprofessionals) will learn about and implement effective instructional strategies including differentiated instructional strategies with a focus on improving the ELA proficiency levels of underachieving students.

1.1.1. Strategy: Balanced Assessment System

Strategy Statement: Instructional staff (teachers and paraprofessionals) will learn about and implement a Balanced Assessment System including formative and summative assessment strategies with a focus on improving the proficiency levels of economically disadvantaged students, in addition to students with disabilities, and other at-risk learners.

Selected Target Areas

Indicator 3 The district has a comprehensive vision for the delivery of quality, culturally relevant instruction. District leaders work directly with school leaders to ensure a reflective and evidence-based approach to teaching practice. There is a common expectation throughout all instructional levels that research-based instructional strategies are collaboratively developed, observable in classroom practice and measured by their impact on student achievement.

Other Required Information for Strategy

Black, P and Wiliam, D., Inside the Black Box: Raising Standards Through Classroom Assessment retrieved from: http://www.setda.org/toolkit/nltoolkit2006/data/Data_InsideBlackBox.pdf
Phi Delta Kappan Vol. 80 (2) pp.139-148 October 1998 .

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Formative Assessment - Training of Trainers	2010-09-01	2011-06-10	-School Improvement Team members and the building principal will attend the Training of Trainers session -Staff meeting agendas will reflect the ideas brought back to the district -Classroom walk-throughs will indicate the implementation of the agreed upon strategies.

Formative Assessment Book Study	2010-09-01	2011-06-10	- District Principal and Literacy Coach
Instructional Coach	2010-09-01	2011-06-10	- Principal and Instructional Coach

1.1.1.1. Activity: Formative Assessment - Training of Trainers

Activity Description: Staff will attend training of trainer sessions held during the 2010-2011 school year sponsored by GIRESD. Featured speaker will be Carol Commodore who has founded her work on Classroom Assessment for Student Learning by Stiggins, Arter, Chappuis, and Chappuis.

Planned staff responsible for implementing activity: -School Improvement Team members and the building principal will attend the Training of Trainers session
 -Staff meeting agendas will reflect the ideas brought back to the district
 -Classroom walk-throughs will indicate the implementation of the agreed upon strategies.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Conference Expenses and Subsitute Costs	Title I Part A	3,200.00	0.00

1.1.1.2. Activity: Formative Assessment Book Study

Activity Description: Staff will conduct a book study using Classroom Assessment for Learning: Doing it Right - Using it Well by Stiggins, Arter, J. Chappius, and S. Chappius

(from Key Characteristic challenges - Uses Best Practice)

Planned staff responsible for implementing activity: - District Principal and Literacy Coach

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Assessment for Learning books	Title II Part A	1,800.00	0.00

1.1.1.3. Activity: Instructional Coach

Activity Description: Instructional Coach will work with all staff on writing interventions across the curriculum. Instructional Coach will model instructional practices, formative and summative assessments throughout the school year.

Planned staff responsible for implementing activity: - Principal and Instructional Coach

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Instructional Coach	Title I Part A	26,000.00	0.00
Quarterly Literacy Leaders Meetings	Title I Schoolwide	100.00	0.00

1.1.2. Strategy: Differentiated Instruction

Strategy Statement: Instructional staff (teachers and paraprofessionals) will learn about and implement effective instructional strategies including differentiated instructional strategies with a focus on improving the ELA proficiency levels of underachieving students.

Selected Target Areas

Indicator 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.

Other Required Information for Strategy

IES What Works Clearinghouse Practice Guides

Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007)

Organizing Instruction and Study to Improve Student Learning (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ncer.ed.gov>.

Scammacca, N., Roberts, G., Vaughn. S., Edmonds, M., Wexler, J., Reutebuch, C. K., & Torgesen, J. K. (2007), Interventions for adolescent struggling readers: A meta-analysis with implications for practice. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Social Studies, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Biancarosa, C., & Snow, C.E. (2006). Reading Next- A vision for action and research in middle and high School Literacy: A Report to Carnegie Corporation of New York (2nd ed.). Washington, DC: Alliance for Excellent Education.

Ten Years of Research on Adolescent Reading: 1994-2004: A review. (2005). Naperville, IL: Learning Point Associates.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction - Small Group	2010-09-01	2011-06-10	- Principal and school improvement team will create a schedule that assigns paraprofessionals to students based on needs identified - Reading assistance and math assistance will be provided first - Assistance with other core content areas will be provided if time allows - Evidence of implementation will be in the form of schedules and students served
Differentiated Instruction GIRESD sponsored Workshops/Conferences	2010-09-01	2011-06-10	- Building literacy team, composed of Principal, Literacy Coach, MS ELA Instructors and Elementary Instructors, will guide PD for system-wide implementation of strategies that differentiate instruction for varied reading readiness levels in the general classroom.

1.1.2.1. Activity: Differentiated Instruction - Small Group

Activity Description: Paraprofessionals will assist classroom teachers with small group instruction in order to meet the needs of at-risk learners.

Planned staff responsible for implementing activity: - Principal and school improvement team will create a schedule that assigns paraprofessionals to students based on needs identified - Reading assistance and math assistance will be provided first - Assistance with other core content areas will be provided if time allows - Evidence of implementation will be in the form of schedules and students served

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Paraprofessionals	No Funds Required	0.00	0.00

1.1.2.2. Activity: Differentiated Instruction GIRESD sponsored Workshops/Conferences

Activity Description: Instructional staff will participate in regional staff development at GIRESD during the 2010-2013 school year(s). Differentiated Instruction workshops will train teachers in the use of effective literacy strategies targeted at closing the achievement gap for struggling students. Participants will learn how to differentiate instruction for varied reading readiness levels in the general classroom.

- Reading Apprenticeship (MS Staff)
- Balanced Literacy (Elementary Staff)

Planned staff responsible for implementing activity: - Building literacy team, composed of Principal, Literacy Coach, MS ELA Instructors and Elementary Instructors, will guide PD for system-wide implementation of strategies that differentiate instruction for varied reading readiness levels in the general classroom.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development Conference Expenses plus Materials	Title I Schoolwide	4,500.00	0.00

Goal 2: Improving Mathematics

Content Area : Math

Development Status : Complete

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

Gap Statement : Currently not all students are proficient in mathematics, with gaps in some of the subgroups to include a large gap between male and female students (female students scoring 30% less than males), social economic disadvantaged students (scoring 20% less than non-economic disadvantaged students), and students with disabilities (scoring as much as 40% less than students without disabilities).

Cause for Gap : In analyzing GLCE strands, data indicates that the area that is most challenging for district students is the (Inquiry and Reflecting on Knowledge) strand.

In addition analysis of the District Process Profile indicates that the district needs to focus on providing support for improving instruction through district-wide initiatives with common focus (Strand II. Benchmark A. Indicator 6).

Multiple measures/sources of data you used to identify this gap in student achievement : EdYES!
MEAP
Local assessment data from Star Math and Iowa scores

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? Increasing Levels of Proficiency as measured on the MEAP following the goals identified in the Measurable Objective Statement. Each school year, proficiency levels will increase at a minimum of 5% in order to reach the goals identified by each grade level.

Contact Name : Tommie Saylor

List of Objectives:

Name	Objective
Improving Mathematics	All students in all grade levels will increase their math proficiency on the MEAP test. In addition the percent of students with disabilities proficient on local Math assessments will increase: Grade 5 from 75%(2009-2010) to 100% (2012-2013) The percent of economically disadvantaged students scoring proficient on local Math assessments will increase: Grade 5 from 79% (2009-2010) to 100% (2012-2013) The percent of male students scoring proficient on local Math assessments will increase: Grade 5 from 78% (2009-2010) to 100% (2012-2013)

2.1. Objective: Improving Mathematics

Measurable Objective Statement to Support Goal : All students in all grade levels will increase their math proficiency on the MEAP test. In addition the percent of students with disabilities proficient on local Math assessments will increase: Grade 5 from 75%(2009-2010) to 100% (2012-2013)

The percent of economically disadvantaged students scoring proficient on local Math assessments will increase: Grade 5 from 79% (2009-2010) to 100% (2012-2013)

The percent of male students scoring proficient on local Math assessments will increase: Grade 5 from 78%

(2009-2010) to 100% (2012-2013)

List of Strategies:

Name	Strategy
Balanced Assessment System	Instructional staff (teachers and paraprofessionals) will learn about and implement a Balanced Assessment System including formative and summative assessment strategies with a focus on improving the proficiency levels of economically disadvantaged students, students with disabilities, and other at-risk learners.
Differentiated Instruction	Instructional staff (teachers and paraprofessionals) will learn about and implement effective instructional strategies including differentiated instructional strategies with a focus on improving the proficiency levels of economically disadvantaged children and students with disabilities in the area of Math.

2.1.1. Strategy: Balanced Assessment System

Strategy Statement: Instructional staff (teachers and paraprofessionals) will learn about and implement a Balanced Assessment System including formative and summative assessment strategies with a focus on improving the proficiency levels of economically disadvantaged students, students with disabilities, and other at-risk learners.

Selected Target Areas

Indicator 18 District leaders are experienced in data analysis and assist in training school staff in data analysis techniques. The district provides a range of assessment tools and training in the analysis and use of data for the purpose of reviewing student performance and school and system effectiveness.

Other Required Information for Strategy

Black, P and Wiliam, D. Inside the Black Box: Raising Standards Through Classroom Assessment
retrieved from: http://www.setda.org/toolkit/nltoolkit2006/data/Data_InsideBlackBox.pdf
Phi Delta Kappan Vol. 80 (2) pp.139-148 October 1998 .

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Formative Assessment - Training of Trainers	2010-09-01	2011-06-10	-School Improvement Team members and the building principal will attend the Training of Trainers session -Staff meeting agendas will reflect the ideas brought back to the district -Classroom walk-throughs will indicate the implementation of the agreed upon strategies.
Formative Assessment Book Study	2010-09-01	2011-06-10	- Principal will order number of books needed - School Improvement Team will provide the schedule and agendas for book study sessions coordinated with the District Literacy Team - Staff meeting agendas will reflect the progress being made on the book study - Classroom walk throughs and

		observations will indicate implementation of learned strategies - Evidence will include documents of student friendly learning targets, rubrics, etc.
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2.1.1.1. Activity: Formative Assessment - Training of Trainers

Activity Description: Staff will attend training of trainer sessions held during the 2010-2011 school year sponsored by GIRESD. Featured speaker will be Carol Commodore who has founded her work on Classroom Assessment for Student Learning by Stiggins, Arter, Chappuis, and Chappuis.

Planned staff responsible for implementing activity: -School Improvement Team members and the building principal will attend the Training of Trainers session
 -Staff meeting agendas will reflect the ideas brought back to the district
 -Classroom walk-throughs will indicate the implementation of the agreed upon strategies.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Conference Expenses and Subsitute Costs	No Funds Required	0.00	0.00

2.1.1.2. Activity: Formative Assessment Book Study

Activity Description: Mathematics staff will conduct a book study using Classroom Assessment for Learning: Doing it Right - Using it Well by Stiggins, Arter, J. Chappius, and S. Chappius

from Key Characteristic challenges - Uses Best Practice)

Planned staff responsible for implementing activity: - Principal will order number of books needed
 - School Improvement Team will provide the schedule and agendas for book study sessions coordinated with the District Literacy Team
 - Staff meeting agendas will reflect the progress being made on the book study
 - Classroom walk throughs and observations will indicate implementation of learned strategies
 - Evidence will include documents of student friendly learning targets, rubrics, etc.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Assessment for Learning books	No Funds Required	0.00	0.00

2.1.2. Strategy: Differentiated Instruction

Strategy Statement: Instructional staff (teachers and paraprofessionals) will learn about and implement effective instructional strategies including differentiated instructional strategies with a focus on improving the proficiency levels of economically disadvantaged children and students with disabilities in the area of Math.

Selected Target Areas

Indicator 4 The district provides a collaboratively developed and implemented standards-based, system-wide framework of high quality instruction that includes common instructional strategies in a real-world context. The emphasis is on challenging, rigorous and equitable practices and support is provided to promote the success of all students. To achieve this shared vision of instruction, the district collaborates with staff to provide context- and research-based professional development.

Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Other Required Information for Strategy

IES What Works Clearinghouse Practice Guides

Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) Organizing Instruction and Study to Improve Student Learning (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Social Studies, U.S. Department of Education. Retrieved from <http://ncer.ed.gov>.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Social Studies, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Biancarosa, C., & Snow, C.E. (2006). Reading Next- A vision for action and research in middle and high School Literacy: A Report to Carnegie Corporation of New York (2nd ed.). Washington, DC: Alliance for Excellent Education.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction - Implementing Technology into Instruction	2010-09-01	2011-06-10	- Principal and school improvement team members will introduce staff members to the 21Things online professional development and assist with getting staff started - The building will select a minimum number of modules that will be implemented building wide throughout the school year - Lesson plans and walk throughs will provide evidence of implementation
Differentiated Instruction - Small Group Instruction	2010-09-01	2011-06-10	- Principal and school improvement team will create a schedule that assigns paraprofessionals to students based on needs identified - Reading assistance and math assistance will be provided first - Assistance with other core content areas will be provided if time allows - Evidence of implementation will be in the form of schedules and students served

2.1.2.1. Activity: Differentiated Instruction - Implementing Technology into Instruction

Activity Description: Staff members will take part in 21 Things professional development that has been developed by Michigan REMC in order to implement technology into Math instruction.

Planned staff responsible for implementing activity: - Principal and school improvement team members will introduce staff members to the 21Things online professional development and assist with getting staff started
 - The building will select a minimum number of modules that will be implemented building wide throughout the school year
 - Lesson plans and walk throughs will provide evidence of implementation

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Access to internet	No Funds Required	0.00	0.00

2.1.2.2. Activity: Differentiated Instruction - Small Group Instruction

Activity Description: Paraprofessionals will assist classroom teachers with small group instruction in order to meet the needs of at-risk learners.

Planned staff responsible for implementing activity: - Principal and school improvement team will create a schedule that assigns paraprofessionals to students based on needs identified

- Reading assistance and math assistance will be provided first
- Assistance with other core content areas will be provided if time allows
- Evidence of implementation will be in the form of schedules and students served

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Paraprofessionals	Title I Schoolwide	80,000.00	0.00

Goal 3: Science Achievement

Content Area : Science

Development Status : Complete

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

Gap Statement : School summative assessment data for Grade 5 MEAP indicates that significant gaps are present in the area of Science: a gap of 14% exists between economically disadvantaged students and noneconomically disadvantaged students. Local Science assessment data indicates a gap range of 10% to 25% between economically disadvantaged students and non-economically disadvantaged students.

Cause for Gap : In analyzing GLCE strands, data indicates that the area that is most challenging for students is the Inquiry and Reflecting on Knowledge strand

In addition analysis of the EdYES! Process Profile indicates that the school needs to focus on providing support for improving instruction through district-wide initiatives with common focus (Strand II. Benchmark A. Indicator 6).

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

MEAP

Local assessment data

Iowa test

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? Increasing Levels of Proficiency as measured on the Grade 5 Science MEAP following the goals identified in the Measurable Objective Statement. Each school year, proficiency levels will increase at a minimum of 5% in order to reach the measurable goals identified for each grade level.

Students scoring proficient on local assessments will increase each year in increments to achieve the goal outlined in the Measurable Objective Statement.

Contact Name : Tommie Saylor

List of Objectives:

Name	Objective
Improving Science Achievement	The percent of economically disadvantaged students proficient on the Science MEAP will increase: Gr

3.1. Objective: Improving Science Achievement

Measurable Objective Statement to Support Goal : The percent of economically disadvantaged students proficient on the Science MEAP will increase:
Gr

List of Strategies:

Name	Strategy
Balanced Assessment System	Teachers will learn about and implement a Balanced Assessment System including formative and summative assessment strategies with a focus on improving the proficiency levels of economically disadvantaged students, students with disabilities, and other at-risk learners.

3.1.1. Strategy: Balanced Assessment System

Strategy Statement: Teachers will learn about and implement a Balanced Assessment System including formative and summative assessment strategies with a focus on improving the proficiency levels of economically disadvantaged students, students with disabilities, and other at-risk learners.

Selected Target Areas

Indicator 7 District leaders are continually seeking to build a culture of mutual respect, collaboration, trust and shared responsibility for system as well as school improvement. A common value throughout the district is that adults, as well as students, are continuous learners. As a result, Professional Learning Communities exist at all levels of the organization.

Indicator 8 In order to assure coherence across the entire system, district leaders have established a vision of powerful teaching and learning in collaboration with stakeholders. The district provides direction, assistance and resources to align, support, and enhance all parts of the system in seeking to successfully achieve this vision.

Other Required Information for Strategy

Black, P and Wiliam, D. Inside the Black Box: Raising Standards Through Classroom Assessment retrieved from: http://www.setda.org/toolkit/nltoolkit2006/data/Data_InsideBlackBox.pdf

Phi Delta Kappan Vol. 80 (2) pp.139-148 October 1998 .

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Social Studiess, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction GIRESD sponsored Workshops/Conferences	2010-09-01	2011-06-10	- Building literacy team, composed of Principal, Literacy Coach, MS ELA Instructors and Elementary Instructors, will guide PD for system-wide implementation of strategies that differentiate instruction for varied reading readiness levels in the general classroom.
Formative Assessment Book Study	2010-09-01	2011-06-10	- District Principal and PD Committee

3.1.1.1. Activity: Differentiated Instruction GIRESD sponsored Workshops/Conferences

Activity Description: Staff members will participate in regional staff development at GIRESD during the 2010-2013 school year(s). Differentiated Instruction workshops will train teachers in the use of effective strategies targeted at closing the achievement gap for struggling students. Participants will learn how to differentiate instruction for varied levels in the general classroom.

Planned staff responsible for implementing activity: - Building literacy team, composed of Principal, Literacy Coach, MS ELA Instructors and Elementary Instructors, will guide PD for system-wide implementation of strategies that differentiate instruction for varied reading readiness levels in the general classroom.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development Conference Expenses plus Materials	No Funds Required	0.00	0.00

3.1.1.2. Activity: Formative Assessment Book Study

Activity Description: Staff will conduct a book study using Classroom Assessment for Learning: Doing it Right - Using it Well by Stiggins, Arter, J. Chappius, and S. Chappius

Planned staff responsible for implementing activity: - District Principal and PD Committee

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2010-09-01, End Date - 2011-06-10

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Assessment for Learning books	No Funds Required	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title II Part A	\$1,800.00	\$0.00
Title I Schoolwide	\$84,600.00	\$0.00
Title I Part A	\$29,200.00	\$0.00
No Funds Required	\$0.00	\$0.00

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.	Tommie	Saylor	Principal	tsaylor@ashleyschools.net
Mrs.	Amy	Salogar	Teacher	asolagar@ashleyschools.net
Mr.	Tim	Hughes	Superintendent	thughes@ashleyschools.net
Mrs.	Marilyn	Wolfe	Special Ed. Teacher	mwolfe@ashleyschools.net
Mrs.	Anmarie	Andrews	Parent	anmarieandrews@yahoo.com
Mrs.	Traci	Gavenda	PTO President	tgavenda@ithacaschools.net
Mrs.	Martha	Bontrager	Teacher	mbontrager@ashleyschools.net
Mrs.	Kristen	Litwiller	Parent	na
Reverend	John	Pohl	Minister	na

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

The stakeholders accept the role of participating in the decision making process relating to the development, implementation, and evaluation in the following areas:

- Mission statement
- Goals based on academic outcomes of all students
- Alignment of curriculum with goals
- An evaluation process for the school improvement plan
- Professional development plans
- Utilization of community resources and volunteers
- Role of adult and community education, libraries and community college in the learning process
- Establishment of after school tutoring for students in need of academic assistance
- Participatory decision making process
- Description of the adult roles for which graduates will need to be prepared
- Identified skills and education needed to fulfill these adult roles
- Establishment of MEAP preparation activities
- Alignment of curriculum with State and Federal standards and benchmarks
- Oversee the design, implementation, and evaluation of the Title I program

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

Curriculum, instruction and assessment decisions are made at multiple levels. They are made at the building level in staff meetings, they are made at the district level in School Improvement Meetings where all stakeholders have an equal voice and they are made at the executive level.

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

Monthly updates will be assembled and sent to stakeholders for input. Bi-Monthly meetings of all stakeholders will also serve as a forum to share pertinent information.

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:

Superintendent

Address:

104 N New, PO Box 6, Ashley, MI 48806

Telephone Number:

989-847-4000

References

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

Conclusion

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

The following are Professional Learning activities that are planned and will be necessary to insure success of Ashley's School Improvement Plan:

- Differentiated Instruction
- Formative Assessment
- Balanced Assessment
- Balanced Literacy
- Professional Learning Community dialogues

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

All resources available to the district are reviewed and allocated to provide the most effective instructional program, supporting the SI Plan.

General Fund, Title Funds, At-Risk Funds are all appropriated to provide the best program with the available resources.

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

Annually, the district reviews the Technology Plan along with instructional resources to determine the best utilization of technology for the maximum benefit of students.