

# School Improvement Plan

## Title I - Targeted Assistance

### Single Building District

School Year: 2011 - 2012

ISD/RESA: Copper Country ISD

School Name: Arvon Township School

Grades Served: K,1,2,3,4,5,6

Principal: Mr. Dennis Harbour

Building Code: 00128

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

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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. 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.

## School Information

School:	Arvon Township School
District:	Arvon Township School District
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5,6
School Code Number:	00128
City:	SKANEE
State/Province:	Michigan
Country:	United States

# Vision, Mission and Beliefs

## **Vision Statement**

Arvon Township School is a place for the community to gather around its children to nurture academic, individual and social growth.

## **Mission Statement**

Arvon Township School will set a strong academic foundation to ensure all students succeed in scholastic endeavors within a clean, safe, disciplined and attractive learning community. The ultimate mission of the Arvon Township School, in partnership with homes and community, is to provide a collaborative learning environment that enables all students to become respectful, self-motivated, independent learners who can successfully adapt and contribute to our ever-changing society.

## **Beliefs Statement**

Arvon Township believes that all students can learn essential skills at each grade level, regardless of family background, socioeconomic level or gender. We believe that the small multi-age environment of Arvon Township School offers collaborative learning opportunities. It provides younger students with more exposure to higher-level concepts and older students with more reinforcement of previously learned skills.

## Goals

Name	Development Status	Progress Status
Adequate Yearly Progress English Language Arts	Complete	Open
Adequate Yearly Progress in Mathematics	Complete	Open
Adequate Yearly Progress in Science	Complete	Open
Adequate Yearly Progress in Social Studies	Complete	Open

### Goal 1: Adequate Yearly Progress English Language Arts

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will increase skills in the area of reading comprehension and writing across the curriculum schoolwide.

**Gap Statement:** The number of students enrolled within the tested grades was less than ten. Therefore, statistical averages for each area cannot be published without compromising student confidentiality.

**Cause for Gap:** Instructional staff will continue to use district approved materials and plan and implement differentiated instruction for students.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Arvon Township School currently uses MEAP tests and DIBELS testing as part of a formal testing program to evaluate the progress of students in comparison to state and national standards. Arvon Township School will continue to assess district performance benchmarks with assessments designed by curriculum materials and individual teachers.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Within the next three years all students K-6 will demonstrate proficiency or higher in the content area of English Language Arts at their grade level as demonstrated on the MEAP and DIBELS assessments.

**Contact Name:** Kristina Waara

#### List of Objectives:

Name	Objective
Demonstrate Proficiency in English Language Arts	All students will achieve a score of at least 85% when assessed using classroom designed assessments and all students will meet the 85% AYP target by the end of the 2011-2012 school year.

## 1.1. Objective: Demonstrate Proficiency in English Language Arts

**Measurable Objective Statement to Support Goal:** All students will achieve a score of at least 85% when assessed using classroom designed assessments and all students will meet the 85% AYP target by the end of the 2011-2012 school year.

### List of Strategies:

Name	Strategy
Supplemental Educational Activities	Paraprofessionals and teachers will provide support using the Accelerated Reader Program to increase reading comprehension skills. DIBELS benchmark testing and progress monitoring is in place. Read Naturally is provided for those students who do not meet benchmarks.
Supplemental Educational Services	Paraprofessionals will provide small group and one-on-one support for students in core curriculum to ensure continuous engagement and to increase reading comprehension skills.
Supplemental Materials	The school will purchase supplemental materials, including periodicals, to enhance core curriculum areas and increase reading and writing skills in the areas of visual-motor development, vocabulary development and early intervention skills.
Technology Purchases	Arvon Township School will make purchases in technology to provide equipment that promotes the integration of reading in core content areas with technology in the classroom.

### 1.1.1. Strategy: Supplemental Educational Activities

**Strategy Statement:** Paraprofessionals and teachers will provide support using the Accelerated Reader Program to increase reading comprehension skills. DIBELS benchmark testing and progress monitoring is in place. Read Naturally is provided for those students who do not meet benchmarks.

#### Selected Target Areas

- I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
- I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.
- I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

#### Other Required Information for Strategy

Annual MEAP Test Item Analysis, DIBELS benchmark scores, classroom assessments, professional

judgement and Individual Student Plans are used to identify curriculum areas that need improvement.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Accelerated Reader Program	2011-07-01	2012-06-30	Teaching staff will be responsible for implementing the program in their own classroom. Paraprofessionals will be utilized as needed to provide student support.

**1.1.1.1. Activity: Accelerated Reader Program**

**Activity Description:** Teaching staff will introduce and use the Accelerated Reader Program schoolwide and provide, along with paraprofessionals, student support as needed. Teaching staff will be responsible for monitoring individual student progress in the program.

**Planned staff responsible for implementing activity:** Teaching staff will be responsible for implementing the program in their own classroom. Paraprofessionals will be utilized as needed to provide student support.

**Actual staff responsible for implementing activity:** Teachers and paraprofessional staff are responsible for implementing this activity.

**Planned Timeline:** Begin Date - 2011-07-01, End Date - 2012-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Accelerated Reader	Other	600.00	

**1.1.2. Strategy: Supplemental Educational Services**

**Strategy Statement:** Paraprofessionals will provide small group and one-on-one support for students in core curriculum to ensure continuous engagement and to increase reading comprehension skills.

**Selected Target Areas**

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

I.2.B.1 The school assures that students have the supports they need to meet the required

standards/expectations. Teachers expect and provide opportunities for students to use many and varied approaches to demonstrate competency. The school continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

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

I.3.B.2 The school regards data as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers as well as teacher teams continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

II.3.A.2 School leaders use their fiscal resources to implement, supplement or extend school improvement plan activities that support the teaching and learning goals.

III.1.B.5 Instruction at the school is student-centered. Staff view each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

### Other Required Information for Strategy

Annual MEAP Test Item Analysis, DIBELS benchmark testing, classroom assessments and professional judgement is used to identify curriculum areas that need improvement.

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Title I Paraprofessionals Classroom Support	2010-07-01	2012-06-30	Administrator and school board will hire qualified personnel. Teachers will direct paraprofessionals in the classroom.

### 1.1.2.1. Activity: Title I Paraprofessionals Classroom Support

**Activity Description:** Paraprofessionals will provide small group and one-on-one support for students in core curriculum and technology applications in the classroom.

**Planned staff responsible for implementing activity:** Administrator and school board will hire qualified personnel. Teachers will direct paraprofessionals in the classroom.

**Actual staff responsible for implementing activity:** Classroom teachers and paraprofessionals will be responsible for implementing this activity.

**Planned Timeline:** Begin Date - 2010-07-01, End Date - 2012-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title I Paraprofessionals in the Classroom	Title I Part A	3,987.80	

### 1.1.3. Strategy: Supplemental Materials

**Strategy Statement:** The school will purchase supplemental materials, including periodicals, to enhance core curriculum areas and increase reading and writing skills in the areas of visual-motor development, vocabulary development and early intervention skills.

**Selected Target Areas**

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

**Other Required Information for Strategy**

DIBELS benchmark scores and analysis of progress monitoring will be used to support this strategy.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Supplemental Materials	2011-07-01	2012-06-30	Teachers will confer with Title I paraprofessionals to determine what materials will be purchased.

#### 1.1.3.1. Activity: Supplemental Materials

**Activity Type:** Professional Development

**Activity Description:** Instructional staff will review available materials and determine what supplemental materials will be purchased to enhance reading and writing experiences in the classroom. These supplemental materials will be used by Title I paraprofessionals to engage students in learning essential skills.

**Planned staff responsible for implementing activity:** Teachers will confer with Title I paraprofessionals to determine what materials will be purchased.

**Actual staff responsible for implementing activity:** Title I paraprofessionals will use the supplemental materials in the classroom while working with targeted students.

**Planned Timeline:** Begin Date - 2011-07-01, End Date - 2012-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Supplemental Materials	Title I Part A	64.80	

### 1.1.4. Strategy: Technology Purchases

**Strategy Statement:** Arvon Township School will make purchases in technology to provide equipment that promotes the integration of reading in core content areas with technology in the classroom.

**Selected Target Areas**

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
II.2.A.2 All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.
III.1.B.6 All staff is skilled in the use of technology for communication, teaching and learning and information management. They mentor and guide their students in the effective use of technology to meet high standards.

**Other Required Information for Strategy**

MEAP test item analysis, DIBELS benchmark scores and progress monitoring results along with classroom assessments, teacher designed tests and professional judgement were used to support this strategy.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Technology Purchases	2011-07-01	2012-06-30	Teachers and Title I paraprofessionals will use technology in the classroom to create new learning environments for students that meet Michigan Educational Technology Standards.

### 1.1.4.1. Activity: Technology Purchases

**Activity Description:** Arvon Township School will purchase an Interactive Whiteboard, projector, multi-media cart, desk top computer, an Internet filtering appliance and associated software to integrate and advance technology into curriculum and instruction.

**Planned staff responsible for implementing activity:** Teachers and Title I paraprofessionals will use technology in the classroom to create new learning environments for students that meet Michigan Educational Technology Standards.

**Actual staff responsible for implementing activity:** Teachers and administrators will determine what purchases to make and teaching staff and Title I paraprofessionals will integrate technology in the classroom.

**Planned Timeline:** Begin Date - 2011-07-01, End Date - 2012-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Grant Monies	Title II Part D	3,037.00	

## Goal 2: Adequate Yearly Progress in Mathematics

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All students will maintain their skills in mathematics across the curriculum schoolwide.

**Gap Statement:** The number of students enrolled within tested grades was less than ten. Therefore, statistical averages for each area cannot be published without compromising student confidentiality.

**Cause for Gap:** Instructional staff will continue to use district approved materials and plan and implement differentiated instruction for students.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Arvon Township School currently uses MEAP tests as part of a formal testing program to evaluate the progress of students in comparison to state standards. Arvon Township School will continue to assess district performance benchmarks with assessments designed by curriculum materials and individual teachers.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** At the end of a three year period 90% of all students will demonstrate proficiency or higher in the content area of Mathematics as demonstrated on the MEAP and students will earn an

85% when tested using curriculum designed tests and teacher created assessments and classroom projects.

**Contact Name:** Lori Johnson

**List of Objectives:**

Name	Objective
Demonstrate proficiency in Mathematics	All students will increase their skills in the areas of numbers and operations, computation, measurement, geometry and probability so the percentage of students proficient on the MEAP assessments increases by 5% at their grade level.

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## 2.1. Objective: Demonstrate proficiency in Mathematics

**Measurable Objective Statement to Support Goal:** All students will increase their skills in the areas of numbers and operations, computation, measurement, geometry and probability so the percentage of students proficient on the MEAP assessments increases by 5% at their grade level.

**List of Strategies:**

Name	Strategy
Professional Development/Learning	Teachers and paraprofessionals will receive professional development training throughout the year to enhance skills and help to increase skills in all areas of mathematics. Professional development opportunities are chosen to meet goals of the School Improvement Plan.
Supplemental Educational Services	Paraprofessionals will provide small group and one-on-one support for students in core curriculum and technology applications to ensure continuous engagement and to increase mathematical skills.

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### 2.1.1. Strategy: Professional Development/Learning

**Strategy Statement:** Teachers and paraprofessionals will receive professional development training throughout the year to enhance skills and help to increase skills in all areas of mathematics. Professional development opportunities are chosen to meet goals of the School Improvement Plan.

**Selected Target Areas**

III.2.A.1 Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.
III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

III.2.C.1 Professional development is strategically aligned with the school improvement plan. The expected outcome from these initiatives is an increase in student achievement.

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

**Other Required Information for Strategy**

The adequate yearly progress report has and will continue to be used to determine professional development needs. School Improvement goals will also be used to determine professional development.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional Development/Learning	2011-07-01	2012-06-30	The administrator, along with teachers, will determine professional development days and the administrator will approve substitute teachers for the classroom. The administrator will share upcoming professional development opportunities with the staff.

**2.1.1.1. Activity: Professional Development/Learning**

**Activity Description:** Paraprofessionals will attend at least 1 day of professional development each year. Teaching staff will attend at least 30 hours of professional development sessions per year. All professional development opportunities will include areas that are pertinent to our district and align with our School Improvement Plan. New hires will participate in mentoring. Collegial relationships will be built within the broader education community through the Copper Country Intermediate School District and other rural schools in the area.

**Planned staff responsible for implementing activity:** The administrator, along with teachers, will determine professional development days and the administrator will approve substitute teachers for the classroom. The administrator will share upcoming professional development opportunities with the staff.

**Actual staff responsible for implementing activity:** Teachers and paraprofessional staff are responsible for implementing the activity.

**Planned Timeline:** Begin Date - 2011-07-01, End Date - 2012-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Grant monies	Other	0.00	0.00

**2.1.2. Strategy: Supplemental Educational Services**

**Strategy Statement:** Paraprofessionals will provide small group and one-on-one support for students in core curriculum and technology applications to ensure continuous engagement and to increase mathematical skills.

**Selected Target Areas**

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students that results in a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.
I.2.B.1 The school assures that students have the supports they need to meet the required standards/expectations. Teachers expect and provide opportunities for students to use many and varied approaches to demonstrate competency. The school continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
I.2.B.2 There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
I.3.B.2 The school regards data as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers as well as teacher teams continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.
II.3.A.2 School leaders use their fiscal resources to implement, supplement or extend school improvement plan activities that support the teaching and learning goals.
III.1.B.5 Instruction at the school is student-centered. Staff view each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

**Other Required Information for Strategy**

Annual MEAP and/or classroom assessments, unit tests, and professional judgement is used to identify curriculum areas that need improvement.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Paraprofessional Math	2011-	2012-	Paraprofessionals and teachers will develop a student-centered

Support	07-01	06-30	approach for implementing Title I services in the classroom.
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### 2.1.2.1. Activity: Paraprofessional Math Support

**Activity Description:** Paraprofessionals will provide small group and one-on-one support for students in core curriculum and technology applications to ensure continuous engagement and to increase mathematical skills.

**Planned staff responsible for implementing activity:** Paraprofessionals and teachers will develop a student-centered approach for implementing Title I services in the classroom.

**Actual staff responsible for implementing activity:** Teachers and Title I staff are responsible for implementing the activity in the classroom.

**Planned Timeline:** Begin Date - 2011-07-01, End Date - 2012-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title I Paraprofessionals	Title I Part A	3,987.80	

## Goal 3: Adequate Yearly Progress in Science

**Content Area:** Science

**Development Status:** Complete

**Student Goal Statement:** All students will maintain or increase skills in general science and scientific inquiry across the curriculum schoolwide.

**Gap Statement:** The number of students enrolled within the tested grades was less than ten. Therefore, statistical averages for each area cannot be published without compromising student confidentiality.

**Cause for Gap:** All staff will teach from district approved materials and plan differentiated instruction to meet student needs.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Arvon Township School currently uses MEAP standardized tests as part of a formal testing program to evaluate the progress of students in comparison to state and national standards. Arvon Township School will also continue to assess district performance benchmarks by using curriculum designed assessments and materials and by teacher designed assessments and projects.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Over the next three years 80% of all students will demonstrate proficiency or higher in the content area of Science as demonstrated on the MEAP assessments and other district approved curriculum materials.

**Contact Name:** Lori Johnson

**List of Objectives:**

Name	Objective
Demonstrate proficiency in Science	All students will achieve a score of at least 80% when assessed using classroom designed assessments.

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### 3.1. Objective: Demonstrate proficiency in Science

**Measurable Objective Statement to Support Goal:** All students will achieve a score of at least 80% when assessed using classroom designed assessments.

**List of Strategies:**

Name	Strategy
Professional Development	Teachers and paraprofessionals will receive professional development training throughout the year to enhance skills and therefore help to increase general knowledge, scientific inquiry and investigation.
Supplemental Educational Services	Paraprofessionals will provide small group and one-on-one support for students in core curriculum and technology applications to ensure continuous engagement and increase Science skills.

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#### 3.1.1. Strategy: Professional Development

**Strategy Statement:** Teachers and paraprofessionals will receive professional development training throughout the year to enhance skills and therefore help to increase general knowledge, scientific inquiry and investigation.

**Selected Target Areas**

III.2.A.1 Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.
III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.
III.2.C.1 Professional development is strategically aligned with the school improvement plan. The expected

outcome from these initiatives is an increase in student achievement.  
 III.2.C.2 Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

**Other Required Information for Strategy**

Annual MEAP Test Item Analysis, classroom assessments, Individual Learning Plans and professional judgement is used to identify curriculum areas to be improved upon.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional Development	2011-07-01	2012-06-30	Administrator, teachers and paraprofessionals

**3.1.1.1. Activity: Professional Development**

**Activity Description:** Paraprofessionals will attend at least one session/day of professional development each year. Teaching staff will attend at least 30 hours of professional development per year. All professional development opportunities will include areas that meet School Improvement goals. New hires will participate in mentoring. Collegial relationships will be built within the broader education community through the Copper Country Intermediate School District and other rural schools in the area.

**Planned staff responsible for implementing activity:** Administrator, teachers and paraprofessionals

**Actual staff responsible for implementing activity:** Teachers and paraprofessional staff

**Planned Timeline:** Begin Date - 2011-07-01, End Date - 2012-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Other	0.00	0.00

**3.1.2. Strategy: Supplemental Educational Services**

**Strategy Statement:** Paraprofessionals will provide small group and one-on-one support for students in core curriculum and technology applications to ensure continuous engagement and increase Science skills.

**Selected Target Areas**

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

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

I.2.B.1 The school assures that students have the supports they need to meet the required standards/expectations. Teachers expect and provide opportunities for students to use many and varied approaches to demonstrate competency. The school continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.3.B.2 The school regards data as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers as well as teacher teams continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

I.3.B.3 All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher and parent. In order to assure success of all students, a school-wide system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

II.3.A.2 School leaders use their fiscal resources to implement, supplement or extend school improvement plan activities that support the teaching and learning goals.

III.1.B.5 Instruction at the school is student-centered. Staff view each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

**Other Required Information for Strategy**

Annual MEAP Test Item Analysis, classroom assessments, Unit Tests, Individual Learning Plans and professional judgement is used to identify curriculum areas that need improvement.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Paraprofessional Support	2010-07-01	2012-06-30	Teachers will direct paraprofessional activities in the classroom.

**3.1.2.1. Activity: Paraprofessional Support**

**Activity Description:** Paraprofessionals will work in small groups or one-on-one with students in the classroom.

**Planned staff responsible for implementing activity:** Teachers will direct paraprofessional activities in the classroom.

**Actual staff responsible for implementing activity:** Teachers and paraprofessional staff will be responsible for attending professional development opportunities.

**Planned Timeline:** Begin Date - 2010-07-01, End Date - 2012-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title I Paraprofessionals in the Classroom	Title I Part A	3,987.80	

## Goal 4: Adequate Yearly Progress in Social Studies

**Content Area:** Social Studies

**Development Status:** Complete

**Student Goal Statement:** All students will maintain and/or increase their skills in Social Studies across the curriculum schoolwide.

**Gap Statement:** The number of students enrolled within the tested grades was less than ten. Therefore, statistical averages for each area cannot be published without compromising student confidentiality.

**Cause for Gap:** Instructional staff uses district approved curriculum materials and use curriculum guides/maps to plan instruction. Differentiated instruction occurs in the classroom.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Arvon Township School currently uses MEAP Tests as part of a formal testing program to evaluate the progress of students in comparison to state and national standards. Arvon Township School will continue to assess district performance benchmarks with assessments designed by curriculum materials and individual teachers.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** At the end of a three year period 85% of all students will demonstrate proficiency or higher in the content area of Social Studies as demonstrated on the MEAP Tests and district approved curriculum materials and assessments.

**Contact Name:** Lori Johnson

**List of Objectives:**

Name	Objective
Demonstrate Proficiency in Social Studies	All students will maintain and improve their skills in the areas of geography, history and economics so the percentage of students proficient on the MEAP assessments increase by 5%.

## 4.1. Objective: Demonstrate Proficiency in Social Studies

**Measurable Objective Statement to Support Goal:** All students will maintain and improve their skills in the areas of geography, history and economics so the percentage of students proficient on the MEAP assessments increase by 5%.

### List of Strategies:

Name	Strategy
Professional Development/Learning	Teachers and paraprofessionals will receive professional development training throughout the year to enhance skills and therefore help to increase general knowledge in the content area of Social Studies and specifically in the areas of geography and history.
Supplemental Educational Services	Paraprofessionals will provide small group and one-on-one support for students in core curriculum and technology applications to ensure continuous engagement and increase Social Studies skills.

### 4.1.1. Strategy: Professional Development/Learning

**Strategy Statement:** Teachers and paraprofessionals will receive professional development training throughout the year to enhance skills and therefore help to increase general knowledge in the content area of Social Studies and specifically in the areas of geography and history.

#### Selected Target Areas

III.2.A.1 Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.
III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.
III.2.C.1 Professional development is strategically aligned with the school improvement plan. The expected outcome from these initiatives is an increase in student achievement.
III.2.C.2 Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

#### Other Required Information for Strategy

Adequate Yearly Progress Report has and will continue to be used to determine professional development needs.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Professional Development	2010-07-01	2012-06-30	The administrator will share upcoming professional development opportunities with teachers. The administrator will approve scheduled professional development days and arrange substitute teachers for the classroom.

**4.1.1.1. Activity: Professional Development**

**Activity Description:** All paraprofessionals will attend at least one professional development session each year. Teaching staff will attend at least 30 hours of professional development per year. All professional development opportunities will include areas pertinent to our district. New hires will participate in mentoring. Collegial relationships will be built within the broader education community through the Copper Country Intermediate School District and other rural schools in the area.

**Planned staff responsible for implementing activity:** The administrator will share upcoming professional development opportunities with teachers. The administrator will approve scheduled professional development days and arrange substitute teachers for the classroom.

**Actual staff responsible for implementing activity:** Administrator, teaching staff and paraprofessionals are responsible for implementing the activities.

**Planned Timeline:** Begin Date - 2010-07-01, End Date - 2012-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	Other	0.00	0.00

**4.1.2. Strategy: Supplemental Educational Services**

**Strategy Statement:** Paraprofessionals will provide small group and one-on-one support for students in core curriculum and technology applications to ensure continuous engagement and increase Social Studies skills.

**Selected Target Areas**

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students that results in a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.
I.2.B.1 The school assures that students have the supports they need to meet the required standards/expectations. Teachers expect and provide opportunities for students to use many and varied approaches to demonstrate competency. The school continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
I.2.B.2 There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
I.3.B.2 The school regards data as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers as well as teacher teams continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.
II.3.A.2 School leaders use their fiscal resources to implement, supplement or extend school improvement plan activities that support the teaching and learning goals.
III.1.B.5 Instruction at the school is student-centered. Staff view each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

**Other Required Information for Strategy**

Annual MEAP and/or classroom assessments, unit tests and professional judgement is used to identify curriculum areas that need improvement.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Paraprofessional Support	2010-07-01	2012-06-30	Title I paraprofessionals and teachers will develop a student-centered approach for implementing Title I services in the classroom.

**4.1.2.1. Activity: Paraprofessional Support**

**Activity Description:** The Title I paraprofessional assist targeted students individually or in small groups within the classroom.

**Planned staff responsible for implementing activity:** Title I paraprofessionals and teachers will develop a student-centered approach for implementing Title I services in the classroom.

**Actual staff responsible for implementing activity:** Teaching staff will direct paraprofessional activities in the classroom.

**Planned Timeline:** Begin Date - 2010-07-01, End Date - 2012-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Title I Paraprofessionals in the Classroom	Title I Part A	3,987.80	

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
Title II Part D	\$3,037.00	\$0.00
Title I Part A	\$16,016.00	\$0.00
Other	\$600.00	\$0.00

# Additional Requirements

## Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. 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 Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

*Staff members and committees made up of school board members, parents and teachers met to complete the School data Profile/analysis*

2. Describe the process 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.

*Teaching staff use data from MEAP scores to identify children at risk. Teachers also base decisions on their judgement, meetings with parents, DIBELS scores, classroom assessments and goals set on individualized student plans for identification.*

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

*Teachers in kindergarten through sixth grade use the Grade Level Content Expectations at each grade level and monitor progress of all students through classroom assessments, MEAP scores and professional judgement. In addition, DIBELS testing is conducted and students falling below the aim line are progress monitored on a regular basis.*

4. Preschool through Grade 2 students shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and other developmentally appropriate academic measures. Describe those criteria, if applicable. Enter "Not Applicable" if the school does not allocate Title I funds to serve Preschool through Grade 2 students.

*Teachers conduct interviews with parents and students at the beginning of each school year. Areas of concern are addressed and Individualized Student Plans for each student are created. DIBELS scores, classroom assessments and teacher judgement are used to determine need.*

## Services for Eligible Students

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the Goals section of the school improvement plan.

### **Incorporated into Existing School Program Planning**

1. Describe how the program planning for Title I, Part A students is incorporated into the existing school improvement planning process.

*Based on the goals and objectives in our School Improvement Plan we decide what activities will help us attain these goals. We then plan a variety of activities that will assist us in working towards our goals. Activities in the core curriculum areas include Title I instructional support. We utilize our Title I paraprofessionals in the classroom to provide instructional support to eligible students.*

### **Instructional Strategies**

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

### **Title I and Regular Education Coordination**

1. Describe the coordination of Title I, Part A services with the traditional educational services offered at the school, including those services offered to students with limited English proficiency (if applicable).

*After determining student eligibility teachers and Title I staff meet to discuss scheduling of paraprofessionals in individual classrooms. These decisions are made based on classroom schedules and times core curriculum subjects are taught. Teachers meet with parents before the school begins to set goals for students and to develop an Individualized Learning Plan. Local Head Start students and parents are invited to visit our school each spring for a field trip that provides Head Start students an opportunity to participate in a variety of projects and spend time with students and staff at our school. The field trip also gives parents a chance to become familiar with the staff and our school. Kindergarten teachers attend a Head Start parent meeting, if there is an interest on behalf of parents, before kindergarten registration to share information about our school and answer questions parents might have. In addition, incoming kindergarten students are invited to attend the end-of-the-year picnic and carnival with their parents.*

### **Curriculum Alignment that Corresponds to the Goals**

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

*Teaching staff meets to work on curriculum alignment. It is an ongoing process. Attention is given to School Improvement goals. Individual Learning Plans are in place for each student. Review and revision occurs on an ongoing basis through informal discussion between staff members and review of the curriculum occurs*

during staff meetings and on planned in-service days.

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

*The curriculum is delivered to all students through daily lesson plans that identify the Benchmark or Content standards that each student is expected to achieve at the specific grade/subject level. Textbooks are chosen and aligned based on their ability to cover the Michigan content standards and Benchmarks. Instruction is based on research and best practices. Evidence of student success in the core curriculum will be monitored through the MEAP, Terra Nova and alternative assessment strategies. Arvon Township School, in the past three years, has addressed the core curriculum and aligned it with the State of Michigan Curriculum Framework Content Standards and Benchmarks in the areas of English language arts, mathematics, science and social studies as recommended by the MDE. A continuous review of student goals and outcomes will assure alignment with our core curriculum and Michigan's current guidelines. Curriculum mapping and MEAP Item Analysis are two activities that may be used to achieve this alignment. These goals will be accomplished with ongoing curriculum and staff development, parental and community support and through active involvement by all stakeholders in the school improvement process.*

### **Instruction by Highly Qualified Professional Staff**

1. Provide an assurance statement that all teachers and Title I, Part A instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

*The Title I paraprofessionals currently employed by Arvon Township School have completed at least two years of study at an institution of higher education and/or obtained an associate's degree or higher. All teachers on staff at Arvon Township School hold a bachelor's degree and have successfully taken and passed the Elementary Education #83 Michigan Test for Teacher Certification and are considered Highly Qualified for grades (k-5) all subjects and grades 6-8 self contained classrooms only.*

### **High-Quality and Ongoing Professional Development**

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

### **Strategies to Increase Parental Involvement**

1. It is critical that the school improvement team refers to the legislation included in the targeted school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase

parental involvement.

*Parental involvement is encouraged through beginning of the year meetings between parents, teachers and students. Goals are developed for each student and Individual Learning Plans are written with parents, children and teachers having input. An Open House, two student programs, Family Science Night, and a variety of field trips are planned each year. Parents are encouraged to attend some or all of the activities. Parent/Teacher communication envelopes are used to send information to and from school. Logs and notes are kept of parent/teacher contact by telephone. A parent resource center is located within the school and videos are available for check out in the school library. Parents actively participate on School Improvement committees throughout the year. Parent surveys are sent home once a year to evaluate school related activities and they can offer suggestions for the following year. Our parent participation is very good and we see most parents at the school on a weekly basis.*

2. Describe the role of parents in the following targeted school plan/program areas:

2a. Design

*Parents are actively involved in planning their child's educational goals. Parents, teachers and students meet before the school year begins to set learning goals and develop an Individual Learning Plan. Parental involvement is necessary in the development of goals and achievement of those goals. During these meetings parents are given Parent's Guide to the Grade Level Content Expectations. These are discussed in relevance to the curriculum. There is a parent resource center available that provides parents with information regarding their child's education and how they can help their children at home. Videos are also available for check out in the library.*

2b. Implementation

*Teachers, parents and students meet before the school year begins to set learning goals for the student. Parents and teacher sign the Individual Learning Plan and the goals are revisited and during parent/teacher conferences. If necessary new goals are developed with a timeline for achieving the goals. As a small school teachers have the opportunity to meet with parents or call them on a regular basis. Parents are continuously informed of their child's progress and/or informed about areas that the child might be having difficulty in. During these conversations strategies are discussed as to how parents can help their children at home.*

2c. Evaluation

*As a small school we are able and do meet with parents on a continuous though informal basis. Besides regularly scheduled parent/teacher conferences teachers involve parents through communication envelopes that provide documentation of all correspondence sent home. Logs and journals are kept of all phone or school visit contacts with parents and parent surveys are sent home in the last marking period. These surveys ask parents to evaluate their experiences with the school and evaluate the effectiveness of programs such as the After School Program and Summer Programs.*

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

*As a small school we have the luxury of scheduling meetings with parents on an informal and ongoing basis if needed. Time is set aside at parent/teacher conferences to review academic assessment results and interpretation of the results is provided to parents by the teacher. Every effort is made to thoroughly discuss results and explain what the results mean. Teachers use their background knowledge to add insight into results that are not typical of what they see in the classroom.*

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

*Support services are provided by Title I paraprofessionals in core curriculum areas during the school day. In addition, Title I support staff provide one-on-one tutoring for eligible students at our After School Programs and they provide support to eligible students when they participate in extended learning opportunities such as our Summer Programs. Differentiated learning is evident in all classrooms and Individualized Learning Plans are in place for each student.*

5. Describe how the parent involvement components of the targeted plan will be evaluated.

*Parent surveys, volunteer sign-up sheets, ongoing correspondence and communication between parents and teaching staff. Open discussion and documentation of parent attendance at school related events.*

6. Summarize the results of the evaluation and how those results will be used to improve the targeted program.

*Parents are, in general, satisfied with their child's educational experience. Parents continue to be motivated and interested in programs and special events that take place at the school. Parent involvement is strong and with some schedule changes, the number of parents who attend events will increase.*

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

### **Preschool Transition Strategies**

1. Describe preschool transition strategies (more than once a year visitation). If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

*Preschool students are invited to visit our school each spring, the kindergarten teacher attends a Head Start parent meeting to provide potential parents with information about our school, Incoming kindergarten*

*students attend the end of the year carnival with their parents as an introduction to the school.*

### **Alternative Measures of Assessment**

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

*DIBELS benchmark assessments and progress monitoring are used throughout the school year. MEAP tests, classroom assessments, professional judgement, development of Individual Learning Plans, student projects and participation in annual science fair all provide authentic assessment of student achievement. We are in the process of implementing AIMS WEB as a tool to monitor student progress also.*

### **Coordination of Title I, Part A and Other Resources**

1. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

*Head Start students from Aura are invited to our school for an annual field trip where they participate in a variety of activities that introduce the students to our school. Parents are also encouraged to attend this field trip with their children. Incoming kindergarten students and parents are invited to the end-of-the-year picnic and carnival with their parents. Our kindergarten teacher attends one parent meeting at Head Start (Aura) in the spring to introduce herself and our school to parents. This is also an opportunity for parents to ask questions regarding our school.*

### **Ongoing Review of Eligible Student Progress**

1. Describe the ongoing process and assessment tools utilized to monitor the progress of participating eligible students.

*MEAP and DIBELS scores combined with classroom assessments and teacher judgement are used to monitor the progress of eligible students. Daily monitoring of assignments and homework give the teacher information regarding the student's success in learning a specific skill. Title I paraprofessionals daily logs also provide additional information valuable in structuring lessons for the individual student.*

2. Describe how data will be utilized to inform instruction.

*Data from the above variety of sources inform classroom teachers about whether a student has learned or mastered a particular skill. If additional time on a subject is deemed necessary teachers revise their instruction to re-teach the particular skill. In addition, Title I paraprofessionals are given the task of working one-on-one with a student or with a small group of students to reinforce lessons taught by the classroom teacher.*

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services for students.

*Data from the above variety of sources inform classroom teachers about whether a student has learned or mastered a particular skill. If additional time on a subject is deemed necessary arrangements are made with Title I paraprofessionals to work on a particular skill with a student or on a skill with a small group of students. Teachers give areas of the curriculum that need to be addressed along with specific activities to accomplish this to Title I paraprofessionals. They follow the assigned schedule and monitor student progress in log books. Teachers can access the log book, review the notes and adjust the next lesson accordingly.*

4. Describe how evaluation of program services will be used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom.

*Professional development opportunities are provided through the Copper Country Intermediate School District and the principal, school board and individual teachers plan their participation in these learning experiences based on School Improvement goals.*

## **Effective Use of Technology**

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

*In alignment with the portion of the No Child Left Behind (NCLB) Act known as 'Enhancing Education Through Technology Act of 2001'(E2T2)has a goal: To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability. Students will develop technological literacy as articulated by the National Educational Technology Standards and the Michigan Technology Standards through the responsible and developmentally appropriate integration of technologies throughout the curriculum. School personnel, in support of school improvement efforts, will apply current technologies for information management, data collection and communications.*

*Arvon Township School believes technology can improve the learning opportunities for its students. The effective use of technology to improve learning can only happen with the properly and sufficiently trained staff. Therefore, training for teachers and administrators, on use and care of information systems, hardware and software, remains ongoing.*

*Arvon Township School continues to recognize that change is occurring at an increasing rate in every field of knowledge and there is a constant stream of new information and technology to be considered. Our district technology committee meets annually to review accomplishments, to consider needs, and to make recommendations for meeting those needs.*

## **Evaluation of the School Improvement Plan**

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using

data from the State's annual assessments and other indicators of academic achievement.

*Teachers meet to evaluate MEAP test scores, DIBELS, Individual Learning Plans and they use their professional judgement to determine whether goals have been met. New goals are set using the same data.*

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

*Parents and community will be invited and urged to attend school events, activities, and development. Annual reports are mailed to community members each year and parent/teacher conferencing provides an opportunity for teachers to address individual student performance.*

### **Building Level Decision-Making**

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

*Parent volunteers and community members have an active role in planning and designing the school improvement plan by working with teaching staff and school board members to develop goals for the school. The teaching staff uses results of MEAP tests along with teacher designed assessments and professional judgement to determine areas in need of improvement. Administrators, teachers and school board members are responsible for monitoring this plan. Evaluation of the school improvement plan is done through school improvement committee meetings and meetings between staff, administration, and school board members.*

## Assurances

### EdYES! (pending statutory approval to be changed to MI-SAAS) (EdYES!)

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *Yes*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments:

### Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *Yes*

Comments: *As a small school we focus on individual students. Teachers, parents and students meet before the school year begins to complete an Individual Learning Plan.*

### 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.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments: *The Arvon School Student Handbook covers acceptable behavior and consequences. Student behavior is addressed in the following areas including bullying, alcohol and tobacco abuse, drug abuse and prevention of all the above in Student Handbook.*

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *No*

Comments: *Teachers are on list to attend next available professional development opportunity.*

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.

Response: *Yes*

Comments: *Student handbooks are sent home and require a parent/student signature upon return. Student handbooks are provided to staff and are available in the classrooms.*

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.

Response: *No*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Reviewed policy, but not yet adopted*

Comments: *Arvon Township School follows the Michigan Model for Health Education Curriculum. Staff responsible for teaching health have attended professional development sessions offered by our Intermediate School District but are not exclusively teaching health or physical education. Our small student body does not require the hiring of a full or part time physical education/health instructor. Health and physical education are taught by general education teachers.*

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *Yes*

Comments: *We complete professional development through the Copper Country Intermediate School District. Opportunities for annual professional development related to health education when provided are attended by the teacher responsible for health education at our school*

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments: *Newsletters are provided in the Michigan Model Health curriculum that can be copied and sent home to keep parents informed about what students are learning in health. In addition, staff from the Western Upper Peninsula Health Department participate in teaching specific topics in health. Teachers invite presenters to the school to share information about healthy living with students.*

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Reviewed policy, but not yet adopted*

Comments: *We currently follow recommendations in the Michigan Board of Education Policy on Quality Physical Education. Students are provided with 90 minutes of instruction in a structured program each week. The school follows the EPEC model for physical education. In addition, school staff encourages physical activity and provide additional incentive programs for students in the area of physical education.*

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments: *Opportunities for this type of professional development is provided by our local Intermediate School District. If opportunities for professional development specific to health education arise every effort is made to have teaching staff attend.*

11. The physical education curriculum used in our school is:

Response: *Exemplary Physical Education Curriculum (EPEC)*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *60-90 minutes at elementary level, 106-135 minutes at middle/high level*

Comments: *Students participate in three 30 minutes session of physical education each week.*

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *No action taken*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *No*

Comments: *Our meals are provided through a contracted service. We do not have a food service director/manager on site.*

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *No*

Comments: *Our meals are provided by a contracted service, but a healthy eating plan is encouraged and supported by school staff.*

17. 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.

Response: *Yes*

Comments:

18. 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.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments: *We are a small rural school with less than 10 students.*

20. 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.

Response: *No Written Policy*

Comments: *Mission Statement, student handbook*

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, fully implemented*

Comments: *Arvon Township School's student handbook includes information on student conduct and has a student conduct code. With input from parents and staff there has been a relative concensus that they would like students to develop intrinsic motivation. These positive consequences are balanced with negative consequences as teaching staff deem appropriate in accordance with district policies.*

23. 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.

Response: *No*

Comments: *As a small school we do not have on-site counseling staff.*

24. 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.

Response: *No*

Comments: *We do not have the above mentioned staff members on site, but we utilize local Health Department staff to present and provide materials to students. In addition, classroom teachers who are responsible for teaching health cover this topic under the Michigan Model for Health Education.*

25. 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.

Response: *No*

Comments: *We have none of the above on staff. Classroom teachers who are responsible for health education include these topics under the Michigan Model for Health Education.*

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *No*

Comments: *No staff members listed above are available on site. Professional staff is available through the Intermediate School District.*

27. Our school's mission statement includes the support of employee health and safety.

Response: *Yes*

Comments: *Mission statement includes mention of a clean, safe, disciplined, and attractive learning community.*

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. 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.

Response: *Written policy, fully implemented*

Comments: *Parents participate in completing Individual Student Plans that set goals for student achievement. Our parents are very involved and we have a near 100% participation rate in school related activities. Teachers collaborate with each other and parents on a regular, ongoing manner through phone conversations, notes, communication envelopes, e-mail, and person to person. In addition, the student handbook lists parent involvement in their goals section and parent responsibilities are listed also.*

31. Our school has a parent education program.

Response: *No*

Comments: *Information on a variety of topics is available at the school in the form of brochures, books and videos that parents can access. Parents are aware that they can use school resources and personnel if they have questions or concerns. Teacher/parent relationships are long term and ongoing and include meetings before the school year begins, parent teacher conferences and a variety of Open House and special events.*

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *Yes*

Comments: *Parents were asked to complete a survey concerning student meal programs and are always encouraged to send healthy meals with their children. In addition, the school has brought in community members and a variety of staff from various agencies to share information on nutrition and exercise with students. Parents are kept informed of health topics through Michigan Model for Health newsletters. Parents have participated in a variety of physical activities that are coordinated as a school/home project. Response has been very good.*

33. 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).

Response: *Access to no indoor facilities*

Comments: *There is no perceived need at this time. 4-H meets monthly but is coordinated by a staff member. School Board members would be willing to have the building be used by community members.*

## Special Education

1. The District School Improvement Team reviews the CIMS data.

Response: *No*

Comments: *We are a one building district and review is completed by administrator and business manager to provide confidentiality of information.*

2. CIMS data is used to prepare the District Improvement Plan.

Response: *No*

Comments: *We are required to submit a school level plan only.*

## Technology

1. The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).

Response: *Yes*

Comments:

2. The district has a process to monitor adult and student use of the internet.

Response: *Yes*

Comments:

3. The district has an Internet Safety Policy in place.

Response: *Yes*

Comments:

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.

Response: *Yes*

Comments:

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

Response: *Yes*

Comments:

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

Response: *No*

Comments: *Person to person collaboration occurs on an ongoing basis between staff members. Our technology support is provided by a third party. A three year technology plan is in place.*

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

Response: *No*

Comments: *Not needed, small school - we have a technology plan in place that is updated every three years through collaboration between teachers, staff and professionals who provide support for technology.*

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

Response: *Yes*

Comments: *Teachers use Michigan Education Technology standards and Michigan Standards and Benchmarks to integrate technology in the classroom.*

9. The district adjusts its curriculum to include technology literacy for all students.

Response: *Yes*

Comments: *All students have access to computers in the classroom and technology literacy is integrated*

*throughout the classroom.*

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

Response: *Yes*

Comments: *Teachers attend professional development opportunities for incorporating technology in the classroom. Additional new technology is purchased as outlined in our three year Technology Plan. Each student has a computer available to them in the classroom and use of the computers and Smartboard are evident throughout the school.*

## Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mrs.	Lori	Johnson	Principal/Teacher	arvschool@up.net
Mrs.	Kristina	Waara	Teacher	kristina.l.waara@us.army.mil
Mrs.	Jan	Filpus	Title I Paraprofessional	jmfilpus@up.net
Mrs.	Myla	Horrocks	school board member	arvon@up.net
Mrs.	Mary	Rogala	school board member	arvon@up.net
Mrs.	Nancy	Soli	school board member	arvon@up.net
Mrs.	Sue	Bollech	school board member	arvon@up.net
Mrs.	Emily	Hoover	Title I paraprofessional	arvschool@up.net
Mr.	Steve	Fair	School Board Member	arvon@up.net

# Statement of Non-Discrimination

## Federal Office for Civil Rights

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

## Contact Information

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

Name/Position:	Lori Johnson
Address:	21798 Skanee Rd. Skanee, MI 49962
Telephone Number:	(906)524-7336

## References

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

## Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact

*Below is an excerpt from our school handbook outlining the responsibilities of parents regarding students attending Arvon Township School. Parental involvement and volunteerism is encouraged in all areas. An individual Student Plan is completed by the teacher, parents and students at the beginning of each school year.*

### **Responsibilities of Parents**

1. Parents are expected to come into the classroom to pick up their child/children during the school day or when delivering something to them. Students should also be signed in and out at the principal's desk.
2. Make sure your children are properly dressed, with adequate clothing and footwear, before coming to school.
3. Parents should write an excuse for their child if he/she have been absent or tardy, stating the reason. The note should be sent to school the day the child returns.
4. Parents are only party to information regarding their own child[ren] from school personnel.
5. Parents are encouraged to make arrangements with teachers to participate and volunteer in the school.

# School-Parent Compact

The Arvon Township School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

## School Responsibilities

The Arvon Township School will:

1. Provide high-quality curriculum and instruction in a supportive and effective environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - a. Retention of highly qualified instructional staff
  - b. Using Michigan State Standards and Benchmarks to plan instruction
  - c. Provide an environment that is safe, clean and attractive for learning
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement
  - d. Conferences will be held at the end of the first marking period
3. Provide parents with frequent reports on their children's progress
  - e. Report cards are given out quarterly
  - f. Communication via telephone or notes from teachers as needed
4. Provide parents reasonable access to staff.
  - g. Parents can phone the school at any time and leave a message. All calls will be returned before the start of school or after students are dismissed.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
  - h. Parents are asked to fill out a volunteer form at the beginning of the school year choosing what activities they would like to participate in or volunteer for
  - i. Parents are encouraged to volunteer in their child's classroom for special events

## **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways:

- Monitor attendance.
- Making sure that homework is completed.
- Volunteering in my child's classroom/school.
- Participating, as appropriate, in decisions relating to my child/children's education.
- Promoting positive use of my child/children's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school received by my child or by mail and responding, as appropriate.

Signed \_\_\_\_\_

## **Student Responsibilities**

I, as a student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Do my homework every day and ask for help when I need to.
- Read at least 15-30 minutes every day outside of school time (time determined by grade level)
- Give to my parents or the adult who is responsible for me all notices and information received from my school every day.

Signed \_\_\_\_\_

