



# **School Improvement Plan**

Jackman Road Elementary School

Bedford Public Schools

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## **Introduction**

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

# Executive Summary

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Size: 669 Students, 31 FTE (full time educators), 25 Classroom teachers

Community: Primarily caucasian, middle class, population approximately 30,000. Formerly rural area which has grown into suburban neighborhoods.

Location: Suburb of Toledo, OH. We are located just north of the Michigan/Ohio state line in Monroe County.

Changes over the last 3 years:

- \* District enrollment decreasing due to the economic decline of the automotive industry.
- \* Closed an elementary building at the end of 2010-2011 and 2012-2013.
- \* Due to the closing of the elementary buildings, our building population increased due to absorbing both students/staff from the closing buildings.
- \* Increased 100 students and 6 staff members.
- \* Decrease in support staff, such as lead teacher/assistant principal.
- \* High turnover for District Superintendent and Assistant Superintendent of Instructional and Student Services.
- \* Reduction in school aid from the state.
- \* Reduction in district liason officer.

Challenges:

- \* Many households have two working parents.
- \* Shared custody; students moving between households.
- \* Students are digital natives; teachers are digital immigrants.
- \* State economic challenges directly impacts financial allocations and decisions.
- \* District in Deficit Elimination
- \* Increased class sizes
- \* Increase in transient students

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Vision Statement: Making A Difference - One Child at a Time

Mission Statement:

The mission of Jackman Road Elementary is to provide a supportive environment which promotes academic, emotional, social, and physical growth. Students will be prepared for success in higher levels of learning while becoming responsible citizens in an ever-changing and diverse society.

Belief Statement:

We believe . . .

- \* All children can learn.
- \* Every student has a right to learn in a positive, as well as safe and orderly environment.
- \* Education is a shared responsibility of schools, students, parents, and community.
- \* Literacy is the foundation to life long learning.
- \* Instruction needs to be based on research of best practices and be developmentally appropriate.
- \* Uninterrupted instruction and students' time on task relates directly to their achievement.
- \* Early intervention will help ensure a child's success.
- \* High expectations for students are associated with greater achievement.
- \* Student-teacher ratio relates directly to enhance learning.
- \* Communication between parents, students, and teachers is essential.
- \* Students should behave in a responsible, respectful manner.
- \* The arts and physical education are an integral and essential part of child development.
- \* Goal setting based on research and various data will improve all students' achievement.

Program Offerings that support the mission/vision:

- \* SIPS
- \* Accelerated Reader
- \* One District, One Book
- \* Robotics
- \* Student Support Coordinator
- \* Reader Buddies
- \* Summer Reading for K-5
- \* After School Tutoring in Reading and Math
- \* Summer School in Reading and Math
- \* SOS Program
- \* PTO
- \* Student Council - community outreach
- \* Quiz Bowl

\* Canned Food Drive

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Notable Achievements and Areas of Improvement:

- \* MEAP scores are above the average state, county, and district scores.
- \* Reduction in office referrals due to implementation of Love and Logic and Positive Behavior Supports.
- \* Active Student Council with many community outreaches.
- \* Development of Quiz Bowl Team for 5th grade.

Areas of Improvement over the next three years:

- \* Implementation of more non-fiction reading/reading strategies.
- \* Adoption of new math program (Everyday Math) to spiral curriculum for deeper student understanding.
- \* Modify instruction with an emphasis on depth of knowledge to better prepare students for new state assessments.
- \* Implementation of collaborative writing strategies to improve writing skills.
- \* Early Learning Success Initiative
- \* Data Diggs to ensure instruction and change are data driven.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

N/A

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

The process used to engage a variety of stakeholders in the development of our improvement plan included teachers, students, and parents. Teachers from each grade level are represented on each school improvement goal as well as resource room teachers and specials teachers. In addition, teacher representatives in the district curriculum committees (math, science, language arts, social studies, and technology) are involved. Parent volunteers are recruited and selected by the principal. Students are involved in the development of our school improvement plan through the use of surveys due to the age of our students. Meeting times are scheduled based on the availability of members.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Teachers, parents and students are involved in our improvement plan.

Teachers: Our buildings core subject chairs (math, science, social studies, language arts, and technology which meets in monthly district meetings), district school improvement chair, and principal meet monthly as a steering committee to drive our school improvement. In addition, at least one teacher at each grade level is represented on each school improvement goal to ensure all grade levels are represented. We have monthly school improvement meetings, where district chairs report back to the staff after committee meetings and discuss any concerns which need to be voiced at their next district meeting. During our monthly meetings, teachers break into committees and collaborate ideas in order to rate our school performance on the Interim Self Assessment. Staff also desegregated data in order to analyze critical areas of need.

Parents: Parent input on the school survey is taken into consideration in the development of the school improvement plan. On our school webpage, there is a link to our school improvement plan that parents have access to. Our annual report is also located on the webpage as well.

Students: Due to ages of our students, they are not directly involved in the development of our plan. However, their student survey results are considered and included. Our improvement goals are based on the academic performance of our students as well their emotional well-being.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final school improvement plan reports are emailed to staff stakeholders upon completion in order for teachers to be kept informed. Teachers are also provided with a hard copy to keep in their School Improvement binders for easy access. Parents can access the plan on our schools website and are kept informed of its progress at PTO meetings, Title 1 meetings, and newsletters. Students are not directly informed of the completion of the report, however, they are aware of its importance as it drives our instruction. Therefore, they are directly

impacted on a daily basis through ongoing instruction.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (\*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

## **Student Enrollment Data**

### **How do student enrollment trends affect staffing?**

The Bedford Public School district has been losing students on a regular basis over the past few years. For this reason, as well as the reduction of funding from the state, one elementary building was closed in 2011, and another was closed at the end of the 2012-2013 school year. Due to these closures, some teachers were pink-slipped, relocated to other buildings, and laid off. At Jackman Road Elementary School, we welcomed approximately 100 new students this past fall and 10 relocated educators. During the 2014-2015 school year we are not expecting any major staffing changes.

### **How do student enrollment trends affect staff recruitment?**

Due to reduced enrollment, reduction in state funding, and the closing of two elementary buildings, numerous staff members have been pink-slipped and laid off over the course of the past 3 years. When district leaders see an increase in student enrollment, new sections are formed, and laid-off teachers are reinstated. Bedford Public Schools is not currently recruiting new educators at this time, and student teachers are actively seeking positions in other states due to the current political and economic climate in the state of Michigan.

### **How do student enrollment trends affect budget?**

In the state of Michigan, school districts receive funds on a per-student basis. Due to declining enrollment in our district and inequitable funding, our district is currently operating under a Deficit Elimination Plan which will be in effect for the next five years. However, our District is hopeful to be out of Deficit Elimination by the end of the current school year. The Deficit Elimination Plan has required the Board of Education to make reductions in services that directly affect our employees and the children whom they serve.

### **How do student enrollment trends affect resource allocations?**

As student enrollment decreases, The Board of Education has been required to make reductions in services that directly affect our employees and the children whom they serve. Due to these factors, Smith Road Elementary School was closed two years ago, and Temperance Road Elementary School closed at the end of the 2012-2013 school year. Students and staff were blended into the three remaining elementary buildings resulting in class sizes of 32 or less students per section. At the district level resources are allocated to cover maintenance and operating costs such as payroll, utilities, healthcare, etc.

### **How do student enrollment trends affect facility planning and maintenance?**

Due to reduced enrollment, a second elementary building within the district was closed in 2013. While cleanliness, safety, and functionality remains a priority, custodial services have been cut 20 hours per week, items such as weeding, and mulching are less of a priority due to a small staff and a halt in overtime with the challenge of the districts Deficit Elimination Plan. A \$70 million bond proposal is up for vote which would significantly improve/replace our aging facilities.

### **How do student enrollment trends affect parent/guardian involvement?**

It does not appear that student enrollment trends have affected parent/guardian involvement. The parent/guardian involvement remains about the same regardless of enrollment trends.

### **How do student enrollment trends affect professional learning and/or public relations?**

Reduced student enrollment has not yet affected professional learning as we have targeted creative ways to deal with sustained professional development through the use of our grant monies and other partnering programs with our local Intermediate School District. If this grant money is reduced or withheld next year, opportunities for professional development will be limited.

Our District Marketing/Communications Specialist, Sandy Kraine, helps promote our school district. She creates flyers and plans special events to share information on the educational programming and opportunities to current and potential families. Currently, she is working on our Bond Proposal to help parents and community members understand the importance of supporting our school district. According to our Parent Surveys, parents continue to praise our school's welcoming atmosphere and academic programming.

### **What are the challenges you noticed based on the student enrollment data?**

Reduced student enrollment has caused increased classroom sizes, lower morale among staff, an increased need for support services, reduction in lead teacher/assistant principal, lack of funding for programs and manipulatives (as compared to years before the economic challenges), and the redistricting of students throughout the district.

### **What action(s) will be taken to address these challenges?**

Teachers will continue to work to make the new members of their school communities feel welcome; staff, students and parents. At a district level, two hour delays are being suggested in order to allow grade level meetings to increase in frequency, allowing further sharing and collaboration. The district is hoping to better utilize the Atlas Curriculum Management Warehouse to encourage teachers to share ideas on how to educate larger groups of students in a more effective way. Teachers and students will continue to share manipulatives so that funds can be saved whenever possible. Our new Superintendent is monitoring and working to help resolve these challenges.

### **What are the challenges you noticed based on student attendance?**

Student attendance is not considered a challenge at our school.

### **What action(s) will be taken to address these challenges?**

We will continue to encourage high levels of attendance.

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## **Student Achievement Data for All Students**

This area includes data questions.

### **Which content area(s) indicate the highest levels of student achievement?**

Jackman Road's reading scores indicate our highest levels of achievement.

### **Which content area(s) show a positive trend in performance?**

Our reading, math, and writing scores are showing a positive trend in performance.

### **In which content area(s) is student achievement above the state targets of performance?**

Jackman Road is above the state in all content areas in all subjects.

### **What trends do you notice among the top 30% percent of students in each content area?**

In reading, the top 30% of our students performed well on comprehension questions. One of our School Improvement goals focused on specifically on reading comprehension skills of informational text. Math students across the board showed an increase in performance on questions pertaining to number sense and operations in base ten; another school improvement push. Our science scores improved in the physical science strand which has been an area of concentration.

### **What factors or causes contributed to improved student achievement?**

Our reading scores can be attributed to the implementation of CAFE and Daily 5, a reading comprehension strategy our district employed in response to our District School Improvement goal. All elementary staff was trained on using CAFE and Daily 5. Staff was also provided training on Discovery Science to augment our Battle Creek Science Kits. This has assisted our staff in placing a better emphasis on physical science, especially non-fiction text. This has been instrumental in helping staff focus on the higher level thinking that is found in physical science curriculum. Staff has also received professional development in the area of number sense to improve math scores. The district has adopted Everyday Math in the elementary in order to help facilitate the growth of our students achievement. All staff has received professional development on the implementation of the EveryDay Math program. The Early Learning Success Initiative is targeting and defining Numeracy at the Kindergarten level. Students are moving through three levels which is also contributing to our students improvement in number sense. The Eastern Michigan Writing program has begun to help staff align and integrate curriculum across subject areas and grade levels.

### **How do you know the factors made a positive impact on student achievement?**

Our overall MEAP scores are indicative of our students achievement, as well as our on-going formative and summative assessments. These

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include, but not limited to, Rigby, STAR Reading, STAR Math, Trimester Math Assessment, MLPP, Essential Skills Checklist and AR.

### **Which content area(s) indicate the lowest levels of student achievement?**

Jackman Road's lowest levels of student achievement are in 5th grade science, 4th grade math, and 4th grade writing.

### **Which content area(s) show a negative trend in achievement?**

Overall, science shows a negative trend in achievement.

### **In which content area(s) is student achievement below the state targets of performance?**

We have no content areas below the state targets of performance.

### **What trends do you notice among the bottom 30% of students in each content area?**

In math our 3rd graders struggled with fluency, specifically addition and subtraction. Our 4th graders deficit occurred with measurement, area and perimeter, and our 5th graders struggled with whole number multiplication. In reading we consistently score lower with comprehension across all grade levels with our 5th graders also being lower in narrative text. In writing, our 4th graders scores were indicative of work needed in grammar and usage and overall informational writing; to include ideas, organization, style and convention. Our 5th grade science shows a significant deficit in science processes and lower scores in earth science than previous years.

### **What factors or causes contributed to the decline in student achievement?**

We did not have any significant declines in student achievement, however, we noticed that a notable number of students that were new to Jackman Road Elementary scored lower than students who have consistently received JRE instruction.

### **How do you know the factors made a negative impact on student achievement?**

A review of the MEAP data.

### **What action(s) could be taken to address achievement challenges?**

We will continue to address achievement in mathematics, utilizing our district adopted EveryDay Math curriculum to specifically target our deficits and ensuring our entire district receives the same professional development. In addition, kindergarten has added Early Learning Success Initiative which looks at numeracy and motor skills. K-1 has received continued ELSI training in numeracy and motor skills with 2nd grade being targeted 2014-2015. Common assessments are also being utilized in order to differentiate and drive instruction in order to

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continue to affect the negative trend we had been realizing. We also have a Math School Improvement goal to assist in our drive to affect change. Writing has been a challenge for Jackman Road, and will continue to keep it at the forefront of change for us. There will be a revisit in terms of district approved curriculum, as a Language Arts adoption has been approved; the first in 18 years! We will also have continued professional development with Eastern Michigan focusing on informational writing. We will be adjusting our Science School Improvement goal to ensure that we balance the time spent on the different science domains with more of an emphasis on Science Processes as we noticed a significant decrease in student performance. Our goal will include informational text, focusing on vocabulary and text strategies to aid students in their comprehension.

## **Subgroup Student Achievement**

**Statement or Question:** Which subgroup(s) show a trend toward increasing overall performance?

**Response:**

- Female

**Statement or Question:** For which subgroup(s) is the achievement gap closing?\*

**Response:**

- Female

**In what content areas is the achievement gap closing for these subgroups?\***

The achievement gap is closing in Math for our females from 3rd to 5th grade.

**How do you know the achievement gap is closing?\***

Analyzing our MEAP results.

**What other data support the findings?**

Our STAR math and District Assessments support our findings.

**What factors or causes contributed to the gap closing? (Internal and External)\***

Our targeted interventions are closing the gaps.

**How do you know the factors made a positive impact on student achievement?**

The review of formative and summative assessments as well as ongoing School Improvement team data review.

**What actions could be taken to continue this positive trend?**

The continuation of both a Mathematics and Writing goal for School Improvement will provide a consistent monitoring of trends. This support, as well as professional development and ongoing data disaggregation will drive instruction to continue the positive trend.

**Statement or Question:**Which subgroup(s) show a trend toward decreasing overall performance?

**Response:**

- None

**Statement or Question:**For which subgroup(s) is the achievement gap becoming greater?\*

**Response:**

- None

**In what content areas is the achievement gap greater for these subgroups?\***

We did not have an achievement gap.

**How do you know the achievement gap is becoming greater?\***

We did not have an achievement gap.

**What other data support the findings?\***

We did not have an achievement gap.

**What factors or causes contributed to the gap increasing? (Internal and External)\***

N/A

**How do you know the factors lead to the gap increasing?\***

N/A

**What actions could be taken to close the achievement gap for these students?\***

Professional development, as well as utilizing ATLAS Rubicon Curriculum Mapping, a district wide initiative will be implemented in the upcoming school year to address the gap.

**How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?**

We do not have ELL subgroup.

**How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?**

The principal, reading specialist, and SAT team monitor all students to ensure the full array of intervention programs are provided as deemed qualified and necessary. The monitoring is done on a weekly basis.

**How are students designated 'at risk of failing' identified for support services?**

Students are first identified by the classroom teacher utilizing formative and summative assessments. The students are then referred to the RTI process, via the building SAT team.

**What Extended Learning Opportunities are available for students (all grade configurations respond)?**

Jackman Road Elementary provides a Title After School Program. The district provides a summer extended learning opportunity as well for students who qualify.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	5.0

**What is the school doing to inform students and parents of Extended Learning Opportunities?**

Parents are contacted through email, letter and phone calls. Students are provided verbal and written information in regards to opportunities.

Label	Question	Value
	What is the total FTE count of teachers in your school?	31.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	3.0

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Label	Question	Value
	How many teachers have been teaching 4-8 years?	6.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	4.0

Label	Question	Value
	How many teachers have been teaching >15 years?	13.0

### What impact might this data have on student achievement?

Research indicates that effective teachers are best identified by their performance, not by their background or experience.

Despite common perceptions, effective teachers cannot reliably be identified based on where they went to school, whether they're licensed, or (after the first few years) how long they've taught. The best way to assess teachers' effectiveness is to look at their on-the-job performance, including what they do in the classroom and how much progress their students make on achievement tests. This has led to more policies that require evaluating teachers' on-the-job performance, based in part on evidence about their students' learning.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	49.5

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	162.5

### What impact might this data have on student achievement?

Research indicates that when teachers are absent, there is a negative effect on student achievement (Miller, Murnande, Willet 2007). In fact, when a teacher is out of the classroom for ten days a year, student achievement decreases by one to two percent of a standard deviation. With increased demands for teachers to attend local workshops related to curriculum development, national conferences, and regular absence requests, more teachers are more frequently out of the classroom. Sub Managers can combat the effects that teacher absenteeism has on student learning by providing substitute teachers who are trained and have necessary skills. Research indicates that when a qualified educator is absent from the classroom, student achievement is negatively affected. Nineteen states, including Michigan, do not require substitutes to hold a Bachelor's degree (Henderson, Protheroe, & Porch, 2002), much less the equivalent licensure status of the regular teacher. Furthermore, NCLB specifically exempts substitutes from its otherwise ambitious requirements for teacher quality. Teacher absences may also negatively impact student achievement in less direct ways, by the teacher's colleagues. Teachers are the most important school-based determinant of students' academic success. It's no surprise researchers find that teacher absence lowers students' achievement. Miller noted that providing substitutes for all of those absent teachers costs schools at least \$4 billion a year-about 1% of schools' budgets. Absenteeism also lowers student achievement. A 2007 study by Duke University researchers estimated that for every 10 teacher absences, math achievement dropped by the same degree as if a school had replaced an experienced teacher with a novice one.

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"Everybody basically accepts (that) teachers are the most important school-based resource affecting student achievement," said Miller, now at Teach For America. "Well, if that's true, we ought to be paying more attention to the students' actual exposure to teachers."

Another researcher, Geoffrey Smith of Utah State University, said the economic downturn had actually had a positive effect on teacher absenteeism. Teachers, fearful of being fired over too many sick days, took fewer, he said. "Teachers didn't take personal time because they didn't want to be let go," he said.

And cash-strapped school districts cut down on teacher training, pulling fewer teachers out of the class each week. The net effect, Smith said, was an uptick in the number of days that teachers stood in front of the class.

But both researchers said that's likely to change as the USA emerges from recession. Recent small-scale surveys from Smith show that the percentage of school districts with 10% or more teachers absent on a given day rose from 11.6% in 2010 to 25.5% in 2012,

School districts generally agree to personal leave benefits during contract negotiations what teachers' unions, and few superintendents are willing to risk bruising political battles over cutting teacher benefits, said Kate Walsh of the Washington, D.C.-based National Council on Teacher Quality.

"I don't see them taking this on," she said, adding that most superintendents have many more contentious issues to tackle. "They'll lose their jobs trying to reduce (teacher) leave five days."

The Duke researchers have suggested paying teachers \$400 more per year, but docking them \$50 for each sick day they use. Walsh said superintendents should push to change school culture, persuading teachers to focus more on staying in school unless they're genuinely ill or experiencing an emergency.

Common sense that is supported by research tells us that when a teacher is absent from the classroom, student learning is disrupted. When that teacher is repeatedly absent, student performance can be significantly impacted in a negative way. The more days a teacher is out of the classroom, the lower their students tend to score on standardized tests. Nationally, teachers are absent from the classroom on average 10 days per year. Cobb County School District teachers are out of the classroom on average 14 days per year. There are other reasons to be concerned with teacher absenteeism.

-Financial costs to the school system. The Cobb County School District spent approximately \$8.5 million dollars to pay for classroom and clinic nurse substitutes during the 2008/2009 school year.

-Students attending school in low socioeconomic areas experience more teacher absences. Research tells us that teachers tend to be absent more often from low-socioeconomic schools, which has a detrimental affect on students who are already struggling.

-Unmonitored usage of leave in a school can affect the absence behavior of employees, leading to more leave usage.

This analysis was conducted in the Cobb County School District, a large suburban school district with a total number of 114 schools, more than 6,800 classroom teachers, and more than 106,000 students. Data was collected on 453 third-grade teachers and 7,683 third-grade students from 64 elementary schools. A regression analysis was performed on the variables of all Cobb County third-grade teacher absenteeism rates and their student scores on the math and reading sections on The Criterion Reference Competency Test (CRCT). A regression analysis was also performed on the percentage of students receiving free and/or reduced lunch per school and those students' scores on the math and reading sections of the CRCT.

The results of the analysis support previous research findings that higher teacher absenteeism leads to lower student math scores on standardized tests. This study also found that students attending low- socioeconomic area schools scored significantly lower on the reading and math sections of the Criterion Reference Competency Test (CRCT).

Recommendations to address this issue include better collection and monitoring of teacher absenteeism data, requiring teachers to make personal contact with the principal or other administrator when reporting absences, and implementing incentive programs to improve teacher attendance.

## **Perception Data - Students**

### **Which area(s) indicate the highest overall level of satisfaction among students?**

Students highest level of satisfaction lies in that students feel that teachers and the principal want every student to learn and to do their best work and that they care about the students.

### **Which area(s) show a positive trend toward increasing student satisfaction?**

We are seeing a positive trend on character education in terms of students feeling they are being treated fairly in school and that students treat adults with respect. This has been an area we as a staff have been focusing on.

### **What area(s) indicate the lowest overall level of satisfaction among students?**

Our lowest level of satisfaction among students is that teachers and the principal do not ask students what they think about school. Another issue is students do not feel that teachers ask their families to come to school activities.

### **Which area(s) show a trend toward decreasing student satisfaction?**

Parent involvement in school activities.

### **What are possible causes for the patterns you have identified in student perception data?**

The positive trends in students feeling they are being treated fairly is due to the implementation of a positive behavior intervention - Love and Logic. We are continuing this program in order to help students take responsibility for their actions and to come learn how to solve their problems.

The decrease in parent involvement during the school day can be attributed to heightened security measures due to recent school tragedies. As a school district, we are working on a system to ensure the safety of our students while still providing a welcoming atmosphere.

### **What actions will be taken to improve student satisfaction in the lowest areas?**

A key component of our Love and Logic program is empathy. Staff can ensure they incorporate students feelings about school into this. Students will also be encouraged to journal their feelings about school in their response journals. In the upper grades, students do "Week in 3 Words" to share their school week.

## **Perception Data – Parents/Guardians**

### **Which area(s) indicate the overall highest level of satisfaction among parents/guardians?**

Parents feel we provide a safe learning environment with qualified staff members to support student learning. They also feel our school provides students with access to a variety of information resources to support their learning.

### **Which area(s) show a trend toward increasing parents/guardian satisfaction?**

Parents have communicated that they have opportunities to be involved in the school. This was an area of weakness last school year.

### **Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?**

Parents are least satisfied with access to support services as based on their identified needs; this also includes counseling services. Parents also voiced concern over the effective use of financial resources.

### **Which area(s) show a trend toward decreasing parents/guardian satisfaction?**

Student support services as well as financial stability.

### **What are possible causes for the patterns you have identified in parent/guardian perception data?**

During the past 3 years we have had two elementary's close in our district, therefore, our student population changed due to the closing of these buildings. Almost 50% of our students were redistricted to other elementary's and we have received students from the closing buildings to replace those students plus 100 more students. We have also added new staff from the closing of the elementary's and have had a change in our Superintendent. This shift of students and staff has created some unrest in our district. The staff and administration at our school has worked diligently to ensure our new population felt welcomed and informed. This has been successful, as seen in our parent perception surveys indicated.

### **What actions will be taken to increase parent/guardian satisfaction in the lowest areas?**

Unfortunately, with our district in Defecit Elimination, there is not a lot we can do to increase student support services at the building level. We will endeavor to provide lists of services which parents can access outside of our school.

## **Perception Data – Teachers/Staff**

### **Which area(s) indicate the overall highest level of satisfaction among teachers/staff?**

Staff are satisfied with protected instructional time and resources to support our school's goals and priorities. Staff is also satisfied that there opportunities to be involved in the school.

### **Which area(s) show a trend toward increasing teacher/staff satisfaction?**

Staff is becoming more comfortable and satisfied with the use of data; in terms of collecting, analyzing, and using data. Staff feels that our school uses it to monitor student readiness and success.

### **Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?**

Staff feel that we need to work on all teachers personalizing instructional strategies and interventions to address individual learning needs of students. They also feel that not all teachers are utilizing multiple types of assessments to modify instruction and revise instruction.

### **Which area(s) show a trend toward decreasing teacher/staff satisfaction?**

Staff is dissatisfied with inconsistent grading policies across grade levels. In addition, they noted the need for collaborative learning communities, both formally and informally across grade levels and content areas.

### **What are possible causes for the patterns you have identified in staff perception data?**

Staff are becoming more comfortable with data due to professional development opportunities they have been afforded in Pearson Inform. Staff has also had the opportunity to work across grade levels to see trends in data and work with peers to drive instruction. This training has also caused some staff to be dissatisfied as they feel some staff are not using both formative and summative assessments, and the data it provides, to provide needed instruction.

## Other

**How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)**

n/a

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

In our school district, representatives (teachers, principals, and auxiliary staff) from each building attend monthly district curriculum meetings with Edward Manuszek, our Assistant Superintendent of Curriculum and Instructions, to discuss curriculum, best practice, instruction, current research, and assessment in the following areas: Language Arts, Mathematics, Technology, Science, and Social Studies. Later in the month, a representative from each of the respective committees attends monthly Curriculum Council Meetings with Edward Manuszek, our Assistant Superintendent of Curriculum and Instruction, to share minutes from their committee and see approval with new curriculum adoptions or changes in syllabi.

At our school, monthly School Improvement Meetings are held with our staff and our School Improvement leaders attend another meeting, a Steering Committee Meeting, to discuss stakeholder concerns, discuss data, and make decisions to help move our school forward. Our School Improvement Committee Chair, Kim Ortiz, attends regularly scheduled School Improvement Meetings with Edward Manuszek, our Assistant Superintendent of Curriculum and Instruction. The minutes from these meetings are shared horizontally and vertically throughout our school and district.

**What evidence do you have to indicate the extent to which the standards are being implemented?**

Over the course of the past two years, our district has provided professional development to all teachers on the Common Core State Standards. All teachers received copies of the ELA and Math Cross-Walk documents, Common Core State Standards and ELA Appendixes A, B, & C. During post-observations, our principal asks teachers to explain their process for planning lessons based on the Common Core State Standards. When the principal conducts walk-through and formal observations, she asks teachers to share how they plan lessons using the Common Core State Standards.

# **School Additional Requirements Diagnostic**

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

### School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	Yes, students in grades 1-5 are tested annually in literacy and math. In literacy, students are assessed three times a year using the Rigby Benchmark Assessment Kit, Michigan Literacy Proficiency Profile, and STAR Reading. In Math, students are assessed using district common math assessments. In addition, students in grades 3-5 are assessed annually in both reading and math with our MEAP state assessments. Data from these assessments are entered into Pearson Inform.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Stakeholders have access to the Annual Education Report on our schools website. <a href="http://www.bedford.k12.mi.us/~jre/AnnualEducationReport.htm">http://www.bedford.k12.mi.us/~jre/AnnualEducationReport.htm</a>	JRE AER 2011-2012.pdf

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our school's population is Young 5's through fifth grade.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No		

# School Improvement Plan

Jackman Road Elementary School

Label	Assurance	Response	Comment	Attachment
	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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Howard Schwager, Director of Human Resources and Labor Relations 1623 W. Sterns Road Temperance, MI 48182 734-850-6020 howard.schwager@mybedford.us	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		JRE Home School Compact.pdg

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	We have the following documents available to support our school improvement plan: Staff Surveys Parent Surveys Student Surveys Health and Safety (HSAT) Diagnostic Improvement Plan Stakeholder Involvement Interim Self Assessment Executive Summary School Data Analysis Title 1 Targeted Assistance MEAP Data District Math Common Assessment Data Pearson Inform Reports Annual Report	

# **Health and Safety (HSAT) Diagnostic**

## **Introduction**

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

## Health and Safety (HSAT)

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

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 3	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

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

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

## School Improvement Plan

Jackman Road Elementary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 7</b>	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 8</b>	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 9</b>	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Adopted policy, fully implemented	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 10</b>	At our school, physical education teachers annually participate in professional development specific to physical education.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 11</b>	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Other curriculum	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 12</b>	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 13</b>	Our school offers the following amount of total weekly minutes of physical education throughout the year.	59 minutes or less at elementary level, 105 minutes or less at middle/high level	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 14</b>	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, fully implemented	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 15</b>	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

## School Improvement Plan

Jackman Road Elementary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 16</b>	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 17</b>	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 18</b>	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 19</b>	Our school has a health services provider or school nurse accessible to students.	Yes, we have a health services provider or school nurse for every 650 students	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 20</b>	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written policy, fully implemented	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 21</b>	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 22</b>	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Reviewed policy, but not yet adopted	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 23</b>	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	No	N/A

## School Improvement Plan

Jackman Road Elementary School

	Statement or Question	Response	Rating
<b>Question 24</b>	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
<b>Question 25</b>	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
<b>Question 26</b>	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
<b>Question 27</b>	Our school's mission statement includes the support of employee health and safety.	Yes	N/A

	Statement or Question	Response	Rating
<b>Question 28</b>	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	Yes	N/A

	Statement or Question	Response	Rating
<b>Question 29</b>	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

	Statement or Question	Response	Rating
<b>Question 30</b>	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
<b>Question 31</b>	Our school has a parent education program.	Yes	N/A

## School Improvement Plan

Jackman Road Elementary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 32</b>	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 33</b>	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to all indoor facilities	N/A

# **Title I Targeted Assistance Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Needs Assessment

### 1. How was the Comprehensive Needs Assessment conducted?

Formative and summative assessments that are used to determine need are MEAP, MLPP, Rigby, Star Reading and Math, Bob Sorenson's Essential Skills, District Trimester Math Assessments, and core curriculum unit tests. Data is reviewed and analyzed at staff meetings, grade level meetings, and SAT meetings throughout the year. Assessments take place in the beginning of the school year, and at least 3 additional times per school year. Testing also takes place periodically, based on the student's individual need.

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

The assessment data, in each content area, is reviewed and analyzed at least 4 times a year to identify which students are failing or have a risk of failing. All staff and Title 1 support are involved in identifying students. This is accomplished at Title 1 Grade Level Meetings, School Improvement Meetings, and SAT Meetings throughout the year. If appropriate progress is made, the student will exit the program.

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

Students must demonstrate a 6 month deficit or greater. Or they must be failing to meet the Common Core State Standards in ELA, Math, or the Grade Level Expectations in Science or Social Studies.

### 4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

In addition to the above criteria, K-2 students are identified using formative assessments. Teacher recommendation and parent interviews are also taken into consideration.

## **Component 2: Services to Eligible Students**

### **1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

Title 1 eligible students (K-5) receive supplemental assistance in the following:

- Small group instruction (3 to 5 students) for half an hour 4 to 5 days a week.
- Individual instruction for half an hour 5 days a week.
- Limited pull out or push in programs.
- Lessons with 6 components of reading.
- Leveled readers in science and social studies.
- Computer application for example: FastMath
- Reteaching strategies
- After School Summer Program
- Leap Frog take home kits
- Reading Mentors (high school students and seniors)
- Summer packets
- Starfall vowel puzzles
- Words Their Way (researched based program]
- Everyday Math home piece (games)
- Strategic Math Intervention Solutions by Shannon Samulski (researched based program)
- Elevate Learning (computer based reading/math program)
-

### **Component 3: Incorporated Into Existing School Program Planning**

**1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

Title 1 staff, teachers, and other support team members are part of the planning team. When planning school improvement, subgroups are established and gaps are identified using the data. Then goals are created based on that data.

## **Component 4: Instructional Strategies**

### **1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?**

Eligible students participate in small group instruction, five days a week, for 30 minute sessions. This instruction is delivered by certified teacher/paraprofessionals. All content areas are addressed with core curriculum instruction. The Summer School Program targets students in grades 1-5 and will include instruction in small groups for reading, math, and writing. The Elevated Learning Program includes computer based instruction in the areas of Reading and Math and is for grades 1-5. Eligible students meet between 2-4 times per week for an hour a session.

### **2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.**

Research based instructional strategies that are utilized in these programs include:

- Rigby Leveled Readers
- EveryDay Math
- Accelerated Reader
- Math Facts in a Flash
- Touch Math
- Fountas and Pinnell Leveled Literacy Instruction
- Words Their Way
- Fastmath
- Mondo Oral Language
- Book Buddies
- Marcia Freeman Writing Program
- Guided reading
- The Cafe Book by Boushey and Moser
- The Daily Five
- 7 Keys to Comprehension by Zimmermann and Hutchins
- Classroom Instruction That Works/Marzano
- Reading with Meaning by Debbie Miller
- Eastern Michigan Writing Project
- Bob Sorenson's book, "Fanatically
- Shannon Samulski's

### **3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**

The additional services and interventions are provided by SIPs (Student Intervention Providers), Paras and the Reading Teacher. We are closing the gap in achievement by providing group or individual services 5 days a week, during non- instructional classroom time. Student progress is indicated by assessment data. Progress monitoring is on going and data is reviewed to ensure services are making a difference and accelerating their learning.

**4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

Throughout the school year, all Title 1 personnel have weekly schedules that indicate which students are worked with during intervention/enrichment time for each grade level. Students are pulled out of the classroom to work with certified teachers during non-instructional /core curricular times and on a limited basis. Some Title 1 personnel work only within the classroom setting.

## **Component 5: Title I and Regular Education Coordination**

### **1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?**

The Title 1 Program coordinates and supports the regular general education program by reteaching and reinforcing the same curriculum and Common Core Standards and Grade Level Content Expectations. Meetings are held monthly to communicate with Intervention Providers how these components can be used to support the regular classroom education program. Decisions are made through meetings and observations by all parties regarding students entering and exiting the program.

### **2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

Before school starts each year, kindergarten screening takes place at district level. A Kindergarten "Meet and Greet" occurs at the beginning of the school year. Throughout the year, the "Fabulous Fours" do a building tour and work with parents.

### Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Yes, all our personnel are highly qualified according to the NCLB requirements.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Yes, all our Intervention Provider are certified teachers and meet the NCLB requirements for highly qualified.	

## Component 7: High Quality and Ongoing Professional Development/Learning

**1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

Two days of professional development are provided each year based on the determined deficits that are in need of support. This year's professional development included instruction on Bob Sorenson's book, "fanatically Formative - Successful Learning During the Crucial K-3 Years," Shannon Samulski's "Strategic Intervention Solutions," and

**2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

The following opportunities are made available to support and encourage involvement:

- Babysitting available for all meetings.
- Title 1 parents are given Leap Frog bags/Starfall vowel puzzles as support materials
- Title 1 parents are given on-line resources for math and reading.
- Title 1 Kindergarten Round Up packets where Kindergarten readiness skills are provided.
- Parents are members of the School Improvement Steering Committee.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	Professional Development Attached	JRE Professional Development-2013-2014

## Component 8: Strategies to Increase Parental Involvement

### 1. How are parents involved in the design of the Targeted Assistance program plan?

The Title 1 Program is designed via a committee consisting of the Principal, Title 1 Coordinator, the Core Curricular Chairs, School Improvement Chair and Goal Chairs, and parents of students who receive Title 1 support. PTO Meetings are an additional time where parents have input in the plan and Title 1 Program. A parent survey evaluates the program and its activities.

### 2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents of Title 1, provide stakeholders involved in the program with valuable feedback that assists with the implementation and guidelines. Parents receive ongoing reviews of their student's progress through highly qualified staff.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents of Title 1 students are provided with an annual anonymous survey. This survey is compiled and shared at a later date. Adjustments then can be made based on parent recommendations.	

### 4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Parent Involvement is encouraged and supported by the following opportunities:

- Title 1 Handbook
- Member of School Improvement Steering Committee
- Fall Title 1 Kindergarten Round Up
- Take home packets in grades K-1
- Summer packets
- Math on-line intervention
- Staff builds effective parental involvement
- materials and tools are provided to assist parents in working with their children

### 5. Describe how the parent involvement activities are evaluated.

Parents involvement activities are evaluated through out parent survey results.

## School Improvement Plan

Jackman Road Elementary School

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### 6. Describe how the school-parent compact is developed.

The district looked at sample templates from other surveys from various districts and created its own. Updates are done with parents and staff working together to create a compact that outlines the responsibilities of parents, staff and students in order to ensure academic success.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes	During parent/teacher conferences, the compact is discussed and signed by all parties.	JRE Home School Compact

### 8. How does the school provide individual student academic assessment results in a language parents can understand?

The student academic assessments are written with interpretations of scores and proficiency levels. Parents are informed of their students' academic assessment results in the following ways:

- Report cards
- Progress reports
- MEAP Parent Reports
- Midterm Reports
- SAT Meetings
- through e-mails, phone calls, and conferences

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	No	Title 1 parents are provided with updates and when SAT Meetings take place.	

### 10. Describe how the parent compact is used at elementary-level parent teacher conferences.

The parent compact is discussed and signed by all Title 1 Targeted students' parents at the parent-teacher conference.

## **Component 9: Coordination of Title I and Other Resources**

### **1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.**

These programs and resources are coordinated and integrated into the Title 1 Program:

- PTO'
- SOS (Students Tutoring Students)
- Mentor Program
- Free and reduced breakfast/lunch program
- District nurse
- Health Aide
- School Student Support Coordinator
- Special Education Teachers
- Paraprofessionals
- Student Intervention Providers
- Speech and Language Teachers
- Reading Teacher
- Psychologist
- Principal
- Social Worker
- Occupational Therapist
- Vision and health screenings
- Mobile Dentist
- Fabulous Fours
- Summer school program
- Lions Club
- Monroe County Health - Wrap Around

### **2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

A referral process is in place for classroom teachers who need to refer students for services. The School Student Support Coordinator makes available a list of all programs and services available to students and staff. SAT Meetings are held weekly to discuss these service opportunities for eligible students.

## **Component 10: Ongoing Review of Student Progress**

### **1. Describe how the progress of participating students is reviewed on an ongoing basis.**

Meetings are held at the beginning of the school year and at the end of each grading period with the Title 1 Coordinator, teachers, and members of the SAT Team. Eligibility is determined by reviewing assessment results and progress data. These students receiving services are monitored and their data is reviewed on a monthly basis to determine progress and success of interventions. Student Intervention Providers and Para Professionals keep day to day observations and notes on each student they service. Students are entered into Title and exited according to this data.

### **2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.**

After reviewing, if the students are not making adequate progress, then interventions are looked at. Here they are adjusted and/or changed to meet the needs of the student, or instruction is continued for a longer period of time. This monitoring takes place at both monthly and quarterly meetings.

### **3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.**

Teacher training has included:

- Differentiated Instruction (CAFE and Daily Five)
- Progress Monitoring
- Assessments
- Classroom Intervention Strategy Training
- Positive behavior support to address emotional needs and increase academic achievement
- Michigan Eastern Writing Project
- Bob Sorenson's Essential Skills for grades K-3
- Shannon Samulski's Strategic Intervention Solutions

## **Evaluation**

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

**1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.**

Culminating data is used to evaluate the program's effectiveness by reviewing attendance and graduation rates, achievement gap analysis, and gender demographics.

**2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.**

The assessments that are reviewed to determine whether or not the Title 1 Program is making a difference are:

- MEAP, MEAP Access, and MI Access
- MLPP
- STAR Reading and Math
- Rigby Running Records
- Bob Sorenson's Essential Skills (Kindergarten)
- District Math Common Assessments
- Formative Assessments in the classroom

**3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.**

Assessment data is used, along with reviewing attendance rates, achievement gap analysis, and demographics to determine effectiveness.

**4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.**

Throughout the school year, meetings take place to review data and discuss revisions of the program. This is done at Steering Committee Meetings, grade level meetings, staff meetings, SAT meetings, and at School Improvement Meetings.

# **JRE School Improvement Plan 2014-2015**

## Overview

### Plan Name

JRE School Improvement Plan 2014-2015

### Plan Description

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Jackman Road Elementary will show improvement in math proficiency.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$5600
2	All students at Jackman Road Elementary will demonstrate positive behavior expectations to improve student's learning environment.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$8333
3	All students at Jackman Road Elementary will improve their informational literacy skills across the curriculum.	Objectives: 2 Strategies: 5 Activities: 10	Academic	\$147485

# Goal 1: All students at Jackman Road Elementary will show improvement in math proficiency.

**Measurable Objective 1:**

A 5% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency overall in Mathematics by 05/29/2015 as measured by local and state assessments.

**Strategy 1:**

Building Math Vocabulary - Teachers will be exposed to and implement the Six Step process to teaching vocabulary which is outlined by Dr. Marzano.

Research Cited: Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies, 2009.

Tier:

Activity - Six step process of building vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Curriculum Committee members will be presented with the opportunity to consult with staff members on what vocabulary will be used consistently among all grade levels. Teachers will be given the opportunity during staff meetings, professional development time, and PLC's to share, discuss, and inform.	Professional Learning			09/03/2014	05/29/2015	\$1350	General Fund	District Math Committee, Classroom teachers

**Strategy 2:**

Interactive Games - Teachers will incorporate interactive math games into their curriculum.

Research Cited: Marzano, Instructional Strategies, 2009

Tier:

Activity - EveryDay Math Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be playing interactive games on-line (eSuite) and in EveryDay Math Kits to explore and/or reinforce mathematical concepts aligned with CCSS.	Implementation			09/03/2014	05/29/2015	\$3000	General Fund	Classroom teachers

**Strategy 3:**

Technology - Teachers will develop, house curriculum units, and create assessments based on CCSS using Atlas. EveryDay Mathematics flipcharts and interactive board will be used to instruct, engage students, and reinforce concepts.

Research Cited: Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier:

## School Improvement Plan

Jackman Road Elementary School

Activity - Interactive components	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Everyday Mathematics interactive flipcharts and utilize Atlas to align, pace, and share curriculum.	Implementation			09/03/2013	05/29/2015	\$0	Other	Classroom teachers

### Strategy 4:

Math Data Digs - Teachers will participate in data digs at least three times a year with their grade level cohorts.

Research Cited: School Demonstrating Success with "Closing the Gap", profiled by the North Carolina Department of Public Instruction in a 2000 study, were more likely than others to assess students periodically for diagnostic purposes and to disaggregate the data (Evaluation Section, Division of Accountability Services, North Carolina Department of Public Instruction, 2000)

Tier:

Activity - Data Digs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with grade level teams to examine formative and summative data collected throughout the year in order to alter instruction to meet the needs of the learners.	Teacher Collaboration			09/03/2014	05/29/2015	\$1250	Title II Part A	Sherry Farnan and Classroom Teachers

## Goal 2: All students at Jackman Road Elementary will demonstrate positive behavior expectations to improve student's learning environment.

### Measurable Objective 1:

demonstrate a behavior that is respectful, responsible and safe by 05/29/2015 as measured by a 2% reduction in office referrals, detentions, and behavior plans..

### Strategy 1:

Positive Behavioral Intervention - All teachers will continue to engage in Love and Logic strategies to improve responsible behavior of all students. The school-wide Positive Behavioral Intervention will be utilized to create a proactive, team-based framework for creating and sustaining a safe and effective school, with emphasis placed on prevention of problem behavior and the development of pro-social skills.

Research Cited: "Good Ideas to Help People Develop Good Character", by the Josephson Institute for Youth Ethics; Michigan Department of Education School-Wide Positive Behavioral Interventions and Supports Implementation Guide 2010

Tier:

Activity - Love and Logic; Character Education and Behavior Management	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Jackman Road Elementary School

All teachers and support staff will review, reinforce, experience and incorporate the "Love and Logic" strategies throughout the school year.	Professional Learning			09/03/2014	05/29/2015	\$0	General Fund	Sherry Farnan, Principal; teachers and support staff
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### Strategy 2:

Creating an Environment for Learning - All teachers will create an environment for learning which motivates and focus' student learning by helping students know what is expected of them, providing students with opportunities for regular feedback and assuring students they are capable of learning challenging content and skills.

Research Cited: Classroom Instruction the Works, Dean, Hubbell, Pitler and Stone, 2012; Classroom Instruction the Works, Marzano, Pickering, and Pollock, 2001;

Fanatically Formative: Successful Learning During the Crucial K-3 Years by Bob Sornson, 2012.

Tier:

Activity - Formative and Summative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will create meaningful/purposeful assessments and then use the data from the assessments to focus instruction and intervention in specific areas of need.	Professional Learning			09/03/2014	05/29/2015	\$0	No Funding Required	Edward Manuszak, Assistant Superintendent of Instruction and Student Services; Sherry Farnan, Principal; Classroom Teachers

### Strategy 3:

Early Learning Success - Teachers in K-1 will instruct, screen, and monitor students essential skills inventory in order to develop the essential skills and behaviors they need to succeed.

Research Cited: Fanatically Formative, Successful Learning During the Crucial K-3 Years; Bob Sornson, 2012

Tier:

Activity - Teacher Training on Essential Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Jackman Road Elementary School

Teachers in 1st grade will be provided professional development by Dr. Robert Sornson, a nationally recognized expert on Early Learning Success programs. Staff will become familiar with and implement Dr. Sornson's Essential Skills Checklist. Kindergarten teachers will continue to maintain.	Professional Learning			09/03/2014	05/29/2015	\$8333	Title II Part A	Edward Manuszak, Assistant Superintendent of Instruction and Student Services; Sherry Farnan, Principal; Classroom Teachers
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**Goal 3: All students at Jackman Road Elementary will improve their informational literacy skills across the curriculum.**

**Measurable Objective 1:**

A 2% increase of All Students will demonstrate a proficiency in informational literacy in English Language Arts by 05/29/2015 as measured by Michigan state assessment.

**Strategy 1:**

Technology Informational Literacy Skills - Utilize informational literacy strategies to improve effective researching skills and analyzing valid sources.

Research Cited: Educational technology when properly applied can provide an effective means for learning. Molnar, 1997.

Common Core State Standards.

Integration of technology with curriculum increases student achievement. Significant student achievement gains for technology integrated with standards were demonstrated by an eight-year longitudinal study of SAT-I performance at New Hampshire's Brewster Academy. Bain & Ross, 2000.

Tier:

Activity - Develop pacing guides and units aligned to the Common Core State Standards utilizing Atlas Rubicon.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Jackman Road Elementary School

All teachers will collaborate by grade level to develop and align pacing guides and units to the Common Core State Standards.	Technology			09/03/2013	05/29/2015	\$0	General Fund	Eddie Manuszak, Assistant Superintendent of Curriculum and Instruction; Sherry Farnan, Principal; and Classroom Teachers
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Activity - 1:1 Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 5th grade teachers will receive direct professional development during the school year to sustain our on-going 1:1 learning initiative efforts. The 4th grade teachers will also begin to receive training during the school year.	Professional Learning			09/03/2014	05/29/2015	\$3750	Title II Part A	Eddie Manuszek, Assistant Superintendent of Curriculum and Instruction; Jennifer Earl, Instructional Technologist; Kim Powell, Instructional Technologist; 4th and 5th grade teachers

Activity - Discovery Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate Discovery Science Informational Text across the curriculum to improve informational literacy skills. This funding comes out of Technology Millage.	Technology			09/03/2014	05/29/2015	\$1695	General Fund	Classroom teachers, Educational Technologists

## School Improvement Plan

Jackman Road Elementary School

Activity - Pearson Inform	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and administrators will be trained to navigate, enter data, disaggregate data and create reports in order to drive and differentiate instruction as we continue moving toward institutionalizing the formative and summative assessments within ELA literacy development. Professional support will be coordinated with assistance from the MCISD.	Implementation			09/03/2014	05/29/2015	\$0	No Funding Required	Eddie Manuszek, Assistant Superintendent of Curriculum and Instruction; Jennifer Earl, Educational Technologist; Sherry Farnan, Principal; Classroom Teachers

Activity - Common Sense Media Digital Literacy and Citizenship Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize Digital Literacy and Citizenship Curriculum to instruct students in digital literacy skills.	Technology			09/03/2014	05/29/2015	\$0	General Fund	Eddie Manuszek; Jennifer Earl, Instructional Technologist; Kim Powell, Instructional Technologist; Sherry Farnan, Principal; and Classroom teachers

### Strategy 2:

Staff will implement direct instruction in summarization and note taking skills in social studies and science. - All teachers will provide students opportunities to interact with various informational text mediums; to include online ebooks, articles, videos, podcasts, and webinars. Traditional print sources such as magazines, newspapers, text books, journals, trade books and books will also be utilized. A district website warehouse will be coordinated to have resources available for staff to investigate, share and use.

## School Improvement Plan

Jackman Road Elementary School

Research Cited: Classroom Instruction that Works, 2nd Edition, Dr. Marzano

Tier:

Activity - Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive direct instruction on how to determine importance, take notes, and compose informational and persuasive essay from a variety of informational sources.	Direct Instruction			09/03/2014	05/29/2015	\$0	General Fund	Reading Teachers; Classroom Teachers

Activity - Professional Development for Summarizing and Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Allowing staff the ability to meet and discuss Classroom Instruction that Works, 2nd Edition, and begin to develop instructional strategies that are institutionalized. Strategies will be housed in Atlas Rubicon for district consistency and the ELA Curriculum Committee will be working collaboratively on how the scaffold by grade level or content area. Coordinated Professional Development opportunities will be organized by the Assistant Superintendent of Instruction and Student Services to allow staff the opportunity to deepen their content knowledge over this topic.	Professional Learning			09/03/2014	05/29/2015	\$1940	General Fund, Title II Part A	Principal, Classroom Teachers, Reading Specialist; Eddie Manuszak, Assistant Superintendent of Instruction and Student Services

### Strategy 3:

CAFE - All teachers will utilize CAFE framework to model and provide differentiated instruction in informational literacy skills.

Research Cited: CAFE by Gail Boushey and Joan Moser

Tier:

Activity - Literary Support Within Cafe Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Specialist and Student Intervention Providers will offer direct instruction to identified students needing additional support with the CAFE model. Also, sustained professional development will be offered to teachers across this content area and delivered by the building reading specialists. These PD opportunities are figured for 50% of each building staff for two full days or four half days to work with staff on CAFE, guided reading, and Rigby.	Implementation			09/03/2014	05/29/2015	\$137050	Title I Part A, Title II Part A	Reading Teacher; SIPs; Sherry Farnan, Principal; and Classroom Teacher

## School Improvement Plan

Jackman Road Elementary School

### Strategy 4:

ELA Data Digs - Teachers will meet three times a year in order to do data digs with their grade level cohorts.

Research Cited: School Demonstrating Success with "Closing the Gap", profiled by the North Carolina Department of Public Instruction in a 2000 study, were more likely than others to assess students periodically for diagnostic purposes and to disaggregate the data (Evaluation Section, Division of Accountability Services, North Carolina Department of Public Instruction, 2000)

Tier:

Activity - Data Digs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with grade level teams to examine formative and summative data collected throughout the year in order to alter instruction to meet the needs of the learners.	Teacher Collaboration			09/03/2014	05/29/2015	\$1250	Title II Part A	Sherry Farnan, Principal; teaching staff

### Measurable Objective 2:

A 3% increase of All Students will demonstrate a proficiency in their ability to improve as proficient writers in ELA in Writing by 05/29/2015 as measured by state and locally based assessments.

### Strategy 1:

Writing to Improve - Staff will be provided the opportunity to research best practice models of writing across the curriculum with an emphasis on informational writing.

Research Cited: National Writing Project

Tier:

Activity - Writing to Improve PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning time will be set aside for teachers to collaborate on how to teach writing and to learn new skills on how to implement writing to their students. Professional development will be coordinated with Sarah Lorenz, Director of Professional Development, Eastern Michigan Writing Project.	Professional Learning			09/03/2014	05/29/2015	\$1800	Title II Part A	Edward Manuszak, Assistant Superintendent of Curriculum and Instruction

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Interactive components	Teachers will use Everyday Mathematics interactive flipcharts and utilize Atlas to align, pace, and share curriculum.	Implementation			09/03/2013	05/29/2015	\$0	Classroom teachers

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Sense Media Digital Literacy and Citizenship Curriculum	All teachers will utilize Digital Literacy and Citizenship Curriculum to instruct students in digital literacy skills.	Technology			09/03/2014	05/29/2015	\$0	Eddie Manuszek; Jennifer Earl, Instructional Technologist; Kim Powell, Instructional Technologist; Sherry Farnan, Principal; and Classroom teachers
Six step process of building vocabulary	Math Curriculum Committee members will be presented with the opportunity to consult with staff members on what vocabulary will be used consistently among all grade levels. Teachers will be given the opportunity during staff meetings, professional development time, and PLC's to share, discuss, and inform.	Professional Learning			09/03/2014	05/29/2015	\$1350	District Math Committee, Classroom teachers

## School Improvement Plan

Jackman Road Elementary School

EveryDay Math Games	Students will be playing interactive games on-line (eSuite) and in EveryDay Math Kits to explore and/or reinforce mathematical concepts aligned with CCSS.	Implementation			09/03/2014	05/29/2015	\$3000	Classroom teachers
Discovery Education	All teachers will incorporate Discovery Science Informational Text across the curriculum to improve informational literacy skills. This funding comes out of Technology Millage.	Technology			09/03/2014	05/29/2015	\$1695	Classroom teachers, Educational Technologists
Love and Logic; Character Education and Behavior Management	All teachers and support staff will review, reinforce, experience and incorporate the "Love and Logic" strategies throughout the school year.	Professional Learning			09/03/2014	05/29/2015	\$0	Sherry Farnan, Principal; teachers and support staff
Develop pacing guides and units aligned to the Common Core State Standards utilizing Atlas Rubicon.	All teachers will collaborate by grade level to develop and align pacing guides and units to the Common Core State Standards.	Technology			09/03/2013	05/29/2015	\$0	Eddie Manuszak, Assistant Superintendent of Curriculum and Instruction; Sherry Farnan, Principal; and Classroom Teachers
Note Taking	All students will receive direct instruction on how to determine importance, take notes, and compose informational and persuasive essay from a variety of informational sources.	Direct Instruction			09/03/2014	05/29/2015	\$0	Reading Teachers; Classroom Teachers
Professional Development for Summarizing and Note Taking	Allowing staff the ability to meet and discuss Classroom Instruction that Works, 2nd Edition, and begin to develop instructional strategies that are institutionalized. Strategies will be housed in Atlas Rubicon for district consistency and the ELA Curriculum Committee will be working collaboratively on how the scaffold by grade level or content area. Coordinated Professional Development opportunities will be organized by the Assistant Superintendent of Instruction and Student Services to allow staff the opportunity to deepen their content knowledge over this topic.	Professional Learning			09/03/2014	05/29/2015	\$1350	Principal, Classroom Teachers, Reading Specialist; Eddie Manuszak, Assistant Superintendent of Instruction and Student Services

**School Improvement Plan**

Jackman Road Elementary School

**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Pearson Inform	All teachers and administrators will be trained to navigate, enter data, disaggregate data and create reports in order to drive and differentiate instruction as we continue moving toward institutionalizing the formative and summative assessments within ELA literacy development. Professional support will be coordinated with assistance from the MCISD.	Implementation			09/03/2014	05/29/2015	\$0	Eddie Manuszek, Assistant Superintendent of Curriculum and Instruction; Jennifer Earl, Educational Technologist; Sherry Farnan, Principal; Classroom Teachers
Formative and Summative Assessment	Staff will create meaningful/purposeful assessments and then use the data from the assessments to focus instruction and intervention in specific areas of need.	Professional Learning			09/03/2014	05/29/2015	\$0	Edward Manuszak, Assistant Superintendent of Instruction and Student Services; Sherry Farnan, Principal; Classroom Teachers

**Title I Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

Jackman Road Elementary School

Literary Support Within Cafe Model	Reading Specialist and Student Intervention Providers will offer direct instruction to identified students needing additional support with the CAFE model. Also, sustained professional development will be offered to teachers across this content area and delivered by the building reading specialists. These PD opportunities are figured for 50% of each building staff for two full days or four half days to work with staff on CAFE, guided reading, and Rigby.	Implementation			09/03/2014	05/29/2015	\$133450	Reading Teacher; SIPs; Sherry Farnan, Principal; and Classroom Teacher
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### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development for Summarizing and Note Taking	Allowing staff the ability to meet and discuss Classroom Instruction that Works, 2nd Edition, and begin to develop instructional strategies that are institutionalized. Strategies will be housed in Atlas Rubicon for district consistency and the ELA Curriculum Committee will be working collaboratively on how the scaffold by grade level or content area. Coordinated Professional Development opportunities will be organized by the Assistant Superintendent of Instruction and Student Services to allow staff the opportunity to deepen their content knowledge over this topic.	Professional Learning			09/03/2014	05/29/2015	\$590	Principal, Classroom Teachers, Reading Specialist; Eddie Manuszak, Assistant Superintendent of Instruction and Student Services
Literary Support Within Cafe Model	Reading Specialist and Student Intervention Providers will offer direct instruction to identified students needing additional support with the CAFE model. Also, sustained professional development will be offered to teachers across this content area and delivered by the building reading specialists. These PD opportunities are figured for 50% of each building staff for two full days or four half days to work with staff on CAFE, guided reading, and Rigby.	Implementation			09/03/2014	05/29/2015	\$3600	Reading Teacher; SIPs; Sherry Farnan, Principal; and Classroom Teacher
Writing to Improve PD	Professional learning time will be set aside for teachers to collaborate on how to teach writing and to learn new skills on how to implement writing to their students. Professional development will be coordinated with Sarah Lorenz, Director of Professional Development, Eastern Michigan Writing Project.	Professional Learning			09/03/2014	05/29/2015	\$1800	Edward Manuszak, Assistant Superintendent of Curriculum and Instruction

## School Improvement Plan

Jackman Road Elementary School

Data Digs	Teachers will meet with grade level teams to examine formative and summative data collected throughout the year in order to alter instruction to meet the needs of the learners.	Teacher Collaboration			09/03/2014	05/29/2015	\$1250	Sherry Farnan and Classroom Teachers
Data Digs	Teachers will meet with grade level teams to examine formative and summative data collected throughout the year in order to alter instruction to meet the needs of the learners.	Teacher Collaboration			09/03/2014	05/29/2015	\$1250	Sherry Farnan, Principal; teaching staff
1:1 Initiative	The 5th grade teachers will receive direct professional development during the school year to sustain our on-going 1:1 learning initiative efforts. The 4th grade teachers will also begin to receive training during the school year.	Professional Learning			09/03/2014	05/29/2015	\$3750	Eddie Manuszek, Assistant Superintendent of Curriculum and Instruction; Jennifer Earl, Instructional Technologist; Kim Powell, Instructional Technologist; 4th and 5th grade teachers
Teacher Training on Essential Skills	Teachers in 1st grade will be provided professional development by Dr. Robert Sornson, a nationally recognized expert on Early Learning Success programs. Staff will become familiar with and implement Dr. Sornson's Essential Skills Checklist. Kindergarten teachers will continue to maintain.	Professional Learning			09/03/2014	05/29/2015	\$8333	Edward Manuszak, Assistant Superintendent of Instruction and Student Services; Sherry Farnan, Principal; Classroom Teachers