



Tri County Area Schools
Academics • Arts • Athletics • Achievement

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Sand Lake Elementary

2008-2009
School Improvement Plan

STRAND 1: TEACHING FOR LEARNING

STANDARD 1: CURRICULUM

Benchmark A: Aligned, Reviewed, and Monitored

1. Curriculum Documents- the current curriculum is a combination of the Michigan Framework, GLCE's, and the Tri-County Area Schools expectations per grade level as well as subject area.
2. Standards Alignment- the core subject matter is aligned with the above standards.
3. Articulated Design- The curriculum is aligned by the use of maps, grade level meetings, scope and sequence calendars, district wide meetings, and the interpretation of the GLCE's and Michigan Framework.
4. Curriculum Review-Curriculum is reviewed and revised annually by members of the curriculum council. Recommendations are made by curriculum committees as necessary.
5. Inclusive-Staff members collaboratively work to differentiate the curriculum to meet the needs of all students regardless of their academic ability. All students participate in the general education curriculum.

Benchmark B: Communicated

1. Staff-Staff is involved in reflecting and engaging the current curriculum during grade level meetings and district wide meetings. All grade levels currently have a scope and sequence map to aid in the delivery of instruction.
2. Students-Students are given many opportunities to preview upcoming lessons and expectations of the curriculum. For example: rubrics and pretests.
3. Parents-Parents are given information regarding the curriculum through many different resources. For example: weekly newsletters, sampling of student achievement, district website, report cards, and conferences.

STANDARD 2: INSTRUCTION

Benchmark A: Planning

1. Content Appropriateness-Teachers are engaged in the planning and alignment of lessons to meet the requirements of the districts curriculum.
2. Developmental Appropriateness- Emphasis is put on the student's ability and development to ensure content is appropriate for the given expectation. Teachers take an active role in providing appropriate lessons for the variety of learning styles as well as the individual needs of each learner. Best Practices are constantly implemented as defined by the State of Michigan.

3. Reflection and Refinement-Response to Intervention Teams meet regularly to discuss and develop plans to make all students successful.

Benchmark B: Delivery

1. Delivered Curriculum-The current curriculum is aligned with the Michigan Framework Curriculum and is implemented in a manner to ensure that each student is actively engaged in learning. A system is in place for teachers to discuss best practices.
2. Best Practice-Teachers actively use research-based instruction that is differentiated to meet the needs of all of the wide variety of students that they come in contact with. When appropriate and available teachers engage children in learning through the wide area of technology. Staff will use technology when it is available, however currently our school is lacking technological resources.
3. Student Engagement-Students are actively engaged in learning through a variety of teaching methods including: inquiry based learning with real life context. Cross Curriculum activities are also available when appropriate.

STANDARD 3: ASSESSMENT

Benchmark A: Aligned to Curriculum and Instruction

1. Alignment/Content Validity-Care is given to ensure that assessments are created and aligned to the objectives of the current curriculum and the Michigan Curriculum Framework. Lessons are designed around the assessment objectives of a given unit.
2. Consistency/Reliability-Assessments comply with the majority of the assessment standards of the Michigan Curriculum Framework. There is evidence that the bias in assessments has been thoroughly looked at and eliminated in the tests given by the staff.
3. Multiple Measures-Teachers evaluate and monitor student progress through many different measures. For example, Meap, district wide assessments, informal and formal classrooms observations, and staff produced examinations, and student portfolios.

Benchmark B: Data Reporting and Use

1. Reporting-Schedules are given in order to provide a timely manner to perform and complete district wide assessments. Data is reported to staff quarterly. Feedback is provided to parents and students in a timely fashion through mid terms, report cards, and weekly folders.
2. Informs Curriculum and Instruction-Data is analyzed and reviewed by grade level teams as well as, the ancillary staff. Decisions are based on the data and intervention procedures are implemented to ensure further success.

3. Meets Students Needs-Data is analyzed and when appropriate used to drive instruction to meet the needs of a wide range of learners. If age appropriate students are involved in a self-monitoring program to meet their goals. Students are continually reassessed to ensure they are making adequate gains.

STRAND II: LEADERSHIP
STANDARD 1: INSTRUCTIONAL LEADERSHIP

Benchmark A: Educational Program

1. Knowledge of Curriculum, Instruction, and Assessment-School leaders are frequently involved in the participation of school improvement teams. They frequently give their expertise to ensure quality instruction and assessments are given.
2. Knowledge and Use of Data-School leaders frequently provide the opportunity for staff to participate in professional development that encourages use of multiple types and sources of data to ensure and support student learning.
3. Technology-When available school leaders provide training and exploration of the different modes of technology that can be used to support the curriculum.
4. Knowledge of Student Development and Learning-Staff and School leaders analyze data from multiple sources when guiding school improvement.
5. Knowledge of Adult Learning-School leaders demonstrate their understanding that adults learn best when given the opportunity to direct their own learning through the provision of professional development.
6. Change Agent-School leaders recognize the importance of making necessary changes in the environment to provide constant improvement.
7. Focus on Student Result-Data is analyzed and reviewed to drive instruction to meet the academic and social needs of all students.

Benchmark B: Instructional Support

1. Monitoring-Through analyzing Data, monitoring student achievement, classroom observations as well as hallway interaction school leaders are constantly looking to improve the school environment.
2. Coaching and Facilitating-School leaders play an active role in providing feedback and support based on their observations and analyzing of data.
3. Evaluation-School leaders give feedback to staff as needed based on data and observations.
4. Clear Expectations-School leaders communicate periodically with staff, students, parents, and the community so that all school policies and procedures are clearly understood.
5. Collaboration and Communication-School leaders provide opportunities for staff members to communicate about teaching and learning through bi-monthly grade level meetings, common planning time, staff meetings and professional development opportunities.

STANDARD 2: SHARED LEADERSHIP

Benchmark A: School Culture and Climate

1. Safe and Orderly-MIBLSI is in place and the building runs smooth with staff and students knowing their expectations.
2. Learning Focused-Students are aware of their expectations both academically and behaviorally and know the consequences when the expectations are not met.
3. Inclusive and Equitable-All students participate in the general education curriculum.
4. Collaborative Inquiry-Staff demonstrate competency in their content area and/or grade level through teaching practices and staff collaboration.
5. Data-Driven Culture-Ancillary staff provides monthly updates on current data and assists in the intervention process.
6. Collaborative Decision-Making Process-Staff is involved in the decision making process of implementing programs that will enhance the school and community relationship.

Benchmark B: Continuous Improvement

1. Shared Vision and Mission-School Leaders articulate high expectations for their students by creating a clear vision and defining the goals of the school. Letters of communication are delivered to all community members periodically.
2. Results-Focused Plan-The school developed written plan outlines the strategies, procedures, and goals to ensure school success. The plan meets the state and federal mandates.
3. Implemented-The community and the school recognize the importance of student achievement and support the plan.
4. Monitored-Review of data collected monthly is constantly analyzed and reviewed to ensure a quality program is in place. Adjustments are made as needed.

STANDARD 3: OPERATIONAL AND RESOURCE MANAGEMENT

Benchmark A: Resource Allocation

1. Human Resources-All teaching staff demonstrate competency in their content area and/or grade level through teaching practices and staff collaboration.
2. Fiscal-Staff is provided with necessary resources to support their teaching goals.
3. Equipment and Materials-Based on the area of need staff is provided the appropriate equipment and material to support learning goals.
4. Time-Effort is made to provide teachers with the support needed to complete learning goals.
5. Space-Staff work collaboratively to provide the space needed to support the learning goals.

Benchmark B: Operational Management

1. State and Federal-School leaders provide training and materials to implement state and federal mandates, regulations and rules.
2. District-School leaders communicate as needed with staff, students, parents, and the community so that all school policies are clearly understood.
3. School-Surveys are periodically conducted to ensure that all policies and procedures are being met.

STRAND 3: PERSONNEL AND PROFESSIONAL LEARNING STANDARD 1: PERSONNEL QUALIFICATIONS

Benchmark A: Requirements

1. Certification/Requirements-All staff is currently highly qualified and proper documentation is on file.
2. NCLB(highly qualified)-Currently all staff are teaching in their specialized field.

Benchmark B: Skills, Knowledge, and Dispositions

1. Content Knowledge-Staff is provided with multiple opportunities for professional development to enhance their content knowledge and then apply it into their teaching field.
2. Communication-Staff communicates regularly through e-mails, phone calls, newsletters, and open houses to ensure that parents are well informed.
3. School/Classroom Management-The MIBLSI program is currently implemented to provide a systematic approach to instructional delivery to maximize student learning.
4. Collaboration-Staff members consistently meet to discuss the current levels of student learning and possible differentiated instructional models.
5. Student Centered-Staff are consistently meeting to ensure that student needs come first.
6. Technology-When available teachers implement technology into their curriculum to support and enhance the educational well being of the student body.

Strand 2: PROFESSIONAL LEARNING

Benchmark A: Collaboration

1. Staff Participates in Learning Teams-Periodically staff meets across the curriculum to ensure that the needs of students are being met.
2. Staff Collaboratively Analyze Student Work-Bi-monthly grade levels and district level meetings are in place in which student performance is analyzed.

Benchmark B: Content and Pedagogy

1. Uses Best Practices-All professional development, driven by district standards and student data, is based on current research and best practices and has been shown to demonstrate effectiveness in classroom application.
2. Applies Curriculum Content-Through professional development there is a school-wide practice of integrating core skills into all content areas.
3. Induction/Mentoring/Coaching-A program is in place for all new staff to participate in professional development prior to the start of classes in the fall. Also each new staff member is assigned a mentor teacher who has experience in their related field for four years.

Benchmark C: Alignment

1. Aligned-A committee of staff members from the district identifies needs within the district to correlate professional development with curriculum needs.
2. Job-embedded-Experience staff members provide training to their colleagues to enhance relevant and meaningful instruction. Bi-monthly meetings are held to discuss and give feedback to fellow colleagues.
3. Results-Driven-The evaluation of the results is analyzed to determine the level of support that may be needed and provide any follow-up activities.

STRAND 4: SCHOOL AND COMMUNITY RELATIONS

STANDARD 1: PARENT/FAMILY INVOLVEMENT

Benchmark A: Communication

1. Methods-A variety of tools are used to meet the needs of communicating effectively with all parents to enhance parent/school relationship. Meetings, Mailings and the District website provide multiple sources of communication.
2. Diversity-All children/parents are treated equally and fairly regardless of their economic status, culture, beliefs or language.

Benchmark B: Engagement

1. Volunteering-Parents are encouraged to volunteer their services whenever they are available and in a capacity in which they feel their talents can best be used.
2. Extended Learning Opportunities-The school provides numerous opportunities for parents to learn how to improve their own skills and support their children's learning through classes, seminars, print material and direct contact with their child's teacher. Periodically opportunities are provided to families to become knowledgeable about their child's educational program.
3. Decision Making-Currently parents are invited to sit on the district wide curriculum committee and are involved in the student improvement plan. The

Booster Club takes an active role in encouraging the improvement of student achievement.

STANDARD 2: COMMUNITY INVOLVEMENT

Benchmark A: Communication

1. Methods-The use of newsletters, e-mails, and community events, the local newspaper, and district mailings are just a few examples of how communication is used to promote community involvement.
2. Diversity-Diversity is taken into account when communicating with the community.

Benchmark B: Engagement

1. Business Community-The school has established partnerships with local businesses to supplement human and health services to students and families.
2. Educational Institutions-Higher level educational institutions have joined forces in creating higher level activities to increase student achievement and further enhance our curriculum.
3. Community Agencies-Services are coordinated with local agencies to provide a network of social services for students and families of the community.
4. Collaboration-Opportunities are provided to enhance the working relationship between the school and local agencies by donating a variety of services and programs to support student achievement.

STRAND 5: DATA & INFORMATION MANAGEMENT

STANDARD 1: DATA MANAGEMENT

Benchmark A: Data Generation, Identification, and Collection

1. Purpose-A data system is in place to provide feedback to staff in order to increase student achievement.
2. Systematic-Identified data is turned in on a predetermined schedule and entered by school leaders into a district wide data base.
3. Multiple Types-Data is segregated in a variety of ways.
4. Multiple Sources-There is dialogue in the school about expanding the variety and sources of data, with attention to using various methods to collect comparable indicators.
5. Technical Quality-Data is entered and compared to ensure reliability and validity district wide. It is available to staff to analyze and promote further student achievement.

Benchmark B: Data Accessibility

1. Retrievable-A few school staff are investigating extending data management processes to meet their needs or assist colleagues or school committees.
2. Security-The school is currently dependent on outside sources for processing data. Recently a new program was purchased to help with the management of data and is currently being implemented.

Benchmark C: Data Support

1. Process-Currently, minimal expertise exists in data management or the formatting of data.
2. Tools- Recent data collection and management program has been installed and will provide staff the opportunity to compare data across grade levels, time, and groups.

STANDARD 2: INFORMATION MANAGEMENT

Benchmark A: Analysis and Interpretation

1. Analysis- Little information has been provided with the current data system in place therefore making it difficult to do comparisons across groups. Analyzing past data has been beneficial in driving instructional practices to increase student achievement. The efficacy of a few programs and practices is analyzed based on data in the system. Currently, our system is unable to aggregate and disaggregate data over multiple years. Benchmark data is used to improve student achievement and drive instructional practices and interventions within the classroom.
2. Dialogue about Meaning- From an analysis of the school's data, there is an interest among the teaching staff to analyze and discuss the meaning of the derived information. Staff is beginning to understand the importance of having dialogue about data and then providing constructive ideas to their colleagues on approaches to instruction. Through departmental meetings, the staff is encouraging one another to change or alter instructional methods or models that are currently in place when shown to be ineffective based on collected data.

Benchmark B: Applications

1. Dissemination-Data is shared internally and analyzed and interpreted by staff in order to make informed decisions about curricular decisions and instructional models and methods.
2. Data-Driven Decisions-The use of data to support decision making is viewed as important in some contexts, but not all. The data system is used to support some decisions about many students. The Response to Intervention Model is in place and provides monitoring and evaluation of student achievement in order to make instructional decisions based on student data.